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The Relationship between Communication Skills with Aggression and Perfectionism of Lifeguards

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ABSTRACT

The purpose of the present study was to determine the relationship between aggression and perfectionism with communication skills of male lifeguards in Tehran. For this purpose, 300 qualified lifeguards from which 169 persons were selected as the study sample. In order to conduct this study, Aggression Questionnaires (Buss and Perry 1992), Positive and Negative Perfectionism Questionnaire (Terry-Short *et al.*, 1995), Communication Skills Questionnaire (Stacey *et al.* 2006) were used. The results of the study showed that there is no relationship between aggression and its subscales with communication skills, except with hostility ($r=0.169$, $p<0.05$). The study also showed that there is no relationship between positive and negative perfectionism and communication skills' components, except between positive perfectionism with audio communication skills ($r=-0.194$, $p<0.05$); and there are no multiple correlations between aggression and perfectionism with communication skills of male lifeguards in Tehran. It is concluded that proper use of aggression, perfectionism and communication skills can be used in identifying and selecting lifeguards.

Key Words: Aggression, Perfectionism, Communication Skills, Lifeguards.

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INTRODUCTION

Connolly *et al.* (2010) declared aggression as a universal problem among all peoples, and do not consider it specific to a particular culture and society (1). What attract researchers' attention to an aggressive behavior are its undesirable effects on interpersonal behavior and also its unpleasant effects on an individual's internal states. Often an aggressor does not have the power to control his aggressive behavior and violates traditions and ethics of the society in which they live (1). Aggression is usually due to failure to achieve a goal or inappropriate behavior such as insults, injury or fear without cause. Generally, people behave aggressively due to negligence or failure to perform duties. When people reach the age of adolescence and youth, the main source of aggression changes from psychological origin to social limitations. Factors that affect adult aggression are opinion, disapproval, deprivation, exploitation and humiliation (2). In addition to unbearable psychological stress in exercise, athletes due to having specific psychological characteristics may be more at risk of deterioration. Among these psychological characteristics, perfectionism can be noted. A review of research suggests that professional athletes who show perfectionism tendencies in terms of character are without discipline, have poor cognitive restructuring strategies and organize exercise of their choice and these factors weakens them and reduce their autonomy and for this reason, are most vulnerable to deterioration (3). Regarding communication channel and how you think and feel, you can improve your feedback by discussing the pros and cons and removing the main ideas while making decision on your chosen path. Interpersonal communication is when you're connected with each other. Usually it is with someone else, but sometimes it can be more than one

person. Again, all the processes of communication are used. Building a positive interpersonal relationship results in creating a successful work environment. The relationship between small groups is when a number of people meet each other. The group should be small enough so that all members are able to interact (4). Moment distraction, mental imbalance and reduced brain transmission speed in a lifeguard are due to fatigue and mental adversity. When a lifeguard does not have necessary mental relaxation and is constantly thinking about problems and how to deal with them during work, the possibility of incidences of aggression increases which causes decreased focus in lifeguards and not achieving their main objective which is to protect and save human lives. However, the problem can be overcome with training and improving the aquatic environments. The present study aims to investigate if there is a relationship between aggression and perfectionism with communication skills of male lifeguards in Tehran? Nazari, Dadkhah, and Yektayar (2013) showed that there is a direct relationship between transformational and commutative leadership style and communication skills (5). Ashrafi and Monjezi (2013) showed that communication skills' training has been effective on decreased aggression in high school female students in post-test and follow-up. The results of subscales of aggression also showed that communication skills' training in aspects of anger and nervousness, aggression, insults, obstinacy and malice have also been effective on decreased aggression (6). Ybrandt and Armelius (2010) considered self-confidence important in acceptance and rejection of problems and aggression between peers. The study that was conducted as a self-report among 204 Swedish adolescents 16 - 12 year-olds showed that adolescents who had more self-confidence considered themselves

responsible for their problems and failures and less attributed their failures to others and finally, were less angry and showed less aggression towards their peers. As a result, despite assertiveness, raising the level of abilities and creating self-confidence decreased the level of aggression in adolescents significantly (7). Crothers *et al.* (2009) investigated aggression causes among 629 female students and concluded that aggression has a positive relationship with individuals' personality characteristics. Aggressive behavior is seen more among hasty, petulant and domineering and competitive individuals, as a result the amount of aggression can be decreased among students by teaching compatibility, decrease anxiety, creating a sense of friendship and cooperation (8). Vallance, Dunn, and Dunn (2006) showed that increased perfectionism orientation is associated with increased competitive characteristic anger. A comparison of angry responses of athletes with low, medium and high perfectionism levels showed that athletes with high levels of perfectionism compared with athletes with low and medium levels of perfectionism had higher levels of anger over mistakes. Also athletes showed higher level of anger over personal mistakes in high critical situations to low critical situations (9). Aghabarary, Varvani-Farahani, and Mohammadi (2009) in his studies concluded that in nursing care, good communication plays an important role in attracting clients and customers' satisfaction. The findings showed that the average scores given by a nurse to barriers related to a patient was 3.24 and the average scores given by a patient to barriers related to a nurse was 2.8, while common barriers between a nurse and patient was reported as the minimum cause of nurse-patient communication problems (10). Naser *et al.* (2014) showed that a significant difference was found in overall encroachment and anger, but a significant difference was

