

Relationship between Using IT and Adaptability with Common Sense in High School Teachers (Second Grade) of Bandar Kangan

Seyyed Ahmad Hashemi and Nehzat Safaei

Abstract

The present study was aimed to examine the relationship between using IT (information technology) and adaptability with common sense in high school teachers (second grade) of Bandar Kangan. This research was practical in terms of objective, and it was descriptive and correlational in terms of method. The statistical population of the present study consisted of all high school teachers (second grade) in Bandar Kangan. Sample size was 150 individuals who were selected using a random sampling method. Measurement tools included Tromso's (2001) common sense questionnaire, Bell's (1961) adaptability questionnaire, and Mahmudi's (2013) "level of using IT" questionnaire. In order to determine the reliability of the questionnaires, Cronbach's alpha method was used. Its alpha coefficient for the questionnaires of common sense, social adaptability, and ICT was 0.78, 0.95, and 0.89, respectively. The results obtained from this research indicated that there was a positive significant relationship between the level of using IT and its eightfold components (employees' competency, adjustability, adaptability, connection, speed, segmentation, capability, facilities, and novelty) with the level of adaptability and common sense in high school teachers (second grade) of Bandar Kangan. The results of regression analysis also showed that predictor variables (IT components) generally predict about 0.30 of adaptability variance and 0.35 of common sense variance.

Keywords: Using IT, Adaptability, Common Sense, High School Teachers (Second Grade), Bandar Kangan.

Introduction

Common sense is the ability to interact and communicate with others. Human brain is one of the most complex, the most sensitive, and the strongest organs in the universe. People even have difficulties connecting to their own brains, let alone others' brains. Those with common sense must be able to effectively contact others. They must have an impressive personality in order to develop creativity for

communications and friendship and to know how to make friends and keep them as friends. An increase in common sense helps individuals to become good listeners and strongly communicate with others. People with developed common sense can easily communicate with all people from any age groups, social groups, or cultural groups. And others would feel comfortable when interacting with such people.

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Adaptability is a developing process, which comprises a balance between what people want and what their society accepts. In other words, adaptability is a mutual process. On the one hand, individuals interact with the society effectively; on the other hand, the society also provides tools by which individuals realize their potential capabilities (Farghdani, 2004).

Adaptability is the most important sign of mental health. It is a subject which has attracted a lot of attention in recent decades. It can be said that social growth is the most important sign of health. In shy people, the presence of persisting problems with meeting demands and with social communications can lead to negative emotions, anxiety, depression, loneliness, and weak self-images. Adaptability, as the most important sign of mental health, is a subject that is considered to be very important in childhood and adolescence, because in such periods, contacts with peers increase and dependence on parents decrease.

Common sense is an inclusive expression which comprises a broad set of personal skills and characteristics. It is normally referred to as inter-personal and intra-personal skills that are beyond a known field of prior knowledge, such as IQ and professional technical skills. Thorndike is one of the most important theorists of common sense. He referred to common sense as the ability to understand

others and to act wisely in human communications (Buzan, 2012).

Thorndike, for the first time, used the term "common sense" or "social intelligence" in expressing human behaviors and actions. Common sense is the ability to have interpersonal contacts in a group and to cooperate with others, to use the mind and body for the purpose of communicating with others, to better understand others, to know that we must encourage others for growth and development of interpersonal communications and friendly behavior, and to become aware of how to make friends and how to keep them as friends. Common sense is a special feature which helps to succeed in social communications; and it has not been obtained through education or studies. In fact, having healthy relationships, or in other words, the ability to start relationships is a special important capability (Buzan, 2010).

Within the past two decades, common sense has been one of the most important subjects of social and human sciences, especially in managerial, organizational, and educational fields; and its uses and abilities, compared to other intelligences, have always been discussed. Two separate doctrines which focus on common sense are: 1) psychology which refers to social intelligence or common sense as a capability; 2) the second doctrine takes it out of the field of psychology and takes it into social and organizational sciences.

Generally, there are numerous definitions for intelligence and wisdom. Hence, different classes of intelligence have been put forward. Thorndike, Spearman, Troston Sternberg, and Gardner are individuals who built different types of intelligence and wisdom based on definitions.

Primary researchers such as Thorndike stated that social capability is an important element of wisdom. According to Thorndike, common sense is the ability to understand others and act wisely in connection to others. In line with this, Wechsler stated: I have tried to show that in addition to intelligence-related factors, there are also non-intelligence factors that can determine intelligent behavior. We cannot measure intelligence or common sense unless we have tests and criteria for measuring non-intelligence factors (Khorshidzadeh, 2011).

