



## Diferencias en el autoconcepto entre alumnado con altas capacidades y alumnado general: un metaanálisis desde 2005 hasta 2020.

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## Material suplementario

**Tabla S1a***Estrategia de búsqueda por base de datos*

Base de datos	Número de registros	Estrategia de búsqueda
ERIC	8099	("gifted" OR "talented" OR "talent" OR "giftedness" OR "high ability" OR "above average") AND ("non-gifted" OR "non-talented" OR "non-high ability" OR "average student" OR "average children" OR "average ability" OR "average pupil") AND ("child" OR "children" OR "preadolescent" OR "adolescent" OR "young" OR "student" OR "pupil") AND ("self-concept" OR "physical self-concept" OR "perceived competence" OR "self-esteem" OR "physical self-worth" OR "physical perceived competence" OR "physical self-perception" OR "physical appearance" OR "body image") AND ("comparison" OR "cross-sectional" OR "observational" OR "intervention")
PsycINFO (EBSCO)	1035	("gifted" OR "talented" OR "talent" OR "giftedness" OR "high ability" OR "above average") AND ("child" OR "children" OR "preadolescent" OR "adolescent" OR "young" OR "student" OR "pupil") AND ("self-concept" OR "physical self-concept" OR "perceived competence" OR "self-esteem" OR "physical self-worth" OR "physical perceived competence" OR "physical self-perception" OR "physical appearance" OR "body image")
Scopus	1093	("gifted" OR "talented" OR "talent" OR "giftedness" OR "high ability" OR "above average") AND ("non-gifted" OR "non-talented" OR "non-high ability" OR "average student" OR "average children" OR "average ability" OR "average pupil") AND ("child" OR "children" OR "preadolescent" OR "adolescent" OR "young" OR "student" OR "pupil") AND ("self-concept" OR "physical self-concept" OR "perceived competence" OR "self-esteem" OR "physical self-worth" OR "physical perceived competence" OR "physical self-perception" OR "physical appearance" OR "body image")
EBSCO Academic Search Ultimate	917	("self-concept" OR "physical self-concept" OR "perceived competence" OR "self-esteem" OR "physical self-worth" OR "physical perceived competence" OR "physical self-perception" OR "physical appearance" OR "body image")
Web of Science	568	("gifted" OR "talented" OR "talent" OR "giftedness" OR "high ability" OR "above average") AND ("child" OR "children" OR "preadolescent" OR "adolescent" OR "young" OR "student" OR "pupil") AND ("self-concept" OR "physical self-concept" OR "perceived competence" OR "self-esteem" OR "physical self-worth" OR "physical perceived competence" OR "physical self-perception" OR "physical appearance" OR "body image")
Total	11712	

**Tabla S1b***Estrategias de búsqueda por revistas especializadas*

Revista	Número de registros	Estrategia de búsqueda
<i>Gifted Child Quarterly</i>	550 (140 desde 2005)	("gifted" OR "talented" OR "talent" OR "giftedness" OR "high ability") AND ("child" OR "children" OR "preadolescent" OR "adolescent" OR "young" OR "student" OR "pupil") AND ("self-concept" OR "physical self-concept" OR "perceived competence" OR "self-esteem" OR "physical self-worth" OR "physical perceived competence" OR "physical self-perception" OR "physical appearance" OR "body image")
<i>Journal for the Education of the Gifted</i>	322 (115 desde 2005)	
<i>Journal of Advanced Academics</i>	154 (94 desde 2005)	
<i>Roeper Review</i>	609 (137 desde 2005)	
<i>High Ability Studies</i>	145 (69 desde 2005)	
Total	1708 (555 desde 2005)	

**Tabla S2a***Ítems para el análisis de la calidad basados en Viswanathan y Berkman (2012)*

1. Are critical inclusion/exclusion criteria for gifted identification/selection clearly stated (does not require the reader to infer)?

**Yes (2 points):**

If these are based on IQ tests, authors provide the name of tests and cut-offs points.

If these are based on examinations, they provide the cut-off points or percentiles.

If these are based on nominations, criteria are reported.

When the three previous methods are used, studies must meet those specifications.

If these are based on attendance to a special school/class/track/programme for the gifted, criteria for qualification must be given following those specifications.

**Partially (1 point):**

Authors only name tests/examinations or cut-offs points (e.g. IQ scores or percentiles); teachers/parents' nominations; or attendance to a special school / class / track / programme for the gifted are solely stated.

**No (0 points):**

No information about the criteria for being considered as a gifted or high ability student is reported.

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2. Are the inclusion/exclusion criteria measured using valid and reliable measures?

**Yes (2 points):**

Tests are of extensive use (i.e. WISC or Raven's); or data regarding the reliability or validity are reported for less well-known tests.

Examinations are standardised (i.e. SAT).

**No (1 point):**

Only based on teachers or parents' nominations with no guidance or complementary instrument.

**Cannot determine (0 points):**

No information about tests or examinations is reported.

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3. Did the study apply inclusion/exclusion criteria for identification uniformly to all comparison groups/arms of the study?

**Yes (3 points):**

IQ tests, examinations or nominations are the same across the different samples of gifted students. Also, both gifted and nongifted took the IQ tests, examinations and/or were (or not) nominated (in this case, nongifted had the opportunity to be nominated but it was not the only inclusion procedure).

**Partially (2 points):**

Generally, nomination is the only procedure common between both groups. No IQ tests or examinations (neither their scores) of the nongifted are reported, but they belong to the same classes/school/areas.

**No (1 point):**

Nongifted students are chosen as a comparison group with no opportunity to be nominated.

Nongifted sample is a norming sample.

**Cannot determine (0 points):**

No information is given.

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4. Was the strategy for recruiting participants into the study the same across study groups/arms of the study?

**Yes (2 points):**

It is clearly explained (i.e. all participants were chosen by using the same procedures).

**No (1 point):**

It is clearly explained (i.e. norming sample or different procedure for the nongifted).

**Cannot determine (0 points):**

No information is given.

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5. What is the level of detail in describing the intervention or exposure?

**High (2 points):**

The study clearly reports details of gifted participants' labelling status and/or attendance in programmes or special classes/school, time since they started or activities that they do. Twice exceptional cases can also be reported.

**Medium (1 point):**

Only attendance or labelling is stated, with no further details.

