Supplementary Online Content

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This supplementary material has been provided by the authors to give readers additional information about their work.

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	Random	Concealed	Baseline	Blind	Blind	Blind	Adequate	Intention-to-	Between-group	Point estimates	Total score
	allocation	allocation	comparability	subjects	therapists	assessors	follow-up	treat analysis	comparisons	and variability	
Quantity-based physical educati	on										
Alonso-Fernández ¹	1	0	1	0	0	0	0	0	1	1	4
Baquet ²	0	0	1	0	0	0	0	0	1	1	3
Boyle-Holmes ³	0	0	1	0	0	0	1	0	1	1	4
Carrel ⁴	1	0	1	0	0	0	1	0	1	1	5
Chavarro ⁵	1	0	1	0	0	0	0	0	1	1	4
Cohen ⁶	1	1	1	0	0	1	1	1	1	1	8
Costigan ⁷	1	0	1	0	0	1	0	0	1	1	5
Cvejić ⁸	1	0	1	0	0	1	0	0	1	1	5
Daly ⁹	1	1	1	0	0	1	1	0	1	1	7
Dalziell ¹⁰	1	0	1	0	0	0	0	0	1	1	4
Delgado-Flody ¹¹	0	0	1	0	0	0	0	0	1	1	3
Faigenbaum and Mediate ¹²	0	0	1	0	0	0	0	0	1	1	3
Gallotta ¹³	1	0	1	0	0	1	0	0	1	1	5
Jarani 14	1	0	1	0	0	0	0	1	1	1	5
Lucertini ¹⁵	1	0	1	0	0	0	0	0	1	1	4
Marshall ¹⁶	1	0	1	0	0	1	0	0	1	1	5
Mayorga-Vega ¹⁷	0	0	1	0	0	1	0	0	1	1	4
Mayorga-Vega ¹⁸	1	0	1	0	0	0	0	0	1	1	4
McKay ¹⁹	1	0	1	0	0	0	1	0	1	1	5
McKenzie ²⁰	1	0	1	0	0	0	0	0	1	1	4
Neumark-Sztainer ²¹	1	0	0	0	0	0	1	0	1	1	4
Nogueira ²²	1	0	0	0	0	0	1	1	1	1	5
Pate ²³	1	0	0	0	0	0	0	0	1	1	3
Pesce ²⁴	0	0	1	0	0	0	0	0	1	1	4
Pesce ²⁵	1	0	1	0	0	0	0	0	1	1	4
Ramírez ²⁶	1	0	1	0	0	0	0	0	1	1	4
Sallis ²⁷	1	0	1	0	0	0	0	0	1	1	4
Schmidt ²⁸	1	0	0	0	0	0	0	0	1	1	3
Telford ²⁹	1	0	1	0	0	0	1	0	1	1	5
Teen Hoor ³⁰	1	0	1	0	0	0	0	0	1	1	4
van Beurden ³¹	1	0	1	0	0	0	1	0	1	1	5
Webber ³²	1	0	1	0	0	0	1	0	1	1	5
Weeks ³³	1	0	1	0	0	0	1	1	1	1	6
Young ³⁴	1	0	1	0	0	0	1	0	1	1	5

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Ardoy ³⁵	1	0	1	0	0	0	0	1	1	1	5
Bugge ³⁶	1	0	1	0	0	0	1	0	1	1	5
Erfle and Gamble ³⁷	0	0	1	0	0	0	0	0	1	1	3
Ericsson and Karlsson ³⁸	0	0	1	0	0	0	1	0	1	1	4
Hansen ³⁹	1	0	1	0	0	0	1	1	1	1	6
Heidemann ⁴⁰	0	0	1	0	0	0	1	0	1	1	4
Jurak ⁴¹	0	0	1	0	0	0	1	0	1	1	3
Klakk ⁴²	0	0	1	0	0	0	1	0	1	1	4
Kriemler ⁴³	1	1	1	0	0	1	1	1	1	1	8
Learmonth ⁴⁴	0	0	1	0	0	1	1	0	1	1	5
Löfgren ⁴⁵	0	0	1	0	0	0	1	0	1	1	4
Lopes 46	1	0	1	0	0	0	0	0	1	1	4
Meyer ⁴⁷	1	0	1	0	0	1	0	0	1	1	5
Piéron ⁴⁸	0	0	1	0	0	0	1	0	1	1	3
Reed ⁴⁹	0	0	1	0	0	0	1	0	1	1	4
Rexen ⁵⁰	0	0	1	0	0	0	1	1	1	1	5
Sacchetti ⁵¹	1	0	1	0	0	0	0	0	1	1	4
Shephard and Lavallée 52, 53, 54	0	0	1	0	0	0	1	0	1	1	4
Sollerhed and Ejlertsson ⁵⁵	0	0	1	0	0	0	1	0	1	1	4