Gardner put forward eight separate types of intelligence: verbal intelligence, music intelligence, mathematical intelligence, spatial intelligence, bodily-motor intelligence, interpersonal intelligence, intrapersonal intelligence, and naturalistic intelligence. Gardner believed that in a certain situation, people use the type of intelligence that is related to that situation (Gardner et al, 2011).

People with high common sense must be able to use all of their mental and physical power in order to effectively communicate with others. Common sense must enable us to

come to terms in harsh moments and negotiations, leading to better communications with all social members.

The importance of common sense is increasing day after day as a novel subject, especially for individuals who need communicational skills during the day (Wilkinscn, Kitzinger, 2011). On the other hand, the dynamism of the education system is rooted in an appropriate favorable organizational space, trust, responsibility, and reinforcement of cooperative management; in line with this, the most important human resources (i.e. committed and healthy human capital) must be provided, who help to realize organizational goals through loyalty and attachment to the organization, and by preserving values (kuhestani, 2013).

One of the most common problems in connection to the studies of common sense is disagreement about the definition of common sense, which has been put forward by involved theorists and scholars for many years. According to theorists' comments, common sense has a multifaceted structure, including cognitive components, cognitive analysis, and behavioral analysis. Hence, a person with high common sense is someone who is able to act in a way that social goals are realized (Weis, 2012).

However, in connection to the other important variable of the research, i.e. adaptability, it must be noted that inadaptability, individuals do not try to effectively communicate, but they

try to come to terms with conditions. Overcoming personal life, having social support, having goals, and loving people, groups, and so forth and actions in balance with that in the environment are factors that lead to adaptability, and can increase it. Cooperation with family members and social members helps to provide security, mutual respect as well as active development (Akbarzadeh, 2011).

Feldman (2010) believed that individuals' efforts to meet expectations and face environmental problems are called adaptability. Icon (2011) referred to adaptability as the ability to adapt to the society and meet personal demands. In addition, Allen (2013) believed that adaptability is the acquisition of an appropriate understanding of behaviors, thoughts, and feelings of oneself and others, which favorably provides the possibility to find strategies for coming-to-terms when facing social expectations and problems (Hofmann, 2014). Another definition of adaptability is a state of perfect balance between organisms and the environment, in which all needs are met, and all organism actions take place easily (Poorafkari, 2014).

Other factors affecting adaptability can be categorized as follows: 1) personality; 2) individuals' perceptions of problems; 3) intensity of problems; 4) social supports; 5) possible ways to achieve goals; 6) the ability and talent to take care of health; 7) individuals'

perceptions of situations; 8) families' perceptions of personal conditions; 9) the ability and talent to attract social supports; 10) lifestyle; 11) effective environmental attitudes and activities (Eslami Nasab, 2011).

Guashtain and Lanion (2012) referred to adaptability as a continuous process in which individuals' social learning experiences lead to abilities and skills which help to meet needs. Individuals benefit from adaptability when they hold a healthy relationship between themselves and social environment in order to meet their needs. Adaptability is a relationship that exists between individuals and their environment, especially their social environment, enabling them to meet their needs and motivations (Sadeqi, 2013).

One of the variables which can be related to adaptability and common sense is IT. Not only in Iran but also in other countries, the education system has a heavy duty. IT has changed social structures and lifestyles in the world quickly, and it has tried to create an information-based society or a knowledge-based society, in which the production of information and scientific knowledge is an objective. One of the most important pillars of a society is the education system which must move in line with changes. What we mostly deal with in today's world is the fast collapse of bases and grounds of education, which are based on the axis of peaceful and written

terms; and at the same speed, we face the emergence of the education system, which is based on the foundations of electronic images that move very quickly and change from time to time (Postman, 2010).

The emergence of communal media such as internet in human societies has turned them into information-based societies. Today, the internet is an inseparable part of the lives of the present generation. Adolescents and youths' increasing use of this phenomenon in different fields (science, entertainment, business, information, and interpersonal relationships and so forth) has led to attention to its effect on various aspects of their lives. The education system also takes effective steps to achieve educational goals, by using this technology (Hosseinzadeh, 2013).

Electronic learning is a new consequence of using ICT in education. These concepts lead us to use novel, efficient, effective patterns in the education system in order to fight complexities and meet increasing demands of today's world (Wilson, Rapee, 2011).

In many countries, the extension of IT in the education system has been the focus of attention. By examining the available statistics and information in connection to the level of IT extension in the education system of the world's countries, we find that in many countries such as developed and developing countries, in order to equip schools with different

facilities such as computers and internet, comprehensive plans have been devised; invention of new educational methods, using computers in classes, using educational multimedia software, using the internet and electronic post, extending educational networks, emergence of education in a society which aims to advance based on knowledge and technology. The education system must first revolutionize itself. And in line with this, it must use practical studies in the fields of educational technology (design, implementation, and plan evaluation). Hence, considering the aforementioned, the present study aims to answer this question, "is there a relationship between using IT and adaptability with common sense of teachers in high schools (second grade) in Bandar Kangan?"