**Low (0 points):**

There is no clue about whether gifted participant had been labelled or were attending to special programmes for the gifted.

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6. Is the analysis of differences on self-concept between gifted and nongifted one of the (pre-specified) aims of the study?

**Yes (2 points):**

Clearly stated.

**Partially (1 point):**

It is not the main aim, but these differences are addressed.

**No (0 points):**

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No, these can only be inferred from the reported data.

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7. Is the selection of the comparison group appropriate, after taking into account feasibility and ethical considerations.

**Yes (3 points):**

Same age range, classes/schools or locations. Any especial consideration addressing the comparison group is reported if appropriate.

**Partially (2 points):**

Same age range, classes/schools or locations, but it cannot be ensured that there are no gifted students (according to the identification procedures on the study) within the comparison group or the recruiting procedure was not clear for the nongifted.

**No (1 point):**

Norming sample (procedures and data gathering could vary).

**Cannot determine (0 points):**

There is not enough data to specify.

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8. Any attempt to balance the allocation between the groups (e.g., through stratification, matching, propensity scores).

**Yes, or study accounts for imbalance between groups through a post hoc approach such as multivariate analysis (1 point):**

Always when addressing differences in self-concept. Also matching is appropriate.

**No or cannot determine (0 points):**

Just comparison between groups.

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9. Did researchers isolate the impact from a concurrent intervention or an unintended exposure that might bias results, e.g., through multivariate analysis, stratification, or subgroup analysis?

**Yes (2 points):**

Comparison between different types of gifted students or attending to different programmes for the gifted and/or gender or age/grade effects are considered, as long as these are considered when addressing differences on self-concept.

**Partially (1 point):**

Only the possible effects are taken into account but only in preliminary analyses or without taking into account the differences on self-concept.

**No or do not know (0 points):**

Concurrent intervention or unintended exposure is not described, and no other effects are considered.

**NA:**

Qualitative study

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10. Were the outcome assessors blinded to the intervention or exposure status of participants?

**Yes (1 point):**

The researcher did not know which group the subject belonged to until the testing was completed.

**No or NA (0 points):**

Assessor cannot be blinded.

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11. Are outcomes assessed using valid and reliable measures, implemented consistently across all study participants?

**Yes (2 points):**

Self-concept measurement instruments are clearly reported and widely used. If these are not of extensive use, data on reliability or validity are reported.

**No (1 point):**

No information about the measurement is given.

**Cannot determine or measurement approach not reported (0 points):**

Data on reliability or validity are not reported and the instruments are not widely used.

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12. Does the analysis control for baseline differences between groups?

**Yes (1 point):**

Differences in SES, age, gender prevalence, group allocation or achievement are reported [considered in the analyses on self-concept].

**No (0 points):**

No preliminary analyses are given.

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13. Are confounding and/or effect modifying variables assessed using valid and reliable measures across all study participants?

**Yes (2 points):**

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These can be age, sex/gender, SES, previous achievement, group allocation. These are based on attendance or provided by school, institutions or parents.

**Partially (1 point):**

Self-reported.

**No or cannot determine (0 points)**

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14. Were the important confounding and effect modifying variables taken into account in the design and/or analysis (e.g., through matching, stratification, interaction terms, multivariate analysis, or other statistical adjustment)?

**Yes (2 points):**

SES, age, gender prevalence, group allocation or achievement.

Only if these are considered within the analyses on differences of self-concept (analyses of variance, regressions, etc.) or were considered in the matching procedure.

**Partially (1 point):**

Some variables taken into account or adjustment achieved to some extent. Addressed, but not entered within the gifted-nongifted differences analyses

**No or Cannot determine (0 points)**

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15. Are any important primary outcomes missing from the results?

**Yes (0 points):**

Self-concept differences are not reported by sex and dimension are missing.

**Partially (1 point):**

Self-concept differences are not reported by sex or dimension are missing.

**No (2 points):**

Self-concept differences are reported by sex and dimension are reported. Even by type of student (i.e. ability groupings).

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16. Is the source of funding identified?

**Yes (1 point):**

Self-explained

**No (0 points):**

Self-explained

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**Tabla S2b***Puntuaciones y categorías de calidad basadas en Viswanathan y Berkman (2012)*

