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*This article raises some questions about the usefulness of meta-analysis as a means of reviewing quantitative research in the social sciences. When a meta-analytic model for SAT coaching is used to predict results from future studies, the amount of prediction error is quite large. Interpretations of meta-analytic regressions and quantifications of program and study characteristics are shown to be equivocal. The match between the assumptions of the meta-analytic model and the data from SAT coaching studies is not good, making statistical inferences problematic. Researcher subjectivity is no less problematic in the context of a meta-analysis than in a narrative review.*

**Keywords:** meta-analysis; literature review; SAT coaching; statistical inference

Meta-Analysis in Social Research (1981), Statistical Methods for Meta-Analysis (1985), 1980, meta-analysis (1980, 2003), 1,000, Experimental and Quasi-Experimental Design for Generalized Causal Inference,

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20 (R. G. G., C. I.,  
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TABLE 1: Observed and Predicted Effects From New Coaching Studies

Re	S d	C ac	Effic	P ed c ed C ac		Effic F		Bec e (1990)	
				M de A	M de B	M de B	M de C	M de C	M de D
H ee (1984)	SAT-V	57		30	11.6	12.9	24.5		
F ae (1987)	SAT-M	37		30	25.5	1.2	35.8		
	SAT-V	16		30	11.6	1.9	0.8		
Ha e (1988)	SAT-M	16		30	25.5	13.6	12.1		
	SAT-M	21		30	25.5	14.5	8.1		
W a (1988)	SAT-V	11		30	11.6	2.7	0.5		
	SAT-M	16		30	25.5	14.4	11.8		
S edec (1989)	SAT-V	0		30	11.6	2.7	0.2		

TABLE 2: Average Prediction Error From Becker's (1990) Meta-Analytic Models

1. The first model is based on the assumption that the true effect size is equal to the observed effect size. This model is referred to as the "no correction" model. The average prediction error for this model is 0.170.

2. The second model is based on the assumption that the true effect size is equal to the observed effect size minus a constant. This model is referred to as the "constant correction" model. The average prediction error for this model is 0.129.

3. The third model is based on the assumption that the true effect size is equal to the observed effect size minus a constant divided by the sample size. This model is referred to as the "sample size correction" model. The average prediction error for this model is 0.100.

4. The fourth model is based on the assumption that the true effect size is equal to the observed effect size minus a constant divided by the square root of the sample size. This model is referred to as the "square root correction" model. The average prediction error for this model is 0.075.

5. The fifth model is based on the assumption that the true effect size is equal to the observed effect size minus a constant divided by the square root of the sample size plus a constant. This model is referred to as the "square root correction with constant" model. The average prediction error for this model is 0.050.









**TABLE 4: Estimated Coaching Effects in Randomized Studies**

Re a d S d	SAT-M	SAT-V
Ade a a d P e (1980)		
Sc A		22
Sc B		9
Sc C		14
Sc D		14
Sc E		1
Sc F		14
Sc G		18
Sc H		1
E a a d P e (1973)		
G A	12	
G B	25	
G C	11	
La c e e (1985)	8	0
R be a d O e e (1966)		
Sc A		17
Sc B	12	
Z a (1988)	51	14
Med a effec e a e	12	14

**TABLE 5:**

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8 ... 30  
 ( ... ) ... 30  
 ... D ... 30

Handwritten text, possibly a signature or a name, written in a cursive script.



10-11-74 RA:G Glor, A  
RA:G L. A Glor, B. M  
24-11-74 RA:G Glor, C  
C. B. M. (1978). A Glor, A 55 40  
C. B. M. (1979). B. M. (1982). G. M.











Let  $A = \{1, 2, \dots, h\}$  and  $B = \{1, 2, \dots, t\}$ . Let  $X_{hij}$  and  $Y_{hij}$  be the random variables representing the number of observations in the  $i$ th stratum of the  $j$ th treatment group.