In the examination of adaptability styles in the adolescents of Tehran's schools, using ACS, Daeepoor (2000) showed that boys use efficient adaptability styles, and that girls use inefficient adaptability styles. The older the girls, the more they use inefficient adaptability styles. And the older the boys, the more they use problem-solving strategies and the less they use social action strategies and spiritual support.

In a study called, "Relationship between social intelligence of managers and job satisfaction of school teachers" for 120 managers and 360 teachers in the cities of the north of West Azerbaijan (statistical

sample was selected using Tromso's social intelligence questionnaire and Field and Rothe's job satisfaction questionnaire), Rezayi and khalilzadeh (2009) showed that there was a positive significant relationship between managers' social intelligence and teachers' job satisfaction. In addition, from the three components of social intelligence, the component of social skills and processing social information are the best predictors of job satisfaction. In his study, Khaleghyar (2011) examined the relationship between the level and type of using novel media (internet and mobiles) with students' educational status in high schools of Tehran. This research was aimed to examine the relationship between the type and level of using internet and mobiles with students' educational status in Tehran's high schools (region 2). Research method was descriptive, and the statistical population included the students of Tehran's second region. The research used a cluster random sampling method, and it used questionnaires. Validity was measured using face validity; and results showed that at least the statuses of the education of two groups of people are different in terms of using mobiles. However, this research showed that there was a significant relationship between the level of using internet and the type of using mobiles with education status.

In his study, Omidi (2011) focused on the examination of the level and type of using internet,

and its role in learning communicational skills by students. The statistical population of the research consisted of BA students in psychology and educational sciences of Allameh Tabatabayi University. The studied sample included 207 individuals, who were selected using a convenience random sampling method. The tool used in this research was a made questionnaire for analyzing data. The results obtained from the research showed that the first hypothesis of the research related to the relationship between the level of using internet and learning communicational skills (in a 5% confidence level) holds with 95% confidence. The relationship between the sub-hypotheses of this hypothesis and using the internet for coding, listening, assertiveness, and meta-language skills is significant; and it is not significant for the skills of code-reading, reasoning, and language of feelings.

In his study called "Examination of social intelligence hypotheses", Holekamp (2011) stated that we need big brains and complex cognitions in order to be able to react to the activities related to social complexities. These hypotheses have been strongly supported; but, the statistical data collected in recent years lead to the unsustainability of this prediction. This research was mainly aimed to propose a theoretical framework that can consider internal differences and similarities.

Nonamiker (2013) believed that access to and review of relevant research background facilitates the use of the internet in academic environments because, day by day, the number of scientific-research journals, reference texts, books, and educational cases in an accessible network will increase. In addition, communication with teachers and students and other people interested in similar subjects becomes easier.

In his study, Chung (2014) found that the level of using and investing in IT is directly related to the teams' cross-functional interaction, and that when the organizational structure is very unfocused and when formality is low, teams' cross-functional interaction is very favorable.

Research Method

The present study was descriptive; and in terms of objective, it was practical. In this research, a correlation method was used.

Statistical Population

The statistical population of the present research included all high school teachers of Bandar Kangan (2017-2018) (171 individuals).

Sample Size and Sample Size Calculation Method

In this research, a random sampling method was used. Research sample consisted of 113 individuals, who were selected using a Morgan Table. However, because the research had three variables, the statistical sample included 150 individuals.

Data Collection Tool

This research was descriptive-analytical in terms of data collection method, in line with survey studies. Therefore, in the first stage, using a library method and using a note-taking tool, necessary data were collected; and in the final stage, in order to collect data from the statistical sample, questionnaires were used.

A) Tromso's common sense scale (TSIS): in this research, in order to collect data, Tromso's common sense scale was used. Silvera, Martin Yosen, and Dahel (2001) devised this scale for measuring common sense. Tromso's common sense scale is a self-report tool with 21 items. These items are scored using a 7-point Liker scale: 1 = I totally disagree; 2 = I disagree to some extent; 3 = I disagree very little; 4 = I neither agree nor disagree; 5 = I agree very little; 6 = agree to some extent; 7 = I totally agree. Common sense scale is measured based on three sub-scales.

Social Information Processing (SIP): This sub-scale emphasizes understanding and predicting the behaviors and emotions of others; and it measures the ability to understand verbal and non-verbal messages in human relationships, to understand hidden messages, as well as obvious messages.