1, yes; 0, No

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eTable 2. Synthesis of pooled	results according	to education le	evel									
			based physical ed	ucation				Quantity-	-based physical e	ducation		
	Studies (Participants)	Hedges g	95% CI	р	I^2	Egger test (p)	Studies (Participants)	Hedges g	95% CI	р	I ²	Egger test (p)
				Prim	ary educa	ation						
Health-related physical fitness												
Body mass index	7 (2,414)	-0.19	-0.27 to -0.12	<.001	0	.54	10 (4,081)	-0.01	-0.09 to 0.07	.81	34.15	.81
Waist circumference	-						4 (1,870)	-0.04	-0.14 to 0.07	.48	0	.88
Skinfolds thickness	3 (1,641)	-0.04	-0.23 to 0.14	.63	63.68	.37	4 (2,258)	-0.05	-0.16 to 0.06	.34	0	.07
Body fat	7 (2,024)	-0.26	-0.38 to -0.13	<.001	.47	3 (1,581)	0.16	-0.06 to 0.39	.16	77.09	.16	
Lean body mass	-						-					L
Cardiorespiratory fitness	15 (10,439)	0.24	0.15 to 0.33	<.001	58.17	.01	8 (3,346)	0.46	0.29 to 0.64	<.001	73.79	.05
Muscular strength	8 (3,914)	0.21	0.08 to 0.34	.001	68.99	.18	7 (2,907)	0.25	0.15 to 0.36	<.001	22.65	.99
Speed agility	3 (1,412)	0.11	-0.15 to 0.37	.39	77.13	.03	3 (2,013)	0.29	0.05 to 0.53	.02	80.05	.12
Fundamental motor skills	7 (3,873)	0.38	0.27 to 0.49	<.001	73.43	.002	4 (1,659)	0.20	-0.01 to 0.42	.06	79.03	.20
				Secor	dary educ	cation						
Health-related physical fitness	-		-	-						-		
Body mass index	7 (2,875)	-0.04	-0.10 to 0.02	.20	0	.33	-					
Waist circumference	-						-					
Skinfolds thickness	-						-					
Body fat	4 (2,532)	-0.13	-0.29 to 0.02	.09	53.39	.24	-					
Lean body mass	-						-					L
Cardiorespiratory fitness	5 (837)	0.29	0.10 to 0.47	.002	0	.04	3 (10,357)	0.37	0.07 to 0.67	.02	44.30	.76
Muscular strength	5 (944)						-					
Speed agility	-						-					
Fundamental motor skills	-						-					l

eFigure 1. Forest plot showing the effect size (Hedges g) of quality-based physical education interventions on body mass index between intervention and control groups for each study.