Estudio	Ítem																Total abs.	% Total	Riesgo de sesgo
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16			
Alesi et al. (2015)	2	2	3	2	0	2	3	0	0	0	2	0	0	0	1	1	18	60.00	Medio
Al-Srouf & Al-Oweidi (2016)	1	0	0	1	1	2	2	0	1	0	2	0	0	0	1	0	11	36.67	Alto
Amini (2005)	1	0	0	0	1	2	0	0	0	0	2	0	0	0	0	0	6	20.00	Alto
Benölken (2015)	1	0	0	1	1	2	2	0	1	0	2	0	1	1	2	0	14	46.67	Alto
Bénony (2007)	2	2	3	2	2	2	3	1	1	0	2	1	2	2	1	0	26	86.67	Bajo
Bergold et al. (2020)	2	2	3	2	2	1	3	1	2	1	2	1	1	2	1	1	27	90.00	Bajo
Edins (2010)	1	2	0	2	1	2	2	0	0	1	0	1	2	0	1	0	15	50.00	Alto
García, Canuto & Cebrián (2019) y García, Canuto & Palomares (2019)	0	0	2	0	0	2	2	0	0	1	2	0	2	0	1	0	12	40.00	Alto
Ghobary & Hejazi (2007)	1	0	0	0	1	2	2	1	1	0	2	0	2	1	2	0	15	50.00	Alto
Golle (2018)	1	1	3	2	2	1	3	1	2	1	2	1	2	2	0	1	25	83.33	Bajo
Hasanagić et al. (2019)	0	0	2	0	1	2	2	1	1	0	2	0	1	2	2	0	16	53.33	Medio
Herrmann et al. (2016) incluye Preckel & Brüll (2010)	1	2	3	2	1	2	3	0	1	0	2	1	0	1	1	1	21	70.00	Medio
Košir et al. (2016)	2	2	0	2	1	2	3	0	1	0	2	1	2	1	2	1	22	73.33	Medio
Kroesbergen et al. (2016)	2	2	3	2	0	2	3	1	2	0	2	1	2	1	1	1	25	83.33	Bajo
Lee et al. (2012b)	2	2	1	1	2	2	1	0	1	0	2	0	2	1	1	1	19	63.33	Medio
Li & Shi (2019)	2	2	3	2	1	1	3	0	0	0	2	1	0	0	1	1	19	63.33	Medio
Liem et al. (2015)	1	2	3	2	1	2	3	0	1	0	2	1	2	1	1	1	23	76.67	Bajo
López & Sotillo (2009)	2	2	3	0	1	2	0	1	1	0	2	0	0	1	1	1	17	56.67	Medio
Mofield & Parker (2018)	2	0	0	2	2	1	3	0	1	0	2	0	2	1	1	1	18	60.00	Medio
Preckel & Brüll (2008)	1	2	3	2	1	1	3	0	1	0	2	1	2	1	2	0	22	73.33	Medio
Preckel et al. (2008)	2	2	3	1	0	2	3	1	1	1	2	1	0	2	2	1	24	80.00	Bajo
Preckel et al. (2010)	1	2	3	2	1	1	3	0	1	0	2	1	0	1	1	0	19	63.33	Medio
Preckel et al. (2017) y Preckel et al. (2019)	2	2	3	2	2	1	3	0	2	0	2	1	1	2	1	1	25	83.33	Bajo
Rafati et al. (2014)	1	0	0	2	1	2	3	1	1	0	2	0	0	1	0	0	14	46.67	Alto
Riaz & Shahzad (2010)	2	2	3	2	0	2	3	0	0	0	2	0	1	0	1	0	18	60.00	Medio
Sarouphim (2011)	2	2	3	2	0	2	3	0	1	1	2	0	0	1	1	0	20	66.67	Medio
Shechtman & Silektor (2012)	2	2	0	2	2	2	3	0	2	0	2	1	2	2	1	0	23	76.67	Bajo
Shi et al. (2008)	2	2	3	0	2	2	2	0	2	0	2	0	2	2	2	1	24	80.00	Bajo
Song & Ahn (2014)	2	2	0	1	2	2	3	0	0	0	2	1	2	1	2	1	21	70.00	Medio
Veiga (2009)	2	0	3	0	0	2	0	0	0	1	2	0	0	0	0	0	10	33.33	Alto
Verschueren et al. (2019)	2	2	3	2	2	1	3	1	1	1	2	0	0	1	1	1	23	76.67	Bajo
Wirthwein et al. (2019)	2	2	3	2	2	2	3	1	2	1	2	1	1	2	1	0	27	90.00	Bajo
Yan & Haihui (2005)	1	0	0	0	2	2	2	0	0	0	2	0	0	0	1	0	10	33.33	Alto
Yeo & Garcés-Bacsal (2014)	1	2	2	2	2	2	3	0	1	1	2	0	2	1	2	0	23	76.67	Bajo
Yeung et al. (2005)	1	0	2	2	2	2	3	0	2	0	2	0	2	2	1	0	21	70.00	Medio
Zeidner & Shani-Zinovich (2015)	2	2	3	2	1	2	3	0	2	0	2	1	2	2	2	0	26	86.67	Bajo
<b>Máximo</b>	<b>2</b>	<b>2</b>	<b>3</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>3</b>	<b>1</b>	<b>2</b>	<b>1</b>	<b>2</b>	<b>1</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>1</b>	<b>30</b>	<b>100.00</b>	

**Table S3**  
Tamaños del efecto medios

Dimensión	N	k	g	Todos						Sin Al-Srouf & Al-Oweidi (2016)								
				95% IC		Q	I <sup>2</sup> (%)	Rango TE		95% IC		Q	I <sup>2</sup> (%)	Rango TE				
				LI	LS			Min	Max	LI	LS			Min	Max			
ACG	20	29	0.24**	0.06	0.41	246.85***	88.66	-0.75***	1.42***	19	28	0.19*	0.04	0.35	170.09***	84.13	-0.75***	1.08***
ACA	21	32	0.45***	0.28	0.63	362.41***	91.45	-0.84**	2.14***	20	31	0.42***	0.26	0.59	306.41***	90.21	-0.84**	2.14***
ACM	12	17	0.60***	0.44	0.76	111.31***	85.63	0.17*	1.42***	11	16	0.56***	0.41	0.70	79.81***	91.21	0.17*	1.42***
ACV	8	10	0.20	-0.06	0.47	155.35***	94.21	-0.65**	1.45***	7	9	0.07	-0.13	0.27	68.62***	88.34	-0.65**	0.41
ACS <sup>a</sup>	17	28	-0.05	-0.19	0.10	185.18***	85.42	-0.71**	1.41***	16	27	-0.10*	-0.20	-0.00	69.60***	62.64	-0.71**	0.44
ACAS	4	6	-0.11	-0.32	0.10	16.52**	69.73	-0.63**	0.11	4	6	-0.11	-0.32	0.10	16.52**	69.73	-0.63**	0.11
ACP	3	5	-0.09	-0.25	0.07	6.58	39.21	-0.28**	0.32	3	5	-0.09	-0.25	0.07	6.58	39.21	-0.28**	0.32
ACIg	11	18	-0.06	-0.29	0.17	167.23***	89.83	-0.76	1.41***	10	17	-0.14	-0.29	0.01	54.42***	70.60	-0.76	0.53
ACPad	5	9	-0.03	-0.34	0.28	37.44***	78.63	-1.22***	0.75***	5	9	-0.03	-0.34	0.28	37.44***	78.63	-1.22***	0.75***
ACEm <sup>a</sup>	6	10	0.19	-0.08	0.46	93.25***	90.35	-0.30**	1.14***	5	9	0.03	-0.12	0.19	21.85**	63.39	-0.30**	0.647*
ACFel	3	5	0.12	-0.09	0.32	10.22*	60.88	-1.12	0.36*	3	5	0.12	-0.09	0.32	10.22*	60.88	-1.12	0.36*
ACFA	3	5	0.20	-0.06	0.45	15.21**	73.71	-0.20	0.96**	3	5	0.20	-0.06	0.45	15.21**	73.71	-0.20	0.96**
ACEE	3	5	0.19	-0.37	0.76	89.57***	95.53	-0.30**	1.14***	2	4	-0.12	-0.32	0.09	6.53	54.09	-0.30**	0.22
ACC-H <sup>a</sup>	9	14	0.04	-0.21	0.29	115.47***	88.74	-1.16***	1.35***	8	13	-0.02	-0.16	0.12	29.30**	59.04	-1.16***	0.23**
ACC	6	10	0.09	-0.01	0.19	10.91	17.54	-0.68*	0.23**	6	10	0.09	-0.01	0.19	10.91	17.54	-0.68*	0.23**
ACH	3	4	0.00	-1.08	1.09	87.22***	96.56	-1.16***	1.35***	2	3	-0.43	-1.03	0.17	8.52**	78.99	-1.16***	-0.00
ACFis <sup>a</sup>	10	18	-0.11	-0.30	0.09	132.24***	87.14	-0.49*	1.07***	9	17	-0.23***	-0.34	-0.11	37.70**	57.56	-0.49*	0.38
ACAF	9	16	-0.09	-0.31	0.13	118.91***	87.39	-0.50*	1.10**	8	15	-0.22**	-0.36	-0.07	38.76***	63.88	-0.50*	1.10*
ACCD	5	7	0.12	-0.31	0.54	84.40***	92.89	-0.35	1.19***	4	6	-0.07	-0.24	0.09	7.88	36.52	-0.35	0.16

