

# **Correlations Between Students' Perceived Popularity and Levels of Overt and Relational Aggression**

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# ADOLESCENT AGGRESSION



# Secondary Analysis

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- **“It’s Not Just Being Popular, it’s Knowing it, too: The Role of Self-perceptions of Status in the Associations between Peer Status and Aggression”**
- Lara Mayeux, *Department of Psychology, University of Oklahoma*, and Antonius H. N. Cillessen, *Department of Psychology, University of Connecticut*

# Secondary Analysis Cont.

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- **FOUR YEAR LONGITUDINAL SAMPLE OF STUDENTS GRADES 7-9**
- **845 STUDENTS REPORTED SELF PERCEIVED POPULARITY AND PEER POPULARITY**
- **EXPLORED ASSOCIATIONS BETWEEN STATUS AND OVERT & RELATIONAL AGGRESSION**

# Variables

## SECONDARY DATA

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- Male & Female
- Most Liked
- Least Liked
- Most Popular
- Least Popular
- Overt Aggression
- Relational Aggression 1  
(ignores others)
- Relational aggression 2  
(keeps others from being in their group)

## DATA ANALYZED

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- All variables are standardized scores for the number of peer nominations received
- Each Student Received 3 peer reports for each variable
- Z-SCORE SCALE
  - -1 to 0 below average
  - 0 to 1 average
  - 1 + above average



# Overt Aggression



- Physical Altercations
- Attacking others
- Making threatening physical gestures
- Being disruptive
- Throwing or breaking objects
- Punching objects
- Hurting themselves

# Relational Aggression

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- ◉ Expressed verbally or socially
- ◉ Gossiping
- ◉ Spreading rumors
- ◉ Public humiliation
- ◉ Exclusion and isolation of peers



# Hypothesis

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- High levels of popularity will be highly associated with frequent incidences of aggression and within that association, male students will exhibit more overt aggression and female students will display more relational aggression.



# WARNING

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● **HIGHLY CONFUSING  
RECODING PROCESS**

# Methods

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## ● Recoded Three Specific Variables

- Most Popular
- Overt Aggression
- Relational Aggression

## ● Secondary Data Z-SCORE Scale Recoded:

- -1 to 0 recoded as “0”
- 0 to 1 recoded as “1”
- 1 + recoded as “2”

## ● Variable Sums Recoded:

- Most Popular: 0 to 6
- Overt Aggression: 0 to 6
- Relational Aggression: 0 to 12

# Results

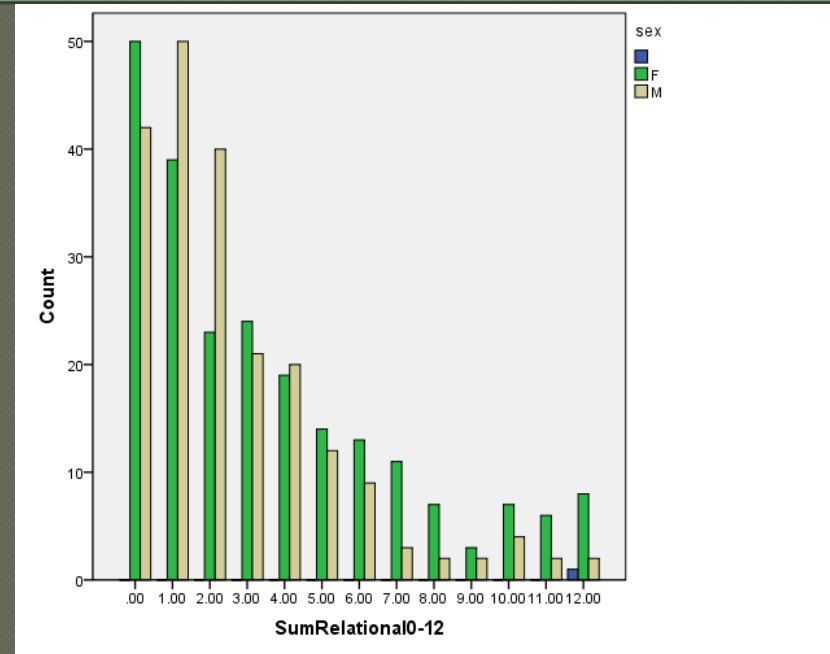
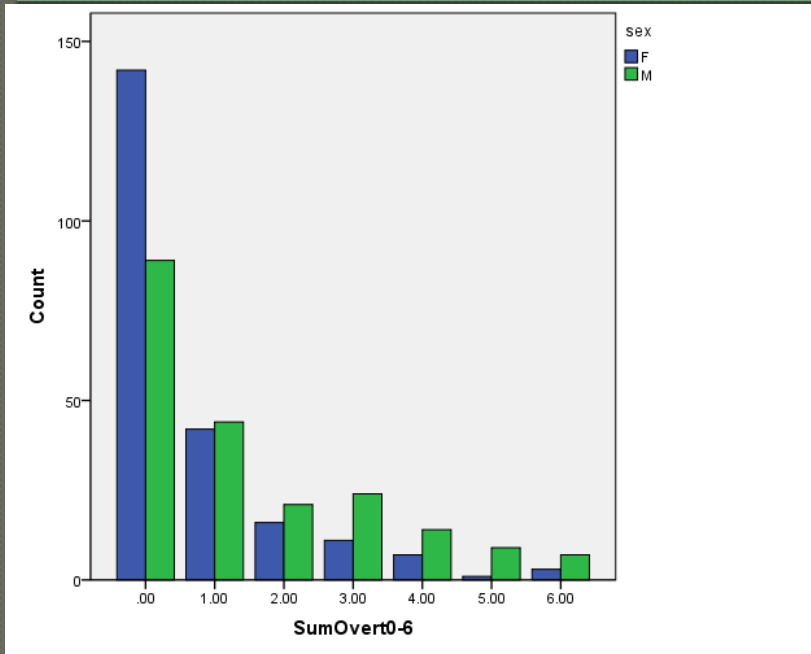
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## ◉ EXAMINATION OF DATA FOUND:

- POSITIVE CORRELATIONS BETWEEN
  - HIGH POPULARITY AND BOTH FORMS OF AGGRESSION
- MALES DISPLAY MORE OVERT AGGRESSION
- FEMALES DISPLAY MORE RELATIONAL AGGRESSION

## ◉ HYPOTHESIS SUPPORTED BY FINDINGS

# Results Continued





# RESULTS CON.

| Correlations      |                     |               |                   |             |
|-------------------|---------------------|---------------|-------------------|-------------|
|                   |                     | SumMostPop0-6 | SumRelational0-12 | SumOvert0-6 |
| SumMostPop0-6     | Pearson Correlation | 1             | .593**            | .227**      |
|                   | Sig. (2-tailed)     |               | .000              | .000        |
|                   | N                   | 434           | 434               | 430         |
| SumRelational0-12 | Pearson Correlation | .593**        | 1                 | .540**      |
|                   | Sig. (2-tailed)     | .000          |                   | .000        |
|                   | N                   | 434           | 434               | 430         |
| SumOvert0-6       | Pearson Correlation | .227**        | .540**            | 1           |
|                   | Sig. (2-tailed)     | .000          | .000              |             |
|                   | N                   | 430           | 430               | 430         |

\*\* . Correlation is significant at the 0.01 level (2-tailed).

# Implications

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- **STUDY PROVIDES AN AWARENESS FOR SOCIAL WORKERS TO BETTER UNDERSTAND THE STUDENTS' SOCIAL SYSTEM AND ENVIRONMENT.**