Study name	Design	Nature	Education			Statistics	for each st	udy				1	Edges's g and 95% C	<u>1</u>	
				Hedges's g	Standard error	Variance	Lower limit	Upper limit	Z-Value	p-Value					
Alonso-Fernández 1	RCT	Fitness infusion	Secondary	-0.028	0.380	0.144	-0.773	0.716	-0.074	0.941	1	I —		- 1	1
Baquet 2 G	CT	Fitness infusion	Secondary	0.000	0.202	0.041	-0.397	0.397	0.000	1.000			<u> </u>		
Baquet 2 B	CT	Fitness infusion	Secondary	0.118	0.226	0.051	-0.326	0.561	0.520	0.603				-	
Carrel 4	RCT	Fitness infusion	Primary	0.138	0.280	0.078	-0.410	0.686	0.494	0.621				-	
Cvejic 8	RCT	Fitness infusion	Primary	0.025	0.149	0.022	-0.268	0.317	0.164	0.869					
Chavarro 5	RCT	Teaching strategies	Primary	0.275	0.089	0.008	0.101	0.450	3.092	0.002					
Costigan 7 HIIT	RCT	Fitness infusion	Secondary	0.535	0.305	0.093	-0.062	1.133	1.755	0.079					
Costigan 7 HIIT+Strength	RCT	Fitness infusion	Secondary	0.567	0.302	0.091	-0.025	1.159	1.877	0.061					
Delgado-Flody 11 OW girls	CT	Fitness infusion	Primary	0.390	0.396	0.157	-0.386	1.167	0.986	0.324			_		
Delgado-Flody 11 OB girls	CT	Fitness infusion	Primary	0.623	0.338	0.114	-0.040	1.286	1.842	0.066				<u> </u>	
Delgado-Flody 11 OW boys	CT	Fitness infusion	Primary	0.313	0.372	0.138	-0.415	1.041	0.842	0.400					
Delgado-Flody 11 OB boys	CT	Fitness infusion	Primary	0.442	0.275	0.076	-0.098	0.981	1.605	0.108					
Jarani 14 Exercise	RCT	Fitness infusion	Primary	0.293	0.089	0.008	0.119	0.468	3.292	0.001					
Jarani 14 Games	RCT	Fitness infusion	Primary	0.162	0.090	0.008	-0.013	0.338	1.813	0.070					
Lucertini 15 A	RCT	Fitness infusion	Primary	0.054	0.251	0.063	-0.438	0.547	0.217	0.829				-	
Lucertini 15 B	RCT	Fitness infusion	Primary	0.061	0.253	0.064	-0.435	0.556	0.240	0.810			_	-	
Neumark-Sztainer 21	RCT	Fitness infusion	Secondary	0.007	0.145	0.021	-0.278	0.292	0.050	0.960			-		
Telford 29	RCT	Teaching strategies	Primary	0.103	0.080	0.006	-0.054	0.260	1.282	0.200			+=-		
Weber 32	RCT	Teaching strategies	Secondary	0.033	0.034	0.001	-0.033	0.099	0.980	0.327					
Weeks 33 G	RCT	Fitness infusion	Secondary	-0.104	0.297	0.088	-0.685	0.477	-0.350	0.726					
Weeks 33 B	RCT	Fitness infusion	Secondary	0.023	0.328	0.107	-0.620	0.665	0.069	0.945		- 1		-	
Young 34	RCT	Teaching strategies	Secondary	-0.015	0.138	0.019	-0.285	0.255	-0.106	0.915					
				0.128	0.033	0.001	0.064	0.193	3.915	0.000			. I♦		
											-2.00	-1.00	0.00	1.00	2.00
												Control		Exercise	

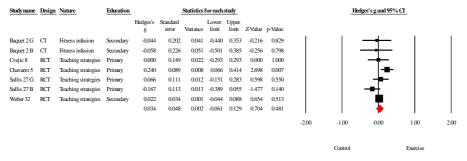
B, boys; G, girls; OB, obese; OW, overweight

eFigure 2. Forest plot showing the effect size (Hedges g) of quality-based physical education interventions on waist circumference between intervention and control groups for each study.

Study name	Design	Nature	Education			Statistics	for each	study				I	ledges's g and 95%	6 CI	
				Hedges's g	Standard error	Variance	Lower limit		Z-Value	p-Value					
Costigan 7 HIIT	RCT	Fitness infusion	Secondary	0.477	0.304	0.092	-0.118	1.073	1.571	0.116			+		1
Costigan 7 HIIT+Strength	RCT	Fitness infusion	Secondary	0.678	0.305	0.093	0.081	1.276	2.225	0.026					
Delgado-Flody 11 OW G	CT	Fitness infusion	Primary	0.413	0.373	0.139	-0.318	1.143	1.107	0.268					
Delgado-Flody 11 OB G	CT	Fitness infusion	Primary	0.040	0.272	0.074	-0.494	0.574	0.146	0.884				-	
Delgado-Flody 11 OW B	CT	Fitness infusion	Primary	0.888	0.407	0.166	0.090	1.687	2.181	0.029				e	-
Delgado-Flody 11 OB B	CT	Fitness infusion	Primary	0.530	0.337	0.113	-0.130	1.190	1.574	0.116					
Nogueira 22	RCT	Fitness infusion	Primary	0.184	0.170	0.029	-0.149	0.516	1.082	0.279			_+∎	-	
Young 34	RCT	Teaching strategies	Secondary	0.047	0.134	0.018	-0.216	0.311	0.354	0.724			-#		
				0.280	0.100	0.010	0.085	0.476	2.806	0.005					
											-2.00	-1.00	0.00	1.00	2.00
												Control		Exercise	

B, boys; G, girls; HIIT, high-intensity interval training; OB, obese; OW, overweight

eFigure 3. Forest plot showing the effect size (Hedges g) of quality-based physical education interventions on skinfolds thickness between intervention and control groups for each study.