*Nota.* N: número de estudios; k: número de muestras; g: estadístico de Hedges; IC: intervalo de confianza; LI: límite inferior; LS: límite superior; Q e I<sup>2</sup>: estadísticos de heterogeneidad; TE: tamaño del efecto. ACG: autoconcepto global; ACA: académico; ACM: matemático; ACV: verbal; ACS: social; ACAS: aceptación social; ACP: popularidad; ACIg: relaciones con iguales, ACPad: relaciones con padres; ACEm; emocional, ACFel: felicidad; ACFA: falta de ansiedad; ACEE: estabilidad emocional, ACC-H: conductual-honestidad; ACC: conductual, ACH: honestidad; ACFis: físico, ACAF: apariencia física; ACCD: competencia deportiva.

<sup>a</sup> Índices combinados.

\* $p < .05$ . \*\* $p < .01$ . \*\*\* $p < .001$ .

**Table S4***Análisis de moderadores completos*

Dimensión	Moderadores	$Q_B$	k	g	95% IC		Q	$I^2$ (%)
					LL	UL		
ACG	<b>General</b>		28	0.19*	0.04	0.35	170.09***	84.13
	<b>Procedencia</b>	2.16						
	Orientales		15	0.30*	0.07	0.53	105.81***	86.77
	Occidentales		13	0.06	-0.16	0.28	57.39***	79.09
	<b>Área geográfica</b>	9.61*						
	Asia		7	-0.05	-0.36	0.26	17.45**	65.61
	EE.UU.-Canadá		2	0.20	-0.60	1.01	9.35***	89.30
	Europa		11	0.02	-0.20	0.25	33.20***	69.88
	Oriente Medio		8	0.55***	0.25	0.84	75.78***	90.76
	<b>Sexo</b>	0.89						
	Mujeres		5	0.05	-0.32	0.42	8.79	54.51
	Hombres		5	0.36	-0.16	0.88	20.56***	80.54
	<b>Edad</b>	1.96						
	Adolescencia		17	0.30**	0.08	0.51	109.67***	85.41
	Infancia		8	0.08	-0.14	0.30	17.58*	60.17
	<b>Edad 2</b>	16.07**						
	ATem		8	0.31	-0.14	0.75	63.48***	88.97
	ATem;ATar		6	0.33**	0.09	0.57	20.51**	75.63
	ATar		3	0.05	-0.40	0.51	10.50**	80.96
	IM		7	0.02	-0.23	0.27	13.98*	57.07
	IM;ATem		3	-0.23	-0.97	0.51	17.17***	88.35
	IM;ATem;ATar		1	0.58***	0.39	0.78	0.00	0.00
	<b>Identificación</b>	5.13						
	Múltiple		17	0.04	-0.15	0.24	70.20***	77.21
	Sólo nominación		1	0.10	-0.01	0.20	0.00	0.00
	Sólo CI		5	0.57*	0.08	1.06	21.56***	81.44
	Otros		5	0.32	-0.05	0.69	33.83***	88.18
	<b>CI &gt; 130</b>	0.96						
	No		8	0.01	-0.31	0.34	24.91***	71.90
	Sí		7	0.33	-0.21	0.88	54.17***	88.92
	<b>Participación especial</b>	39.89***						
	Admisión temprana a la universidad		2	-0.17	-0.47	0.12	0.27	0.00
	Enriquecimiento extra-curricular		1	0.10	-0.01	0.20	0.00	0.00
Programa de verano extracurricular		1	0.58***	0.39	0.78	0.00	0.00	
No		9	0.30	-0.13	0.72	80.75***	90.09	
Parcialmente		2	0.01	-0.84	0.85	2.95	66.08	
Pull-out		1	0.03	-0.17	0.22	0.00	0.00	
Centro especial		4	0.48***	0.29	0.68	4.69	36.06	
Clases especiales		8	-0.05	-0.29	0.20	18.47*	62.10	
<b>Participación especial</b>	0.39							
No		9	0.30	-0.13	0.72	80.75***	90.09	
Sí		17	0.16*	0.01	0.31	70.49***	77.30	
<b>Instrumento</b>	3.72							
Coopersmith		5	0.41**	0.14	0.68	12.18*	67.15	
Otros		8	0.17	-0.26	0.61	48.59***	85.59	
Piers-Harris		6	0.19	-0.22	0.59	54.54***	90.83	
SDQ		5	0.09	-0.10	0.28	8.41	52.43	
SPPC/SPPA		4	0.03	-0.64	0.70	24.67***	87.84	
<b>Riesgo de sesgo</b>	14.40***							
Alto		8	0.14	-0.18	0.45	41.01***	82.93	
Bajo		9	-0.07	-0.23	0.10	19.58*	59.14	
Moderado		11	0.49***	0.25	0.72	43.08***	76.79	
Dimensión	Moderadores	$Q_B$	k	g	95% IC		Q	$I^2$ (%)
ACA	General		31	0.42***	0.26	0.59	306.41***	90.21



