A Quantitative Meta-analysis of the Association between Subtypes of Aggression and Sociometric Status in Primary School Children

DEMETER KÁRMEN ¹
SZAMOSKÖZI ŞTEFAN ²

Abstract
Our study is a quantitative meta-analysis which offers a comprehensive view regarding specific associations between different functions and subtypes of aggression and the social perception of school students (sociometric status, popularity) learning in primary classes. Research in the field is contradictory, as aggressive students are usually rejected by classmates, but still have influential peer group positions. Results of the quantitative meta-analysis show a significant relationship between subtypes of aggression and social status of school students. Data focuses further research on reactive-proactive aggression and aspects of social preference, as major influential factors of school aggression.

Keywords
subtypes of aggression, reactive-proactive aggression, sociometric status, social preference, primary school children.

Introduction
Research covering the subject of aggressive school students and their social relationships shows ambiguous associations between the two factors (Farmer et al., 2003). The connection between aggressive behavior and the social position of the students within the peer group is contradictory: although aggressive students are rejected by classmates (Coie, & Dodge, 1998), they are still members of a peer group and many of them have influential social positions (Bagwell, Coie, Terry, & Lochman, 2000). The association of

¹. Babes-Bolyai University, Cluj-Napoca, Correspondence: karmen.demeter@ubbcluj.ro;
². Babes-Bolyai University, Cluj-Napoca, Correspondence: istvan.szamoskozi@ubbcluj.ro