B, boys; G, girls

eFigure 4. Forest plot showing the effect size (Hedges g) of quality-based physical education interventions on body fat between intervention and control groups for each study.

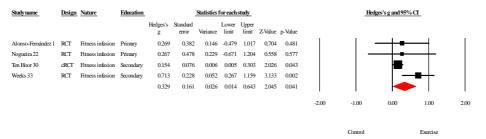
Studyname	Design	Nature	Education			Statistics	or each	study			Hedges's g and 95% CI	
				Hedges's g	Standard error	Variance	Lower limit	Upper limit	Z-Value	p-Value		
Alonso-Femández 1	RCT	Fitness infusion	Secondary	0.261	0.382	0.146	-0.487	1.009	0.684	0.494		1
Delgado-Flody 11 OW G	CT	Fitness infusion	Primary	0.977	0.385	0.149	0.221	1.732	2.534	0.011		
Delgado-Flody 11 OB G	CT	Fitness infusion	Primary	0.729	0.280	0.078	0.181	1.277	2.606	0.009		
Delgado-Flody 11 OW B	CT	Fitness infusion	Primary	0.728	0.403	0.162	-0.062	1.517	1.806	0.071		-
Delgado-Flody 11 OB B	CT	Fitness infusion	Primary	0.478	0.336	0.113	-0.181	1.137	1.422	0.155		
Carrel 4	RCT	Fitness infusion	Primary	0.355	0.282	0.079	-0.197	0.907	1.261	0.207		
Jarani 14 Exercise	RCT	Fitness infusion	Primary	0.347	0.089	0.008	0.172	0.522	3.892	0.000		
Jarani 14 Games	RCT	Fitness infusion	Primary	0.231	0.090	0.008	0.055	0.407	2.577	0.010		
Lucertini 15 A	RCT	Fitness infusion	Primary	0.000	0.251	0.063	-0.493	0.493	0.000	1.000		
Lucertini 15 B	RCT	Fitness infusion	Primary	-0.000	0.253	0.064	-0.495	0.495	-0.000	1.000		
McKay 19	RCT	Teaching strategies	Primary	0.000	0.167	0.028	-0.328	0.328	0.000	1.000		
Nogueira 22	RCT	Fitness infusion	Primary	-0.210	0.477	0.228	-1.146	0.725	-0.441	0.659		
Telford 29	RCT	Teaching strategies	Primary	0.187	0.080	0.006	0.030	0.345	2.327	0.020		
Ten Hoor 30	cRCT	Fitness infusion	Secondary	0.206	0.076	0.006	0.057	0.355	2.707	0.007		
Weber 32	RCT	Teaching strategies	Secondary	0.025	0.038	0.001	-0.050	0.100	0.654	0.513		
Weeks 33	RCT	Fitness infusion	Secondary	0.350	0.222	0.049	-0.086	0.785	1.573	0.116		
				0.218	0.055	0.003	0.110	0.325	3.968	0.000		
											-2.00 -1.00 0.00 1.00	2.0

B, boys; G, girls; OB, obese; OW, overweight

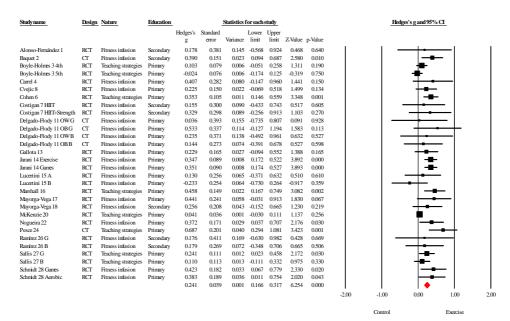
Control

Exercise

eFigure 5. Forest plot showing the effect size (Hedges g) of quality-based physical education interventions on lean body mass between intervention and control groups for each study.



eFigure 6. Forest plot showing the effect size (Hedges *g*) of quality-based physical education interventions on cardiorespiratory fitness between intervention and control groups for each study.



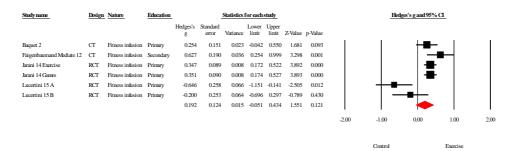
B, boys; G, girls; HIIT, high-intensity interval training; OB, obese; OW, overweight

eFigure 7. Forest plot showing the effect size (Hedges g) of quality-based physical education interventions on muscular strength between intervention and control groups for each study.