<b>Procedencia</b>	0.21						
Orientales		15	0.38**	0.11	0.65	183.60***	92.37
Occidentales		16	0.46***	0.25	0.67	120.71***	87.57
<b>Área geográfica</b>	17.62***						
Asia		10	0.18	-0.11	0.47	43.59***	79.35
EE.UU.-Canadá		2	0.91***	0.66	1.15	2.367	57.76
Europa		14	0.38***	0.19	0.58	62.40***	79.17
Oriente Medio		5	0.72***	0.25	1.19	102.50***	96.10
<b>Sexo</b>	0.01						
Mujeres		7	0.42**	0.15	0.68	13.83*	56.63
Hombres		6	0.44*	0.09	0.78	21.62***	76.87
<b>Edad</b>	1.20						
Adolescencia		17	0.49***	0.24	0.74	207.87***	92.30
Infancia		8	0.30*	0.06	0.54	20.15**	65.26
<b>Edad2</b>	35.88***						
ATem		10	0.62*	0.14	1.09	190.15***	95.27
ATem;ATar		3	0.33***	0.14	0.52	3.47	42.32
ATar		4	0.32*	0.03	0.61	12.18**	75.36
IM		8	0.30*	0.06	0.54	20.15**	65.26
IM;ATem		5	0.24	-0.15	0.63	19.42***	79.40
IM;ATem;ATar		1	1.02***	0.82	1.22	0.00	0.00
<b>Identificación</b>	9.58*						
Múltiple		24	0.44***	0.30	0.58	101.79***	77.41
Sólo rendimiento		2	0.42	-0.54	1.38	37.76***	97.35
Sólo CI		2	0.66	-2.26	3.58	73.05***	98.63
Sólo nominación		1	0.17**	0.06	0.27	0.00	0.00
Otros		2	0.12	-0.73	0.97	8.13**	87.70
<b>CI &gt; 130</b>	0.00						
No		11	0.32*	0.07	0.57	47.93***	79.14
Sí		8	0.32***	0.13	0.50	23.24**	69.88
<b>Participación especial</b>	61.12***						
Admisión temprana		2	0.12	-0.73	0.97	8.13**	87.70
Enriquecimiento extra-curricular		1	0.17**	0.06	0.27	0.00	0.00
Programa de verano extracurricular		1	1.02***	0.82	1.22	0.00	0.00
No		9	0.69**	0.25	1.13	84.75***	90.56
Parcialmente		2	0.56	-0.33	1.44	3.06	67.31
Pull-out		1	0.45***	0.26	0.65	0.00	0.00
Clases especiales		15	0.27**	0.08	0.45	87.99***	84.09
<b>Participación especial</b>	2.65						
No		9	0.69**	0.25	1.13	84.75***	90.56
Sí		20	0.30***	0.14	0.47	160.37***	88.15
<b>Instrumento</b>	1.89						
Otros		10	0.29*	0.00	0.59	61.42***	85.35
Piers-Harris		6	0.69*	0.12	1.25	103.01***	95.15
SDQ		11	0.33***	0.16	0.50	48.11***	79.22
SPPC/SPPA		4	0.53	-0.11	1.17	22.21***	86.49
<b>Riesgo de sesgo</b>	11.95**						
Alto		4	0.46	-0.08	1.00	22.43***	86.62
Bajo		14	0.17*	0.02	0.32	68.71***	81.08
Moderado		13	0.73***	0.45	1.02	84.09***	85.73

Dimensión	Moderadores	Q <sub>B</sub>	k	g	95% IC		Q	I <sup>2</sup> (%)
					LI	LS		
ACM	<b>General</b>		16	0.56***	0.41	0.70	79.81***	81.21
	<b>Procedencia / Área geográfica</b>	18.70**						
	Orientales / Asia		3	0.18**	0.06	0.31	0.23	0.00
	Occidentales / Europa		13	0.64***	0.47	0.80	61.91***	80.62
	<b>Sexo</b>	0.54						
	Mujeres		4	0.83*	0.20	1.46	22.03***	86.38
	Hombres		4	0.58***	0.39	0.77	2.41	0.00

<b>Edad</b>		0.02						
Adolescencia			9	0.58***	0.31	0.86	52.45***	84.75
Infancia			4	0.61***	0.32	0.91	26.57***	88.71
<b>Edad2</b>		5.90						
ATem			4	0.51*	0.12	0.91	29.11***	89.69
ATem;ATar			2	0.88***	0.47	1.28	0.62	0.00
ATar			3	0.51	-0.03	1.06	12.47**	83.96
IM			4	0.61***	0.32	0.91	26.57***	88.71
IM;ATem			3	0.40***	0.27	0.53	0.67	0.00
<b>Identificación</b>		18.69***						
Múltiple			7	0.65***	0.42	0.89	31.64***	81.04
Sólo rendimiento			1	0.17*	0.03	0.31	0.00	0.00
Sólo CI			5	0.73***	0.40	1.05	14.19**	71.82
Sólo nominación			1	0.33***	0.22	0.43	0.00	0.00
Otros			2	0.25	-0.05	0.54	0.02	0.00
<b>CI &gt; 130</b>		8.45**						
No			7	0.52***	0.36	0.69	17.24**	65.19
Sí			3	0.96***	0.72	1.20	0.85	0.00
<b>Participación especial</b>		5.22						
Admisión temprana			2	0.25	-0.05	0.54	0.02	0.00
Enriquecimiento extra-curricular			3	0.72*	0.13	1.31	25.85***	92.26
No			5	0.73***	0.40	1.05	14.19**	71.82
Clases especiales			6	0.47***	0.27	0.67	26.81***	81.35
<b>Participación especial</b>		1.62						
No			5	0.73***	0.40	1.05	14.19**	71.82
Sí			11	0.49***	0.33	0.65	53.61***	81.35
<b>Instrumento</b>		5.14*						
Otros			7	0.79***	0.48	1.10	27.05***	77.82
SDQ			9	0.40***	0.27	0.54	28.30***	71.73
<b>Riesgo de sesgo</b>		0.47						
Alto			4	0.60*	0.07	1.13	21.21***	85.86
Bajo			8	0.50***	0.32	0.68	38.18***	81.67
Moderado			4	0.61***	0.33	0.90	9.86*	69.56
Dimensión	Moderadores	$Q_B$	k	g	95% IC		Q	I <sup>2</sup> (%)
					LI	LS		
ACV	<b>General</b>		9	0.07	-0.13	0.27	68.62***	88.34
	<b>Procedencia / Área geográfica</b>	7.46**						
	Orientales / Asia		3	-0.25	-0.54	0.05	5.13	61.03
	Occidentales / Europa		6	0.22	0.06	0.39	20.22**	75.27
	<b>Sexo</b>	0.11						
	Mujeres		1	0.41	-0.15	0.97	0.00	0.00
	Hombres		1	0.29	-0.12	0.70	0.00	0.00
	<b>Edad</b>	28.43***						
	Adolescencia		4	-0.26*	-0.46	-0.06	5.78	48.07
	Infancia		2	0.33***	0.25	0.41	0.86	0.00
	<b>Edad2</b>	49.64***						
	ATem		1	-0.18*	-0.31	-0.04	0.00	0.00
	ATar		3	-0.32	-0.64	0.01	4.55	56.04
	IM		2	0.33***	0.25	0.41	0.86	0.00
	IM;ATem		3	0.27***	0.14	0.40	0.26	0.00
	<b>Identificación</b>	54.85***						
	Múltiple		4	0.32***	0.23	0.42	1.61	0.00
	Sólo nominación		1	0.30***	0.20	0.41	0.00	0.00
	Sólo rendimiento		1	-0.18*	-0.31	-0.04	0.00	0.00
Sólo CI		1	-0.32*	-0.61	-0.04	0.00	0.00	
Otros		2	-0.32	-0.95	0.32	4.54*	77.98	
<b>CI &gt; 130</b>	18.22***							
No		4	0.32***	0.23	0.42	1.61	0.00	
Sí		1	-0.32*	-0.61	-0.04	0.00	0.00	
<b>Participación especial</b>	19.40***							

