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**Do published studies yield larger effect sizes than unpublished studies in education? A meta-review**

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**Objectives/aims**

In the current meta-review, we synthesize effect sizes across meta-analyses published education and special education journals to estimate the average difference in overall mean effect sizes between published and unpublished studies. The purposes of this meta-review are to (1) examine the prevalence of publication bias tests reported in included meta-analyses, (2) determine if there is a difference between the reported mean effect sizes for published and unpublished studies synthesized in meta-analyses of studies in education, and (3) explore whether any individual meta-analysis characteristics influence the magnitude of the difference between published and unpublished studies.

**Methods**

To describe the prevalence of tests for publication bias in meta-analyses published in the sampled journals, summary statistics from 222 meta-analyses that underwent full-text coding are presented. This review of studies estimated the proportion of meta-analyses that (1) made an effort to test for publication bias, (2) found evidence of publication bias, (3) attempted to identify and include unpublished literature, and (4) included unpublished literature in their main effects analyses. Then, we estimate the magnitude of the difference between published and unpublished studies reported in qualifying meta-analyses.

**Main findings**

Descriptive data reveal that 58% of meta-analyses (*n* = 128) documented no effort to test for possible publication bias, and analyses of 72 difference statistics revealed that published studies were associated with significantly larger effect sizes than unpublished studies (*d* = 0.64). Exploratory moderator analyses revealed that effect size metric was a significant predictors of the difference between published and unpublished studies.