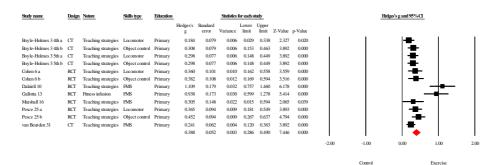
Study name	Design	Nature	Time point			Statistics	for each st	udy					Hedges's	s g and 95% (<u>1</u>	
				Hedges's g	Standard error	Variance	Lower limit	Upper limit	Z-Value	p-Value						
Baquet 2 G	CT	Fitness infusion	Secondary	0.158	0.151	0.023	-0.137	0.454	1.050	0.294	1	1		+	1	1
Boyle-Holmes 3 4th	RCT	Teaching strategies	Primary	0.034	0.079	0.006	-0.121	0.188	0.426	0.670				- 		
Boyle-Holmes 3 5th	RCT	Teaching strategies	Primary	0.003	0.076	0.006	-0.147	0.152	0.038	0.970				+		
Cvejic 8	RCT	Fitness infusion	Primary	0.467	0.151	0.023	0.170	0.764	3.085	0.002					⊢	
Costigan 7 HIIT	RCT	Fitness infusion	Secondary	0.079	0.300	0.090	-0.508	0.666	0.264	0.792				-	-	
Costigan 7 HIIT+Strength	RCT	Fitness infusion	Secondary	0.146	0.297	0.088	-0.435	0.727	0.491	0.623				-	_	
Faigenbaum and Mediate 12	CT	Fitness infusion	Secondary	0.321	0.187	0.035	-0.045	0.687	1.720	0.085					_	
Gallota 13	RCT	Fitness infusion	Primary	0.394	0.166	0.028	0.069	0.720	2.375	0.018					_	
Jarani 14 Exercise	RCT	Fitness infusion	Primary	0.293	0.089	0.008	0.119	0.468	3.292	0.001				-		
Jarani 14 Games	RCT	Fitness infusion	Primary	0.252	0.090	0.008	0.076	0.428	2.808	0.005						
Lucertini 15 A	RCT	Fitness infusion	Primary	0.190	0.252	0.063	-0.304	0.684	0.755	0.450			-	-	-	
Lucertini 15 B	RCT	Fitness infusion	Primary	0.352	0.255	0.065	-0.147	0.851	1.383	0.167						
Mayorga-Vega 17	RCT	Fitness infusion	Primary	-0.119	0.238	0.057	-0.586	0.348	-0.501	0.617				-		
Mayorga-Vega 18	RCT	Fitness infusion	Secondary	0.294	0.193	0.037	-0.085	0.672	1.522	0.128					-	
Nogueira 22	RCT	Fitness infusion	Primary	0.813	0.176	0.031	0.467	1.158	4.610	0.000						
Sallis 27 G	RCT	Teaching strategies	Primary	-0.036	0.113	0.013	-0.257	0.185	-0.319	0.750			-	-		
Sallis 27 B	RCT	Teaching strategies	Primary	0.080	0.111	0.012	-0.137	0.297	0.723	0.470				_		
Weeks 33 G	RCT	Fitness infusion	Secondary	-0.155	0.297	0.088	-0.737	0.427	-0.523	0.601						
Weeks 33 B	RCT	Fitness infusion	Secondary	0.040	0.328	0.107	-0.602	0.682	0.122	0.903				-	-	
				0.193	0.050	0.003	0.094	0.292	3.819	0.000				•		
											-2.00	-1.00	,	0.00	1.00	2.00
												Contro	k		Exercise	

B, boys; G, girls; HIIT, high-intensity interval training

eFigure 8. Forest plot showing the effect size (Hedges g) of quality-based physical education interventions on speed agility between intervention and control groups for each study.

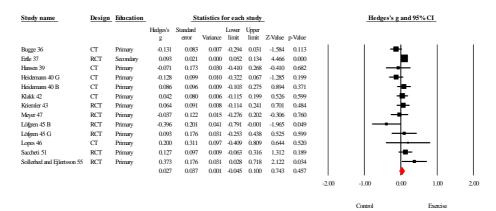


eFigure 9. Forest plot showing the effect size (Hedges g) of quality-based physical education interventions on fundamental motor skills between intervention and control groups for each study.



Exercise

eFigure 10. Forest plot showing the effect size (Hedges *g*) of quantity-based physical education interventions on body mass index between intervention and control groups for each study.