Dimensión	Moderadores	Q <sub>B</sub>	k	g	95% IC		Q	I <sup>2</sup> (%)
					LI	LS		
	Admisión temprana		2	-0.32	-0.95	0.32	4.54*	77.98
	Enriquecimiento extra-curricular		1	0.30***	0.20	0.41	0.00	0.00
	No		1	-0.32*	-0.61	-0.04	0.00	0.00
	Clases especiales		5	0.21	-0.06	0.48	36.37***	89.00
	<b>Participación especial</b>	6.33*						
	No		1	-0.32*	-0.61	-0.04	0.00	0.00
	Sí		8	0.12	-0.08	0.32	56.39***	87.59
	<b>Instrumento</b>	6.33*						
	Otros		1	-0.32*	-0.61	-0.04	0.00***	0.00
	SDQ		8	0.12	-0.08	0.32	56.39	87.59
	<b>Riesgo de sesgo</b>	8.51*						
	Alto		2	-0.32	-0.95	0.32	4.54*	77.98
	Bajo		4	0.03	-0.25	0.31	43.03***	93.03
	Moderado		3	0.38***	0.25	0.50	0.18	0.00
<hr/>								
Dimensión	Moderadores	Q <sub>B</sub>	k	g	95% IC		Q	I <sup>2</sup> (%)
					LI	LS		
ACS	<b>General</b>		27	-0.10*	-0.20	0.00	69.60***	62.64
	<b>Procedencia</b>	2.72						
	Orientales		11	-0.19***	-0.28	-0.09	11.46	12.75
	Occidentales		16	-0.05	-0.18	0.08	42.41***	64.63
	<b>Área geográfica</b>	3.81						
	Asia		6	-0.11	-0.32	0.10	5.50	9.12
	EE.UU.-Canadá		2	0.03	-0.15	0.21	9.26**	89.20
	Europa		14	0.02	-0.05	0.09	33.16**	60.79
	Oriente Medio		5	-0.20***	-0.29	-0.11	5.33	24.95
	<b>Sexo</b>	2.16						
	Mujeres		6	-0.35***	-0.50	-0.19	1.70	0.00
	Hombres		6	-0.09	-0.40	0.22	17.61**	71.61
	<b>Edad</b>	0.00						
	Adolescencia		17	-0.08	-0.19	0.03	37.75**	57.62
	Infancia		6	-0.08	-0.37	0.21	13.14*	61.95
	<b>Edad</b>	22.32***						
	ATem		10	0.01	-0.14	0.16	17.96*	49.89
	ATem;ATar		3	-0.12	-0.33	0.09	4.35	54.05
	ATar		4	-0.25***	-0.38	-0.12	1.97	0.00
	IM		6	-0.08	-0.37	0.21	13.14*	61.95
	IM;ATem		3	-0.56***	-0.85	-0.27	0.36	0.00
	IM;ATem;ATar		1	0.13	-0.06	0.33	0.00	0.00
	<b>Identificación</b>	12.72*						
	Múltiple		19	-0.17*	-0.30	-0.04	45.23***	60.20
	Sólo nominación		1	0.04	-0.06	0.15	0.00	0.00
	Sólo rendimiento		1	0.32*	0.04	0.60	0.00	0.00
	Sólo CI		4	0.03	-0.10	0.15	3.24	7.26
	Otros		2	-0.09	-0.39	0.21	0.19	0.00
	<b>CI &gt; 130</b>	0.09						
	No		10	-0.17	-0.39	0.04	22.04**	59.16
Sí		8	-0.13	-0.28	0.01	18.33*	61.81	
<b>Participación especial</b>	24.56***							
Admisión temprana		2	-0.09	-0.39	0.21	0.19	0.00	
Enriquecimiento extra-curricular		1	0.04	-0.06	0.15	0.00	0.00	
Programa de verano extracurricular		1	0.13	-0.06	0.33	0.00	0.00	
No		9	0.06	-0.07	0.19	12.32	35.08	
Parcialmente		2	-0.08	-1.07	0.91	4.01*	75.07	
Pull-out		1	-0.28**	-0.47	-0.08	0.00	0.00	
Clases especiales		11	-0.30***	-0.45	-0.14	18.56*	46.12	
<b>Participación especial 2</b>	7.77**							
No		9	0.06	-0.07	0.19	12.32	35.08	
Sí		16	-0.20**	-0.32	-0.07	44.39***	66.21	
<b>Instrumento</b>	2.14							