Social Skills (SS): This sub-scale emphasizes behavioral aspects such as entering new social situations and social adaptability; and it measures basic

communicational skills such as active listening, daring actions, as well as holding, maintaining, and breaking relationships.

Social Awareness (SA): This sub-scale emphasizes the

tendency towards unawareness or wonders of events in social situations; and it measures the ability to behave actively according to situations, times, and places.

Table 1. Distribution of questions and items of common sense questionnaire.

Dimensions	Number of Items	Item No
Processing social information	8	1 to 8
Social Awareness	7	9 to 15
Social Skills	6	16 to 21

Silvera, Martin Yosen, and Dahel (2010) calculated the alpha coefficient of reliability for sub-scales of social information processing, social skills, and social awareness to be 0.81, 0.86, and 0.79, respectively. Rezayi (2010) examined the factor structure of this questionnaire. He reported that the reliability of Tromoso's common sense scale was calculated using retest and internal consistency methods (Cronbach's alpha). Cronbach's alpha coefficient of reliability for the whole scale was 0.75, and it was 0.73, 0.66, and 0.64 for sub-scales such as social information processing, social skills, and social awareness, respectively. In addition, the reliability coefficient of retest for the whole scale was 0.81; and it was 0.76, 0.86, and 0.66 for sub-scales such as social information processing, social skills, and social awareness, respectively. Finally, he concluded that Cronbach's alpha coefficient and retest show that the reliability of each factor is in a favorable level. In Rezayi's (2010) research, after the approval of the scale's face validity,

reliability was calculated to be 0.81 using Cronbach's alpha.

B) Bell's adaptability questionnaire: This questionnaire was devised by Professor Bell in 1961. In connection to adaptability, two questionnaires consisting of 32 items were presented; one was related to students and the other was related to adults. This form measures four separate measurement levels of social and personal adaptability, including: 1) communicational skills; 2) daily life skills; 3) socializing skills; 4) motor skills. Using a split-half method, the reliability of the questionnaire was calculated to be 0.95 and 0.93 for individual adaptability and social adaptability, respectively, which shows that the coefficients are favorable (Azmi et al, 2013).

C) ICT questionnaire: This questionnaire was devised by Mahmudi (2013), including 41 items that measure 8 dimensions: competency of IT employees, adjustability, adaptability, connection, speed, segmentation, capabilities and facilities, novelty. The scoring of the questionnaire was done based

on a 5-point Likert scale (I totally disagree, I totally disagree). agree, I agree, I have no idea, I

Table 2. Distribution of items of IT questionnaire.

Dimensions	Number of Items	Item No
competency of IT employees	9	1-9
Adjustability	9	10-18
Adaptability	6	19-24
Connection	5	25-29
Speed	3	30-32
Segmentation	4	33-36
Capabilities and Facilities	3	37-39
Novelty	2	40-41

Validity and reliability of questionnaires: The validity of all three questionnaires was approved by experts in Iran. And university professors approved of it after applying some modifications. Additionally, the reliability of the common sense questionnaire, social adaptability questionnaire, and ICT questionnaire was calculated to be 0.78, 0.95, and 0.89, respectively.

Data Analysis Method

In order to analyze the data obtained from the collected questionnaires, descriptive and inferential statistics were used. Hence, in order to describe the responses to the items of the research questionnaire, frequency distribution tables and the percentages of the responses related to each of the items were used. To show some statistical items in a coherent way, bar graphs were used. In an inferential level, for testing hypotheses, "r" Pearson Correlation Test and Multivariate Regression Test were used.

Findings

One of the most important stages of every research is data analysis. When data are collected using research tools, it is necessary to analyze them, considering research method. In this paper, data were analyzed using computers and SPSS software. First, data description was processed; and then, frequency tables and corresponding graphs were presented in the questionnaire. After that, the results of implementing the tests were analyzed statistically. And the data related to hypothesis testing were examined based on inferential statistical methods such as Pearson Correlation and multiple regression; and they were shown using tables.

Descriptive Statistics

In the descriptive section, first, the characteristics of respondents were expressed; and then, the obtained results were given for the items mentioned in the questionnaire.

Respondents' Characteristics

In the section of descriptive statistics, the characteristics of respondents were presented based on the items given in the questionnaire. Characteristics

such as age, gender, marital status, education, service background, and type of school are briefly given in the following table.

Table 3. Frequency distribution of type of school in teachers' service place.