B, boys; G, girls.

eFigure 11. Forest plot showing the effect size (Hedges *g*) of quantity-based physical education interventions on waist circumference between intervention and control groups for each study.

Study name	Design	Education		St	atistics f	or each	study	_			Hedg	es's g and 95'	% CI	
			Hedges's g	Standard error	Variance	Lower limit		Z-Value	p-Value					
Bugge 36	CT	Primary	-0.002	0.083	0.007	-0.165	0.160	-0.025	0.980					1
Kriemler 43	RCT	Primary	0.101	0.091	0.008	-0.077	0.279	1.112	0.266			-		
Meyer 47	RCT	Primary	0.014	0.123	0.015	-0.226	0.255	0.118	0.906			-#		
Sollerhed and Ejlertsson 55	CT	Primary	0.018	0.174	0.030	-0.323	0.360	0.105	0.916			-		
			0.037	0.052	0.003	-0.065	0.139	0.706	0.480			•		
										-2.00	-1.00	0.00	1.00	2.00
											Control		Exercise	

eFigure 12. Forest plot showing the effect size (Hedges g) of quantity-based physical education interventions on skinfolds thickness between intervention and control groups for each study.

Study name	Design	Education		-	Statistics	for each	study				Hedg	es's g and 95	5%CI	
			Hedges's g	Standard error	Variance	Lower limit	Upper limit	Z-Value	p-Value					
Bugge 36	CT	Primary	-0.159	0.083	0.007	-0.322	0.004	-1.909	0.056		1	-		
Hansen 39	RCT	Primary	-0.179	0.173	0.030	-0.519	0.161	-1.030	0.303		-	-∎-		
Jurak 41 G	CT	Primary	0.007	0.158	0.025	-0.302	0.316	0.045	0.964					
Jurak 41 B	CT	Primary	0.147	0.154	0.024	-0.154	0.449	0.958	0.338			_ += _		
Kriemler 43	RCT	Primary	0.136	0.091	0.008	-0.042	0.314	1.496	0.135					
Lopes 46	CT	Primary	-0.264	0.311	0.097	-0.874	0.346	-0.847	0.397					
Meyer 47	RCT	Primary	0.039	0.122	0.015	-0.200	0.279	0.322	0.747			-#		
			-0.011	0.060	0.004	-0.128	0.106	-0.179	0.858			•		
										-2.00	-1.00	0.00	1.00	2.00
											Control		Exercise	

B, boys; G, girls.

eFigure 13. Forest plot showing the effect size (Hedges *g*) of quantity-based physical education interventions on body fat between intervention and control groups for each study.

Study name	Design	Education			Statistics	for each	study				Hedge	es's g and 95	%CI	
			Hedges's g	Standard error	Variance	Lower limit		Z-Value	p-Value					
Heidemann 40 G	СТ	Primary	-0.026	0.116	0.014	-0.254	0.202	-0.224	0.823			-#-		
Heidemann 40 B	CT	Primary	0.051	0.096	0.009	-0.137	0.240	0.533	0.594			-		
Klakk 42	CT	Primary	0.012	0.080	0.006	-0.144	0.169	0.156	0.876					
Löfgren 45 G	CT	Primary	-0.810	0.208	0.043	-1.216	-0.403	-3.900	0.000		_∤∎			
Löfgren 45 B	CT	Primary	-0.322	0.177	0.031	-0.669	0.026	-1.815	0.069					
			-0.161	0.114	0.013	-0.386	0.063	-1.409	0.159			◆		
										-2.00	-1.00	0.00	1.00	2.00
											Control		Exercise	

B, boys; G, girls.

eFigure 14. Forest plot showing the effect size (Hedges *g*) of quantity-based physical education interventions on cardiorespiratory fitness between intervention and control groups for each study.