Assume that

the  $X_{hij}$  and  $Y_{hij}$  are independent and follow a multinomial distribution with parameters  $n_{ij}$  and  $p_{ij}$ . Let  $X_{hij}^C$  and  $Y_{hij}^C$  be the random variables representing the number of observations in the  $i$ th stratum of the  $j$ th treatment group, conditional on the total number of observations in the  $j$ th treatment group,  $X_{hij}^U$  and  $Y_{hij}^U$  be the random variables representing the number of observations in the  $i$ th stratum of the  $j$ th treatment group, conditional on the total number of observations in the  $i$ th stratum.

$$X_{hij}^C \sim N(\mu_{hi}^C, \sigma_{hi}^2) \text{ and } Y_{hij}^C \sim N(\nu_{hi}^C, \sigma_{hi}^2), \quad (4)$$

and

$$X_{hij}^U \sim N(\mu_{hi}^U, \sigma_{hi}^2) \text{ and } Y_{hij}^U \sim N(\nu_{hi}^U, \sigma_{hi}^2). \quad (5)$$

Let  $\sigma_{hi}^2$  be the variance of  $X_{hij}^C$  and  $Y_{hij}^C$ . Let  $\mu_{hi}^C, \nu_{hi}^C, \mu_{hi}^U, \nu_{hi}^U$  be the means of  $X_{hij}^C, Y_{hij}^C, X_{hij}^U, Y_{hij}^U$  respectively. Let  $\mu_{hi}^C, \nu_{hi}^C, \mu_{hi}^U, \nu_{hi}^U$  be the means of  $X_{hij}^C, Y_{hij}^C, X_{hij}^U, Y_{hij}^U$  respectively. Let  $\mu_{hi}^C, \nu_{hi}^C, \mu_{hi}^U, \nu_{hi}^U$  be the means of  $X_{hij}^C, Y_{hij}^C, X_{hij}^U, Y_{hij}^U$  respectively. Let  $\mu_{hi}^C, \nu_{hi}^C, \mu_{hi}^U, \nu_{hi}^U$  be the means of  $X_{hij}^C, Y_{hij}^C, X_{hij}^U, Y_{hij}^U$  respectively.



1. (A) 1980  
1980, 1961; L. 1965;  
1973; C. B. 1978; 1980;  
1980).

C. 1980  
B. 1980  
1980

... B ... (2003) ...  
... 50% ...  
... to p ...  
... (all ...  
... ) ...  
... l ...

to  
B  
C  
(1978), (1980), (1981),  
C (1982), B (1989).  
90 -251.93

TABLE 6: Studies by Coaching Mode and Design

Cac	T e	Me d ca De		
		Ra d ed C	Obe a a C	N C
Sc	-ba ed	R be a d O e e (1966) E a a d P e (1973) A de a a d P e (1980) S a (1992)	D e (1953) F e c (1955) Dea (1958) Keefa e (1976) K c (1979) J (Sa Fa c c e) (1984) <sup>a</sup> B e (1986) R e d a d Obe a (1987) H a e (1988) W , C d , a d Ma e (1989) S c ede (1992) W e (1996)	Pa e (1961) Ma (1965) J (A a a, Ne e) (1984) <sup>a</sup> Y



C	e ca-ba ed	F a e (1960)	Ka a (2002)
		W a (1962)	
		Fede a Tadi C	
		B Re a Office (1978)	d a d ea a e
		B ea f C e P ec (1979)	
		R c (1980)	
		S d (1980)	
		Se , Be a d, a d K a (1982)	
		F a e (1987)	
		W a (1988)	
		Z a (1988) <sup>a</sup>	
		S edec (1989)	
		S (1989)	
		S (1990)	
		P a d R c (1999)	
		B (2001)	
C	e -ba ed	H ee (1984)	
		La c ee (1985)	

• It is a common mistake to think that the only way to improve your credit score is to pay off your debts. While this is certainly a good idea, it is not the only way. There are many other factors that can affect your credit score, such as the length of your credit history, the number of credit accounts you have, and the types of credit you use. For example, having a long history of on-time payments can help improve your score, even if you have some debt. Similarly, having a mix of credit types, such as credit cards, loans, and mortgages, can also be beneficial. Finally, keeping your credit utilization low (that is, not using too much of your available credit) can help improve your score. So, while paying off your debts is important, it is just one of many ways to improve your credit score.









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SES e<sup>a</sup> (C ac ed/T a)













Grade

Year ( )

SES fb.9998 -7.9998 1.7004 79484019916 269.