Variable	Group	Frequency	Percentage	Cumulative percentage
Type of school	Governmental	112	75	75
	Non-governmental	38	25	100
Total		150	100	***

The results of the table of school type in teachers' service location show that 112 individuals, i.e. 75% of teachers

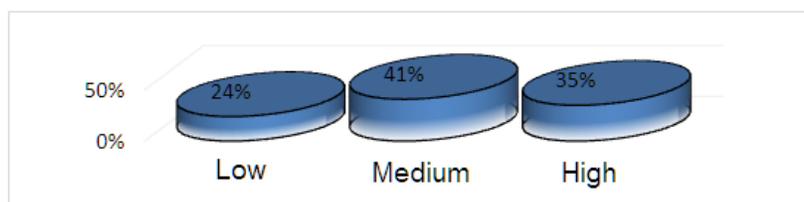
taught in governmental schools, and 38 individuals, i.e. 25% of teachers taught in non-governmental schools.

Table 4. Distribution of the frequency of using IT.

Variable	Group	Frequency	Percentage	Cumulative percentage
IT	Low	36	24	24
	Medium	61	41	65
	High	53	35	100
Total		150	100	***

The above table shows frequency distribution of the level of using IT in respondents. Based on the table, 24% of respondents

used IT very little; 41% of them used IT to a medium extent; and 35% of them used it very much.



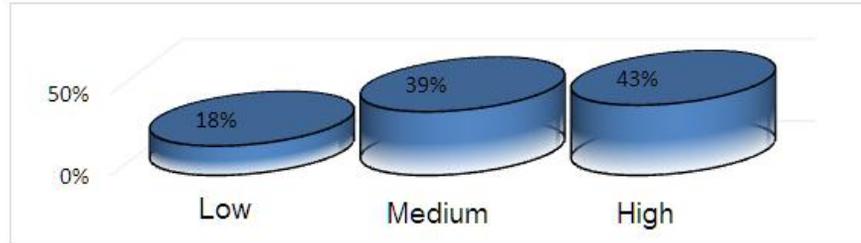
Graph 1. Percentage of the frequency of using IT.

Table 5. Frequency distribution of common sense

Variable	Group	Frequency	Parentage	Cumulative percentage
common sense	Low	27	18	18
	Medium	59	39	57
	High	64	43	100
Total		150	100	***

The above table shows frequency distribution of common sense in respondents. Based on the table, 18% of respondents had low

common sense; 39% of them had medium common sense; and 43% of them had high common sense.



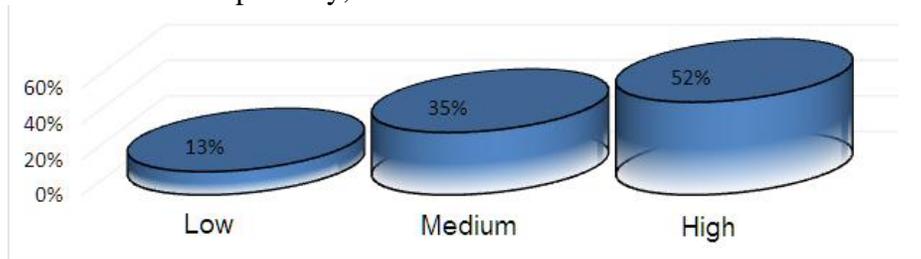
Graph 2. Frequency distribution of level of common sense.

Table 6. Frequency distribution of level of social adaptability.

Variable	Group	Frequency	Percentage	Cumulative percentage
Social Adaptability	Low	20	13	13
	Medium	52	35	48
	High	78	52	100
Total		150	100	***

The above table indicates frequency distribution of social adaptability in respondents. Based on the table, 13% of respondents had low social adaptability; 35

percent of them had medium adaptability; and 52 percent of them had high social adaptability.



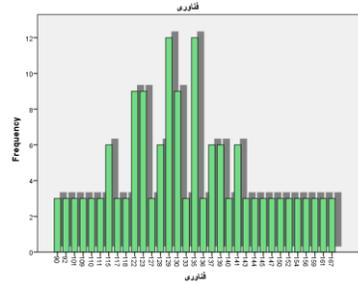
Graph 3: Frequency distribution of social adaptability.

Statistical description of research variables

Using IT

The variable of using IT was measured through Mahmudi's (2013) questionnaire (41 items). From these items, the score of

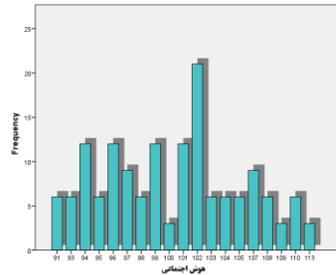
using IT was calculated. The obtained scores show that the minimum score of respondents was 90 for this variable, and that the maximum score was 167. The average of this variable was 131.26 with a standard deviation of 16.21, and a variance of 263.02.



Graph 4. Frequency distribution of the scores of using IT.