observed between the two groups in physical aggression (11). Hill (2013) showed that 2×2 model for some but not all presents all symptoms of mutual exhaustion of perfectionism aspects in athletes' occupational exhaustion (12). Nazari, Homayuni, and Yektayar (2013) showed a positive and significant relationship is found between organizational justice skills and organizational change understanding (13). As seen in the background of the study, few researches have been found to investigate the relationship between aggression and perfectionism with communication skills' components. Therefore, research in this field can help managers and lifeguards to select an appropriate behavioral model in relation to their working environments. Additionally, studies that have investigated the relationship between aggression and perfectionism with communication skills and their aspects in athletes of other sports fields reached inconsistent research results; for this reason, the present study investigates the relationship between aggression and perfectionism with communication skills of male lifeguards in Tehran.

MATERIALS AND METHODS

The present study in terms of data collection was correlational, regarding purpose was applied, in terms data collection time it was sectional and regarding data collection method it was a field study.

Participants. The population sample for the study was 300 male lifeguards who worked in the spring of 2014 in pools of Tehran and participated in Pre- Lifeguards courses based on Lifeguard Federation documents. The statistical sample was based on the simple random technique and based on Morgan Table 169 persons were selected as study sample..

Tools. Data collection tools used for the study include: Buss and Perry's Aggression Questionnaire (14), with 29 questions and a reliability coefficient of 78%; Positive and

negative perfectionism questionnaire (Terry-Short *et al.*, 1995) (15), a 40-question test with 20 items each assigned to positive and negative perfectionism and; Communication skills' questionnaire by Stacey *et al.* (16), developed in 1990, with three components (verbal, listening and feedback skills) consisting of 6 questions each.

Statistical Analysis. In order to describe study variables, descriptive statistics indices such as mean, median, frequency, frequency percentage and diagrams were used. Kolmogorov-Smirnov test and Pearson's correlation coefficient were used to determine data normal distribution.

RESULTS

The results of the descriptive study show that: for age, the highest frequency (95%) was observed in 20 to 30 years old group. For lifeguard card degree, the highest card degree frequency 98 percent was observed in grade 2. For marital status of lifeguards, the highest frequency of 53 was observed in

single lifeguards. As regards work experience, the highest frequency of 54% was observed in the 8 years old and older group. For the variable educational level, the highest frequency of 71% was observed in secondary school level. For the variable, history of the championship, 76% of lifeguards have provincial championship while for the variable field of study of lifeguards, the highest frequency of 74/ 67 percent was observed for other fields.

There is no relationship between communication skills with aggression and its components of lifeguards ($p > 0.05$), except with hostility ($r = 0.169$, $p < 0.05$) (Table 1). In other hand, there is no relationship between aggression with communication skills' components of lifeguards in Tehran (Table 2). Also, there is no relationship between positive perfectionism and communication skills' components of lifeguards, except with audio communication skills ($r = -0.194$, $p < 0.05$) (Table 3).

Table 1. Correlation of communication skills with Aggression and its components

variable	Aggression	Physical Aggression	Verbal Aggression	anger	hostility
communication skills	0.091	0.043	0.039	0.044	0.169*

*: significant at $p < 0.05$.

Table 2. Correlation of Aggression with communication skills' components

variable	Verbal communication skills	Audio communication skills	Feedback communication skills
Aggression	-0.09	-0.161	0.01

Table 3. Correlation of positive perfectionism with communication skills and its components

variable	communication skills	Verbal communication skills	Audio communication skills	Feedback communication skills
positive perfectionism	-0.051	0.079	0.194*	0.01

*: significant at $p < 0.05$.

In other hand, there is no relationship between negative perfectionism and

communication skills' components of lifeguards (Table 4).

Table 4. Correlation of negative perfectionism with communication skills and its components

variable	communication skills	Verbal communication skills	Audio communication skills	Feedback communication skills
negative perfectionism	0.028	-0.001	0.007	0.067

There are no multiple relationships between aggression and perfectionism with

communication skills' components of lifeguards (Table 5).