	Otros		13	-0.19*	-0.37	-0.01	43.60***	72.48
	Piers-Harris		5	-0.09	-0.25	0.07	6.58	39.21
	SDQ		5	-0.02	-0.17	0.14	5.86	31.75
	SPPC/SPPA		4	-0.04	-0.38	0.31	6.60	54.57
	<b>Riesgo de sesgo</b>	0.08						
	Alto		4	-0.11	-0.52	0.31	12.97**	76.87
	Bajo		13	-0.12*	-0.23	0.00	30.43**	60.57
	Moderado		10	-0.08	-0.30	0.13	25.38**	64.53
Dimensión	Moderadores	$Q_B$	k	g	95% IC		Q	I <sup>2</sup> (%)
					LI	LS		
ACAS	<b>General</b>		6	-0.11	-0.32	0.10	16.52**	69.73
	<b>Procedencia</b>							
	Occidentales							
	<b>Área geográfica</b>	3.03						
	EE.UU.-Canadá		1	0.11	-0.08	0.31	0.00	0.00
	Europa		5	-0.03	-0.15	0.09	15.08**	73.48
	<b>Sexo</b>	0.02						
	Mujeres		1	-0.58*	-1.14	-0.02	0.00	0.00
	Hombres		1	-0.63**	-1.05	-0.22	0.00	0.00
	<b>Edad</b>	16.48***						
	ATem		2	0.08	-0.05	0.21	0.01	0.00
	IM		1	-0.24	-0.71	0.23	0.00	0.00
	IM;ATem		2	-0.61***	-0.95	-0.28	0.02	0.00
	IM;ATem;ATar		1	0.11	-0.08	0.31	0.00	0.00
	<b>Edad</b>	1.64						
	Adolescencia		2	0.08	-0.05	0.21	0.01	0.00
	Infancia		1	-0.24	-0.71	0.23	0.00	0.00
	<b>Identificación</b>	2.87						
	Múltiple		4	-0.30	-0.72	0.12	13.89**	78.40
	Sólo CI		2	0.08	-0.05	0.21	0.01	0.00
	<b>IQ ≥ 130</b>	2.43						
	No		4	-0.30	-0.71	0.11	14.13**	78.76
	Sí		1	0.07	-0.16	0.30	0.00	0.00
<b>Participación especial_1</b>	14.84***							
Programa de verano extracurricular		1	0.11	-0.08	0.31	0.00	0.00	
No		3	0.06	-0.07	0.18	1.65	0.00	
Clases especiales		2	-0.61***	-0.95	-0.28	0.02	0.00	
<b>Participación especial_2</b>	1.72							
No		3	0.06	-0.07	0.18	1.65	0.00	
Sí		3	-0.33	-0.90	0.23	13.46**	85.14	
<b>Instrumento</b>	0.69							
Otros		4	-0.19	-0.51	0.13	14.25**	78.95	
SPPC/SPPA		2	0.00	-0.31	0.32	1.83	45.25	
<b>Riesgo de sesgo</b>	1.72							
Bajo		3	0.06	-0.07	0.18	1.65	0.00	
Moderado		3	-0.33	-0.90	0.23	13.46**	85.14	
Dimensión	Moderadores	$Q_B$	k	g	95% IC		Q	I <sup>2</sup> (%)
					LI	LS		
ACP	<b>General</b>		5	-0.09	-0.25	0.07	6.58	39.21
Dimensión	Moderadores	$Q_B$	k	g	95% IC		Q	I <sup>2</sup> (%)
					LI	LS		
ACIg	<b>General</b>		17	-0.14	-0.29	0.01	54.42***	70.60
	<b>Procedencia</b>	6.82**						
	Orientales		8	-0.31***	-0.48	-0.13	11.61	39.73
	Occidentales		9	0.01	-0.15	0.18	19.14*	58.21
	<b>Área geográfica</b>	6.18						
	Asia		6	-0.33**	-0.54	-0.12	11.10*	54.97
	EE.UU.-Canadá		2	0.10	-0.09	0.28	2.96	66.19
Europa		7	0.04	-0.04	0.13	15.92*	62.31	

	Oriente Medio		2	-0.28***	-0.43	-0.14	0.41	0.00	
<b>Sexo</b>	3.48								
	Mujeres		5	-0.36***	-0.53	-0.20	1.75	0.00	
	Hombres		5	0.02	-0.35	0.39	16.08**	75.13	
<b>Edad</b>	0.36								
	Adolescencia		11	-0.19*	-0.38	0.00	29.12**	65.66	
	Infancia		4	-0.06	-0.44	0.32	8.88*	66.22	
<b>Edad2</b>	16.04**								
	ATem		7	-0.11	-0.43	0.21	21.36**	71.92	
	ATar		4	-0.30***	-0.43	-0.17	0.71	0.00	
	IM		4	-0.06	-0.44	0.32	8.88*	66.22	
	IM;ATem		1	-0.42	-1.00	0.15	0.00	0.00	
	IM;ATem;ATar		1	0.16	-0.04	0.35	0.00	0.00	
<b>Identificación</b>	16.18**								
	Múltiple		12	-0.16	-0.36	0.03	34.76***	68.36	
	Sólo rendimiento		1	0.32*	0.04	0.60	0.00	0.00	
	Sólo CI		1	-0.42	-1.00	0.15	0.00	0.00	
	Sólo nominación		1	0.05	-0.06	0.15	0.00	0.00	
	Otros		2	-0.36*	-0.66	-0.06	0.10	0.00	
<b>CI &gt; 130</b>	0.27								
	No		6	-0.19	-0.56	0.18	16.77**	70.18	
	Sí		3	-0.29***	-0.43	-0.16	0.61	0.00	
<b>Participación especial</b>	19.02**								
	Admisión temprana		2	-0.36*	-0.66	-0.06	0.10	0.00	
	Enriquecimiento extra-curricular		1	0.05	-0.06	0.15	0.00	0.00	
	Programa de verano extracurricular		1	0.16	-0.04	0.35	0.00	0.00	
	No		3	0.09	-0.30	0.47	8.68*	76.96	
	Parcialmente		2	-0.08	-1.07	0.91	4.01*	75.07	
	Clases especiales		8	-0.30**	-0.49	-0.12	11.51	39.21	
<b>Participación especial</b>	1.84								
	No		3	0.09	-0.30	0.47	8.68*	76.96	
	Sí		11	-0.20*	-0.37	-0.03	38.57**	71.48	
<b>Instrumento</b>	0.93								
	Otros		9	-0.21	-0.45	0.02	26.99***	70.36	
	SDQ		5	-0.11	-0.34	0.11	11.31*	64.65	
	SPPC/SPPA		3	0.03	-0.44	0.51	5.01	60.04	
<b>Riesgo de sesgo</b>	1.63								
	Alto		4	-0.15	-0.55	0.24	11.99**	74.97	
	Bajo		8	-0.23*	-0.45	-0.01	28.38***	75.33	
	Moderado		5	0.01	-0.28	0.29	11.02*	63.69	
Dimensión	Moderadores	$Q_B$	k	g	95% IC		Q	$I^2$ (%)	
					LI	LS			
ACPad	<b>General</b>		9	-0.03	-0.34	0.28	37.44***	78.63	
	<b>Procedencia</b>	2.83							
		Orientales		6	0.22	-0.09	0.53	10.12	50.57
		Occidentales		3	-0.50	-1.28	0.28	22.60***	91.15
	<b>Área geográfica</b>	21.17***							
		Asia		6	0.22	-0.09	0.53	10.12	50.57
		EE.UU.-Canadá		1	-1.22***	-1.75	-0.69	0.00	0.00
		Europa		2	-0.09	-0.49	0.31	2.25	55.47
	<b>Sexo</b>	0.12							
		Mujeres		2	0.14	-0.39	0.66	0.31	0.00
		Hombres		2	0.01	-0.51	0.52	1.99	49.82
	<b>Edad</b>	4.79							
		ATem		2	-0.06	-0.53	0.42	1.35	25.81
	ATar		2	0.46	-0.12	1.03	3.64	72.52	
	IM		4	-0.22	-0.82	0.38	21.86***	86.27	
	IM;ATem		1	-0.41	-0.98	0.17	0.00***	0.00	
<b>Edad</b>	1.48								
	Adolescencia		4	0.24	-0.20	0.68	9.61*	68.79	