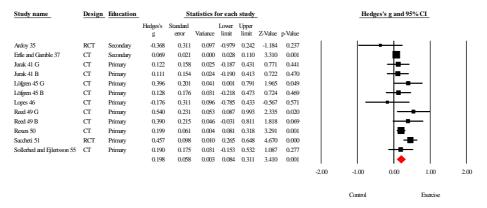
Study name	Design	Education		St	atistics f	for each	ı study	_			Hedg	ges's g and 95	%CI
			Hedges's g	Standard error	Variance	Lower limit	Upper limit	Z-Value	p-Value				
Ardoy 35	RCT	Secondary	0.982	0.321	0.103	0.352	1.611	3.054	0.002	1		-	-+-
Bugge 36	CT	Primary	0.095	0.087	0.008	-0.075	0.264	1.093	0.275				
Erfle and Gamble 37	RCT	Secondary	0.323	0.021	0.000	0.282	0.364	15.430	0.000				
Hansen 39 Hypertensive G	RCT	Primary	0.342	0.353	0.124	-0.350	1.033	0.968	0.333				
Hansen 39 Hypertensive B	RCT	Primary	0.189	0.341	0.116	-0.479	0.856	0.554	0.580				
Hansen 39 Normotensive G	RCT	Primary	0.431	0.344	0.118	-0.243	1.105	1.253	0.210				
Hansen 39 Normotensive B	RCT	Primary	0.909	0.348	0.121	0.228	1.591	2.614	0.009			— —	-
Jurak 41 G	CT	Primary	0.629	0.161	0.026	0.313	0.945	3.896	0.000			- I	-
Jurak 41 B	CT	Primary	0.515	0.156	0.024	0.209	0.821	3.296	0.001				-
Kriemler 43	RCT	Primary	0.139	0.091	0.008	-0.039	0.317	1.531	0.126			¦æ-	
Meyer 47	RCT	Primary	0.322	0.125	0.016	0.077	0.567	2.576	0.010				-
Ramirez 26 G	RCT	Secondary	0.277	0.412	0.170	-0.531	1.086	0.673	0.501		.		
Ramirez 26 B	RCT	Secondary	0.036	0.268	0.072	-0.490	0.562	0.134	0.893				-
Reed 49 G	CT	Primary	0.403	0.229	0.053	-0.047	0.853	1.757	0.079			- +	
Reed 49 B	CT	Primary	0.868	0.222	0.050	0.432	1.304	3.901	0.000			- 1	-
Shepard 52	CT	Primary	0.336	0.086	0.007	0.167	0.505	3.892	0.000				
Sollerhed and Ejlertsson 55	CT	Primary	1.173	0.189	0.036	0.803	1.543	6.216	0.000				-+-
2			0.419	0.062	0.004	0.297	0.541	6.734	0.000			- 🔶	•
										-2.00	-1.00	0.00	1.00

Control

Exercise

B, boys; G, girls.

eFigure 15. Forest plot showing the effect size (Hedges g) of quantity-based physical education interventions on muscular strength between intervention and control groups for each study.



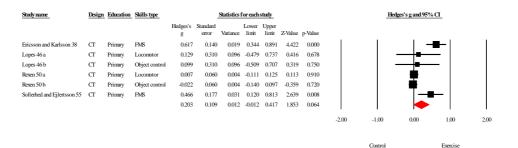
B, boys; G, girls.

eFigure 16. Forest plot showing the effect size (Hedges *g*) of quantity-based physical education interventions on speed agility between intervention and control groups for each study.

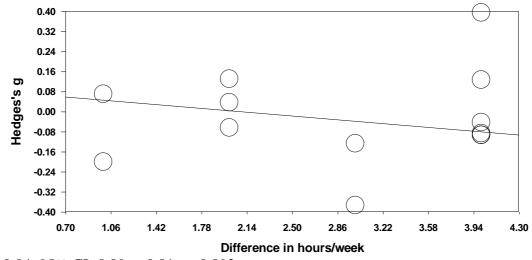
Study name	Design	Education			Statistics	for each	study				Hedge	es's g and 95	%CI	
			Hedges's g	Standard error	Variance	Lower limit	Upper limit	Z-Value	p-Value					
Ardoy 35	RCT	Secondary	0.351	0.311	0.097	-0.259	0.961	1.129	0.259				I	1
Jurak 41 G	CT	Primary	0.551	0.161	0.026	0.237	0.866	3.435	0.001				∎	
Jurak 41 B	CT	Primary	0.310	0.156	0.024	0.004	0.615	1.986	0.047				-	
Rexen 50	CT	Primary	0.034	0.060	0.004	-0.084	0.153	0.568	0.570					
Saccheti 51	RCT	Primary	0.352	0.097	0.009	0.162	0.543	3.624	0.000			-	-	
			0.292	0.111	0.012	0.073	0.510	2.619	0.009			- +	•	
										-2.00	-1.00	0.00	1.00	2.00
											Control		Exercise	

B, boys; G, girls.

eFigure 17. Forest plot showing the effect size (Hedges g) of quantity-based physical education interventions on fundamental motor skills between intervention and control groups for each study.

