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

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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 significat 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.