Z a (  -SES a e) (1988)	21/55	21/55	11	M e b c ( b a )	NY	1985-1986	H 
S (1989)	200/438	200/438	12	8 a e ( b b a )	MD, D.C.	1987-1988	H 
S edec (1989)	264/535	264/535	12	10 b c a d a e	PA	1988-1989	H 
S (1990)	631/1,132	631/1,132	12	14 a e ( b b a )	MD, NJ	1989	H 
P e a d R c (1999)	427/2,086	427/2,086	11 , 12	M e b c a d a e	USA	1995-1996	M ed
B  (2001)	503/3,144	503/3,144	11 , 12	M e b c a d a e	USA	1991-1992	M ed
Ra d ed de  Sc -ba ed c ac  R be a d O e e (1966)	154/265	188/310	12	18 b c ( a B a c , b a , a d a ) 12 b c ( b a a d b b a )	TN	1965	L
E a a d P e (1973)	NA	288/417	11		NJ, OH, PA	1970-1971	M ed
Ade a a d P e (1980)	239/559	NA	11	8 b c a d a e	7 Ne  E  a d a e	1977-1978	M ed
J (Sa Fa c c e) (1984)	23/35	23/35	11	M e b c ( a B a c , b a )	CA	1983-1994	L
S a (1992)  C e c a c ac 	61/122	61/122	12	3 b c ( b b a )	CA	1988	M ed
Z a ( -SES a e) (1988)	16/33	16/33	11	M e b c ( b a )	NY	1985-1986	L

(c ed)



S d	G a d Mea	C SAT-M	G	D	VI	MI	AI	IP	TP	TS	OA	HW	CI	WC	AC
H e e	1	1	1	3.5	1	1	1	1	0	1	0	0	1	0	0
F a e	1	1	1	15	1	1	0	1	1	1	0	0	0	0	0
H a e	1	1	1	4	0	1	1	1	0	1	0	0	0	0	1
W a	1	1	1	15	1	1	1	1	1	1	0	0	0	0	0
S e d e c	1	1	1	15	1	1	1	1	1	1	0	0	0	0	0
W , C d , a d M a e	1	1	1	15	1	1	1	1	1	1	1	0	0	0	0
S	1	1	1	15	1	1	1	1	1	1	0	0	0	0	0
S a	1	1	1	4	1	1	0	0	0	1	0	0	0	0	0
S c e d e	1	1	1	16	0	1	2	1	1	1	1	0	0	0	0
H e a d K e f f e	1	0	1	8	1	0	1	0	0	0	0	0	1	0	0
W e	1	0	1	68	1	0	2	1	1	1	0	0	0	0	0
P e a d R c	1	1	1	15	1	1	1	1	1	1	0	0	0	0	0
B	1	1	1	15	1	1	1	1	1	1	0	0	0	0	0
K a Y e a 1	1	1	0	30	0	1	2	1	1	1	1	1	0	0	0
K a Y e a 2	1	1	0	30	0	1	2	1	1	1	1	1	0	0	0

NOTE: D=d a f c a c (b d a e a e b e e e d a B e c e ' [1990] e e ), V I = e b a c , M I = a c -  
 , A I = a a c c e , T P = e a c c e , T S = e - a c c e , W C = a - c , A C = a e a -  
 e c .

S d	Yea	P b	Ma c	Ra d	ETS	Se	V
H ee	82	0	0	1	0	1	2
Fa e	87	0	0	0	0	2	2
Ha e	88	0	0	0	0	1	2
W a	88	1	0	0	0	2	2
S edec	89	1	0	0	0	2	2
W ., C d , a d Ma e	89	0	0	0	0	2	2
S a	90	1	0	0	0	2	2
S a	92	0	0	1	0	1	2
Sc ede	92	0	0	0	0	2	2
H e a d Keffe	95	1	0	1	0	2	2
W e	96	0	1	0	0	2	2
P a d R c	99	1	0	0	1	1	2
B .	101	1	0	0	0	1	2
Ka a Yea 1	101	1	0	0	0	2	2
Ka a Yea 2	101	1	0	0	0	2	2

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2. A... 1994. ...
3. ... B... (1988). ... <sup>C</sup>shi <sup>U</sup>shi
4. ... (1999). ... (1989) 1990
5. B... (1989) ... 2.
6. D... B... (1989) ...
7. ... L... D... C...
8. ... (1965).
9. ...
10. ... (1953), ... (1955), D... (1958), ... (1988), ... A... (1980).
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