Abstract

Using state-of-the-art meta-analysis methods, we investigate the effect of peer socioeconomic status (SES) on academic achievement. Our data set covers almost 40 years of research, containing 449 estimates from 40 studies. We examine publication bias for the first time in this research area. Various statistical tests reveal the presence of publication selection and suggest a smaller effect size in comparison to prior findings. Employing Bayesian and frequentist model averaging techniques, we identify factors that systematically influence the magnitude of the estimated effect. Publication bias exerts the strongest upward effect, along with the use of parental education and home resources as measures of SES and combined measures of SES. Conversely, variables such as the number of citations, publication status, science test type, and the use of advanced methods exhibit a negative effect.