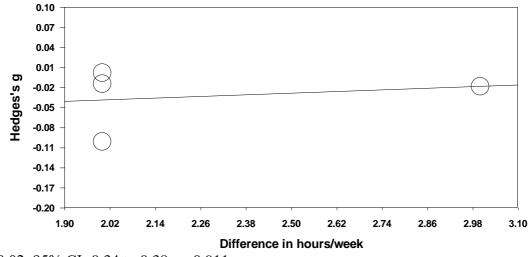


eFigure 18. Meta-regression analysis of the association between difference in hours of physical education per week of intervention group vs control group with body mass index changes.



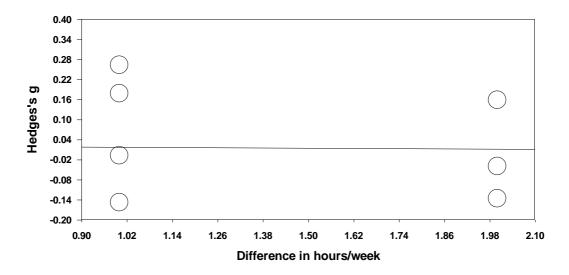
β=-0.04, 95% CI -0.09 to 0.01, p=0.092

eFigure 19. Meta-regression analysis of the association between difference in hours of physical education per week of intervention group vs control group with waist circumference changes.



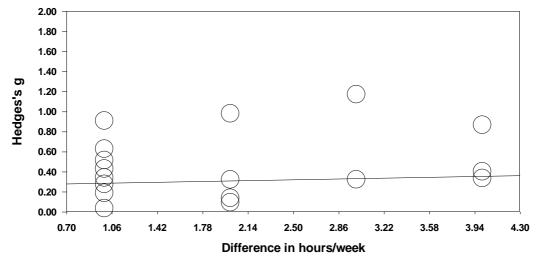
β=0.02, 95% CI -0.34 to 0.38, p=0.911

eFigure 20. Meta-regression analysis of the association between difference in hours of physical education per week of intervention group vs control group with skinfolds thickness changes.



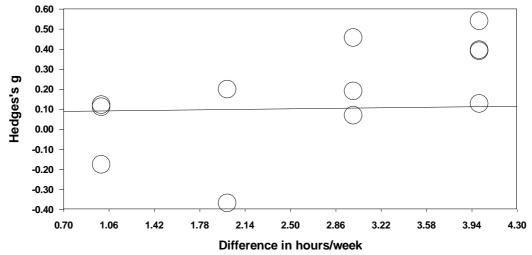
β=-0.01, 95% CI -0.21 to 0.20, p=0.957

eFigure 21. Meta-regression analysis of the association between difference in hours of physical education per week of intervention group vs control group with cardiorespiratory fitness changes.



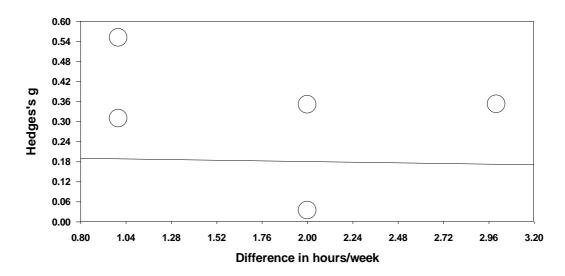
β=0.02, 95% CI -0.04 to 0.08, p=0.473

eFigure 22. Meta-regression analysis of the association between difference in hours of physical education per week of intervention group vs control group with muscular strength changes.



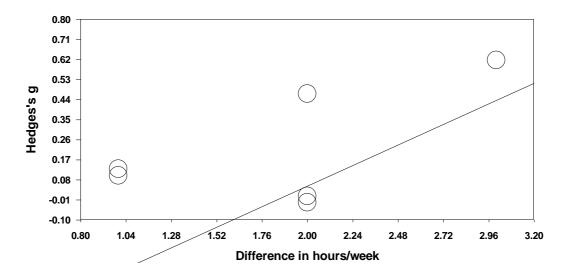
β=0.01, 95% CI -0.07 to 0.08, p=0.848

eFigure 23. Meta-regression analysis of the association between difference in hours of physical education per week of intervention group vs control group with speed-agility changes.



β=-0.01, 95% CI -0.15 to 0.14, p=0.912

eFigure 24. Meta-regression analysis of the association between difference in hours of physical education per week of intervention group vs control group with fundamental motor skills changes.



β=0.38, 95% CI 0.15 to 0.62, p=0.001

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