Common sense was measured using Tromoso's (2001) common sense questionnaire (21 items). From these items, the score of common sense was obtained. The obtained scores show that

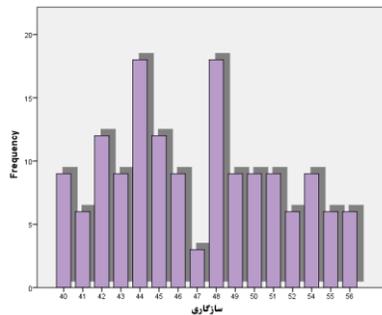
respondents' minimum score for this variable is 91, and that maximum score is 113. The average of this variable is 100.4 with a standard deviation of 5.31, and a variance of 28.27.



Graph 5. Frequency distribution of common sense scores.

A) daptability was measured using Bell's (1961) adaptability questionnaire (32 items). From these items, the score of adaptability was obtained. The obtained scores show that

A minimum score of respondents for this variable is 40, and that maximum score is 56. The average of this variable was calculated to be 47.08, with a standard deviation of 4.53, and a variance of 20.53.



Graph 6. Frequency distribution of adaptability scores.

Inferential Statistics

In this section, first, each hypothesis was put forward, and then necessary statistical tests were used through SPSS software in connection to each hypothesis.

Main Hypothesis: There is a significant relationship between using IT and teachers' adaptability in high schools (second grade) of Bandar Kangan.

Table 7. Examination of the relationship between using IT and teachers' adaptability.

Variable		IT	Adaptability
IT	Pearson Correlation	1	0.498
	Significance		0.000
	Number	150	15
Adaptability	Pearson correlation	0.498	1
	Significance	0.000	
	Number	150	150

The level of the test's significance shows that there is a significant relationship (in 65% confidence) between using IT and teachers' adaptability in Bandar kangan's high schools (second grade). In other words, it can be said that the level of using IT has a significant effect on adaptability. The correlation coefficient obtained from Pearson Test for the two mentioned indexes is 0.498. This figure is positive, and shows

that there is a direct relationship between the variables of using IT and adaptability. It means that with an increase in using IT among teachers, there will be an increase in adaptability, and vice versa. Therefore, the above hypothesis is approved.

Main Hypothesis: There is a significant relationship between using IT and teachers' common sense in high schools (second grade) of Bandar Kangan.

Table 8. Examination of relationship between using IT and teachers' common sense.

Variable		IT	common sense
IT	Pearson Correlation	1	0.586
	Significance		0.000
	Number	150	15
common sense	Pearson correlation	0.586	1
	Significance	0.000	
	Number	150	150

The level of the test's significance shows that there is a significant relationship (in 95% confidence) between the variables of using IT and teachers' common

sense in high schools (second grade) of Bandar Kangan. In other words, it can be stated that using IT considerably affects teachers' common sense. The correlation

coefficient obtained from Pearson Test for the two mentioned indexes was 0.586. This figure was positive, indicating a direct relationship between using IT and teachers' common sense. This means that with an increase in using IT, the level of common sense in teachers will increase, and

vice versa. Therefore, the above hypothesis is approved.

First Hypothesis: There is a significant relationship between using IT and teachers' adaptability in high schools (second grade) of Bandar Kangan.

Table 9. Examination of relationship between using IT and teachers' adaptability.

Independent variables	Number of samples	Correlation coefficient	Significance
Competency of IT employees	150	0.459	0.001
Adjustability	150	0.332	0.001
Adaptability	150	0.265	0.001
Connection	150	0.228	0.005
Speed	150	0.218	0.007
Segmentation	150	0.274	0.001
Capabilities and facilities	150	0.388	0.001
Novelty	150	0.383	0.001

The level of Pearson Correlation Coefficient Test's significance shows that there is a significant relationship between using IT and its components (competency of IT employees, adjustability, adaptability, connection, speed, segmentation, capability, facilities, novelty) with adaptability of teachers (in 95% confidence) ($P < 0.01$). In other words, it can be stated that each variable of IT significantly affects adaptability. Correlation coefficient was positive for all dimensions of IT.

These coefficients show direct correlation between variables. Thus, with an increase in each of the eight components of IT among teachers, there will probably be an increase in the level of adaptability, and vice versa. Based on the obtained results, the first hypothesis was accepted.

Second Hypothesis: There is a significant relationship between using IT and teachers' common sense in high schools (second grade) of Bandar kangan.

Table 10. Examination of relationship between using IT and teachers' common sense.