Table 5. Multiple correlation of communication skills with perfectionism and aggression

r	F	p
0.015	1.007	0.392

Dependent variable: communication skills

Predictor variables: perfectionism and aggression

DISCUSSION AND CONCLUSION

The results of the study showed that there is no relationship between aggression and its subscales with communication skills of lifeguards in Tehran except with hostility and this is consistent with Barati *et al.*, 2012 (17). However, it is not consistent with results of Khenifar *et al.*, 2009 and Çetin, Karabay, and Efe, 2012, (18, 19); and this may possibly be due to different research sample and location. Aggression in a relative study comprehensively is defined as: a behavior that is done with the intention of destroying property or hurting the other person and involves neglecting others health and probably oneself and consequences may be physical or psychological. He then defined violence as a physical act that is carried out with complete disregard for oneself and others health, or to damage other persons or property(ies). Thus, violence and aggression in terms of concept can be considered as actions that are carried out willingly and knowingly to physically or psychologically cause damage to others (20).

Another result of the present study was that there is no relationship between communication skills' components and aggression of lifeguards in Tehran. The

result of the present study is consistent with the studies of Nazari, Dadkhah and Yektayar, 2013, and not consistent with results of studies by Gulec and Ertugrul, 2012, and Salmon and Young, 2011 (21, 22). In all models of communication provided, sender, receiver and channel form the main components and the difference between models is in model development and certain aspects presented by message sender or target person, communication channel and feedback (23). Because people with different mental and personality structure use different tactics and techniques of communication, techniques and methods are different in people and can be related to community and cultural factors.

The study also showed that there is no relationship between positive perfectionism and communication skills' components of lifeguards in Tehran except with audio communication skills. This result is consistent with the results of studies by Malekian *et al.*, 2009, (24). However, it is not consistent with results of Hill, 2013, and Stoeber, 2011, (12, 25); and this may possibly be due to different research sample and location. Perfectionists are known as people who tend towards perfection in all

aspects of life. Perfectionism is known as a tendency towards perfect performance, setting goals at high level and rigorous assessment of oneself. Perfectionists consider the evaluation of others important, are worried of disapproval by others and avoid doing things that are annoying, and thus are guided by other people's disapproval (26).

No relationship is found between perfectionism and communication skills' components of lifeguards in Tehran and is consistent with study by Malekian *et al.*, 2009, (24). A lifeguard refers to an individual who is a master in swimming and has specialized training to maintain and protect the lives of swimmers. Usually as a part of a team, lifeguards may act alone.

APPLICABLE REMARKS

- Proper use of aggression, perfectionism and communication skills can be used in identifying and selecting lifeguards.
- Teaching communication skills to lifeguards with high levels of hostility and aggression is required and essential.
- Positive perfectionism is directly related to audio communication skills.

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ارتباط مهارت‌های ارتباطی با پرخاشگری و کمال‌گرایی

منجیان غریق

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چکیده

هدف از اجرای تحقیق حاضر تعیین ارتباط بین پرخاشگری و کمال‌گرایی با مهارت‌های ارتباطی منجیان غریق مرد شهر تهران بود. به همین منظور از بین منجان غریق به صورت خوشه‌ای و تصادفی ساده و بر اساس جدول مورگان از جمع ۳۰۰ نفر افراد واجد شرایط ۱۶۹ نفر به عنوان نمونه تحقیق انتخاب شدند. برای انجام این تحقیق از پرسشنامه‌های پرخاشگری (باس و پری، ۱۹۹۲) و پرسشنامه کمال‌گرایی مثبت و منفی (تری- شورت و همکاران، ۱۹۹۵) و پرسشنامه مهارت‌های ارتباطی (استیسی، ۲۰۰۶) استفاده شد. نتایج تحقیق نشان بین پرخاشگری و خرده مقیاس‌های آن با مهارت‌های ارتباطی وجود ندارد به جز با خصومت ($p < 0/05$, $r = 0/169$). بین مولفه‌های مهارت‌های ارتباطی و پرخاشگری ارتباط وجود ندارد. بین کمال‌گرایی مثبت و منفی با مولفه‌های مهارت‌های ارتباطی وجود ندارد. اما بین کمال‌گرایی مثبت با مهارت ارتباطی شنیداری ارتباط معناداری وجود دارد ($p < 0/05$, $r = 0/195$). بین پرخاشگری و کمال‌گرایی با مهارت‌های ارتباطی منجیان غریق مرد شهر تهران ارتباط چندگانه وجود ندارد. لذا استفاده مناسب از عوامل پرخاشگری و کمال‌گرایی و مهارت‌های ارتباطی در شناسایی و انتخاب منجیان غریق مفید می‌باشد.

واژگان کلیدی: پرخاشگری، کمال‌گرایی، مهارت‌های ارتباطی، منجیان غریق.

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