Independent variables	Number of samples	Correlation coefficient	Significance
competency of IT employees	150	0.413	0.001
Adjustability	150	0.384	0.001
Adaptability	150	0.398	0.001

Connection	150	0.355	0.001
Speed	150	0.325	0.001
Segmentation	150	0.330	0.001
Capability and Facilities	150	0.463	0.001
Novelty	150	0.375	0.001

The level of Pearson Correlation Coefficient Test's significance indicates that there is a significant relationship (in 95% confidence) between using IT and its components (competency of IT employees, adjustability, adaptability, connection, speed, segmentation, capability, facilities, novelty) with teachers' common sense ($P < 0.01$). In other words, it can be stated that each IT component considerably affects teachers' common sense. Correlation coefficient for all

dimensions of IT was positive. These coefficients show that there is a correlation between variables. Therefore, with an increase in each of the eight components of IT among teachers, there will most probably be an increase in common sense, and vice versa. Based on the results, the second hypothesis of the research was accepted.

To study the concurrent effect of independent variables (IT components) on dependent variable (adaptability), multiple regression analysis was used.

Table 11. Regression coefficients of predictor variables for teachers' adaptability.

Variable	R	R ²	B	Beta	T	Sig
competency of employees	0.459	0.210	0.332	0.342	4.59	0.000
Capabilities and facilities	0.534	0.285	0.451	0.221	2.81	0.005
Novelty	0.552	0.305	0.352	0.162	2.01	0.046

According to regression analysis results, generally, there are three predictor variables. The coefficient of their multiple correlation with teachers' adaptability is $R = 0.552$, and beta coefficient is $R^2 = 0.305$. The value obtained from this coefficient shows that about 0.30 percent of the variance of teachers' adaptability is determined by predictor variables (IT components) in regression equation. In multiple regression analysis method which uses a

step-by-step style, variables such as competency of IT employees, adjustability, adaptability, connection, speed, segmentation, capability, facilities, and novelty enter regression equation; and their relationship with teachers' adaptability is examined as a dependent variable. From the mentioned dimensions, five dimensions, i.e. adjustability, adaptability, connection, speed, and segmentation leave the equation and are determined.

These five dimensions did not have a significant effect on expressing the changes of dependent variable. In addition, the effect of predictor variables on criterion variable was positive with 95% confidence. In contrast, between the three predictor variables, the dimension of IT employees' competency

Table 12. Coefficients of predictor variables for teachers' common sense.

Variable	R	R ²	B	Beta	T	Sig
Capabilities and Facilities	0.463	0.215	0.911	0.380	5.50	0.000
Adaptability	0.576	0.332	0.504	0.263	3.51	0.001
Employees competency	0.598	0.357	0.212	0.186	2.40	0.018

According to regression analysis results, generally, there are three predictor variables. The coefficient of their multiple correlation with teachers' common sense was $R = 0.598$, and beta coefficient was $R^2 = 0.357$. The value obtained from this coefficient shows that about 0.35 percent of the variance of teachers' common sense is determined by predictor variables (IT components), which is available in regression equation. In multiple regression analysis method which uses a step-by-step style, variables such as IT employees' competency, adjustability, adaptability, connection, speed, segmentation, capabilities, facilities, and novelty enter regression equation; and their relationship with teachers' common sense was examined as a dependent variable. From the mentioned dimensions, five dimensions (adjustability, connection, speed, segmentation, and novelty) leave

equaled the value of Beta (Beta = 0.342) and had the most effect on the level of teachers' adaptability.

To study the concurrent effect of independent variables (IT components) on dependent variable (common sense), multiple regression analysis was used.

the equation and are determined. In addition, the effect of predictor variables on criterion variable was positive and significant with 95% confidence. In contrast, from the three predictor variables, capabilities and facilities equaled the value of beta (Beta = 0.380) and had the most effect on teachers' common sense.

Discussion and Conclusion

Main Hypothesis: There is a significant relationship between using IT and teachers' adaptability in high schools (second grade) of Bandar Kangan.

In order to examine this hypothesis, a Pearson Correlation Coefficient Test was used. According to examinations, the research showed that the significance of implementing this test is smaller than 0.05 for all dimensions. Therefore, it was made clear that there is a significant relationship between the eight-fold

dimensions of using IT (IT employees' competency, adjustability, adaptability, connection, speed, segmentation, capability, facilities, and novelty) and common sense of teachers in high schools (second grade) of Bandar Kangan. In addition, the obtained correlation coefficient showed that there is a direct positive relationship between the variables. With an increase in using IT, there will be an increase in teachers' adaptability, and vice versa. Therefore, the main hypothesis of the research is approved. The result obtained from these hypotheses is in congruence with the results obtained from the study done by Omidi (2011), Lolayi (2011), Amri Melleh (2012), Delakel Fesoni (2001), and Chung (2014).

First hypothesis: There is a significant relationship between using IT and teachers' adaptability in high schools (second grade) of Bandar Kangan.

To examine this hypothesis, a Pearson Correlation Coefficient test was used. According to conducted studies, it was made clear that the significance level obtained for this test is 0.05 for all dimensions. Thus, it was made clear that there is a significant relationship between the eight-fold dimensions of using IT (It employees' competency, adjustability, adaptability, connection, speed, segmentation, capability, facilities, and novelty) and teachers' adaptability in high schools (second grade) of Bandar Kangan. Additionally, the obtained correlation coefficient showed that

there is a direct positive relationship between variables. Based on obtained results, the first hypothesis of the research is approved.

Second Hypothesis: There is a significant relationship between using IT and teachers' common sense in high schools (second grade) of Bandar kangan.

In order to examine this hypothesis, a Pearson Correlation Coefficient test was used. According to studies, it was made clear that the significance level for this test is 0.05 for all dimensions. Thus, it was made clear that there is a significant relationship between the eightfold dimensions of using IT (IT employees' competency, adjustability, adaptability, connection, speed, segmentation, capability, facilities, and novelty) and teachers' common sense in high schools (second grade) of Bandar Kangan. In addition, the obtained correlation coefficients showed that there is a direct positive relationship between variables. Based on obtained results, the second hypothesis of the research was approved.

The new century whose tenth year just started is a novel view of communications. A view in which geographical, religious, racial, and class obstacles gradually diminish, and they melt like ice walls in front of hot lights of ICT. Profound evolutions of today's world in all contexts not only lead to the extension of ICT, but they also lead knowledge and skills to increasingly change; and humans must always take time for learning in order to catch up with the rest of

the world. The application of new ICT has resulted in wonderful changes in work and life activities. The twentieth century has established a novel education system, in which teachers have basic roles. If this base is not solid and reliable, any building on it is doomed to collapse, because teachers are individuals who connect family environments to the world. In fact, the quality of the education system is dependent upon the quality of teachers; and no country can go beyond the level of teachers. Hence, teachers play a significant role in the transference of knowledge to learners; and in order to play this role, they must be equipped with techniques and teaching skills for the purpose of acquiring knowledge and new technologies. In line with this, identification of advanced educational technologies and IT knowledge are highly important (Salehi et al, 2010). Therefore, the present study aimed to examine the relationship between using IT and teachers' adaptability and common sense in high schools (second grade) of Bandar Kangan. In order to achieve this end, Tromso's (2001) 21-item questionnaire, Bell's (1961) 32-item adaptability questionnaire and Mahmudi's (2013) IT questionnaire were used. The selected statistical sample consisted of 150 teachers in high schools (second grade) of Bandar Kangan. The analysis of the data obtained from the research questionnaire was done in two sections: descriptive and inferential. In the section of descriptive statistics, the

characteristics of respondents were expressed according to the items; and in the section of inferential statistics, first, research hypotheses were expressed; and then, using a Pearson Correlation Coefficient Test (Pearson correlation) and multiple regression, research hypotheses were examined. The results obtained from the analysis of research hypotheses also showed that there is a positive significant relationship between using IT and its eightfold components (IT employees' competency, adjustability, adaptability, connection, speed, segmentation, capability, facilities, and novelty) with teachers' adaptability in high schools (second grade) of Bandar Kangan. In addition, there is a positive significant relationship between using IT and its eightfold components (IT employees' competency, adjustability, adaptability, connection, speed, segmentation, capability, facilities, and novelty) with teachers' common sense in high schools (second grade) of Bandar Kangan. Regression analysis results also showed that the predictor variables of the research (IT components) generally predict 0.30 percent of adaptability and 0.35 percent of common sense. In the twenty first century, with advances in the world of technology, the most effect was on humans' communications and interactions. People in any part of this world can use this technology to communicate; and humans' communications through mailing or verbal messages have been forgotten. In today's world, with globalization, it is possible to

contact any part of the globe via internet. We cannot ignore the impacts of IT on human communications, especially teachers. Different software in this context exist in virtual settings, with the help of which we can communicate with one another in different parts of the world. Teachers who use IT are more successful, because they have discipline in using IT for decision-making, leading to more sensible decisions. In fact, it can be stated that IT affects decision-making and adaptability in daily life. For example, participating in activities such as teaching and education is an up-to-date action. And the rate of participation is higher among teachers who are good with new technologies in education, because many things are done using computers; and teachers who are not good at using this technology cannot actively participate in educational affairs. In addition, considering today's world and the necessity of professionalism in using internet, especially for teachers who all the time deal with new scientific findings, those teachers who are more skillful in using the internet can be more effective and efficient. Considering the diversity and novelty of ICT skills in today's world, and considering the use of millions of graphical, educational, and research software, the level of common sense and creativity of teachers who use ICT has increased; and teachers' creativity and innovativeness without new technologies such as ICT does not seem sensible.

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