	Infancia		4	-0.22	-0.82	0.38	21.86***	86.27
	<b>Identificación</b>	4.99						
	Múltiple		5	-0.20	-0.77	0.37	18.72***	78.63
	Sólo nominación		1	0.04	-0.06	0.14	0.00	0.00
	Sólo CI		1	-0.41	-0.98	0.17	0.00	0.00
	Otros		2	0.46	-0.12	1.03	3.64	72.52
	<b>IQ ≥ 130</b>	1.75						
	No		4	0.03	-0.27	0.33	2.54	0.00
	Sí		1	-0.41	-0.98	0.17	0.00	0.00
	<b>Participación especial</b>	3.39						
	Admisión temprana a la universidad		2	0.46	-0.12	1.03	3.64	72.52
	Enriquecimiento extra-curricular		1	0.04	-0.06	0.14	0.00	0.00
	Clases especiales		6	-0.24	-0.71	0.23	18.90**	73.55
	<b>Participación especial_2</b>							
	Sí		9	-0.03	-0.34	0.28	37.44***	78.63
	<b>Instrumento</b>	2.69						
	Otros		6	-0.24	-0.71	0.23	18.90**	73.55
	SDQ		3	0.28	-0.13	0.70	10.26**	80.50
	<b>Riesgo de sesgo</b>	0.05						
	Alto		3	-0.09	-1.16	0.97	32.62***	93.87
	Bajo		6	0.03	-0.07	0.12	4.78	0.00
Dimensión	Moderadores	Q <sub>B</sub>	k	g	95% IC		Q	I <sup>2</sup> (%)
					LI	LS		
ACEm	<b>General</b>		9	0.03	-0.12	0.19	21.85**	63.39
	<b>Procedencia</b>	1.84						
	Orientales		7	-0.01	-0.16	0.15	17.23**	65.18
	Occidentales		2	0.35	-0.14	0.85	1.56	36.06
	<b>Área geográfica</b>	2.80						
	Asia		2	0.15	-0.15	0.45	0.22	0.00
	Europa		2	0.33	-0.06	0.73	1.56	36.06
	Oriente Medio		5	-0.04	-0.13	0.05	15.56**	74.28
	<b>Sexo</b>	0.62						
	Mujeres		1	-0.19	-0.40	0.02	0.00	0.00
	Hombres		1	-0.30*	-0.49	-0.11	0.00	0.00
	<b>Edad</b>	0.15						
	Adolescencia		8	0.03	-0.13	0.19	21.53**	67.49
	Infancia		1	0.13	-0.37	0.64	0.00	0.00
	<b>Edad2</b>	3.78						
	ATem		1	0.08	-0.20	0.36	0.00	0.00
	ATem;ATar		3	0.15	-0.03	0.34	3.43	41.76
	ATar		4	-0.12	-0.32	0.09	6.53	54.09
	IM		1	0.13	-0.37	0.64	0.00	0.00
	<b>Identificación</b>	0.50						
	Múltiple		6	0.01	-0.19	0.21	19.88**	74.85
	Otros		3	0.11	-0.09	0.32	0.33	0.00
	<b>CI &gt; 130</b>	1.10						
	Desconocido <sup>a</sup>		5	0.11*	0.00	0.22	1.04	0.00
	Sí		4	-0.05	-0.34	0.23	9.71*	69.10
	<b>Participación especial</b>	5.38						
	Admisión temprana a la universidad		2	0.15	-0.15	0.45	0.22	0.00
	No		3	0.19	-0.09	0.48	2.62	23.73
	Pull-out		1	0.17	-0.03	0.37	0.00	0.00
	Clases especiales		3	-0.14	-0.36	0.08	8.23*	75.69
	<b>Participación especial</b>	1.54						
	No		3	0.19	-0.09	0.48	2.62	23.73
	Sí		6	-0.02	-0.19	0.16	16.64**	69.95
	<b>Instrumento</b>	17.48***						
	Otros		2	-0.25***	-0.39	-0.11	0.62	0.00

Dimensión	Moderadores	$Q_B$	k	g	95% IC		Q	$I^2$ (%)
					LI	LS		
	Piers-Harris		5	0.12*	0.01	0.23	3.53	0.00
	SDQ		2	0.15	-0.15	0.45	0.22	0.00
	<b>Riesgo de sesgo</b>	2.51						
	Alto		2	0.15	-0.15	0.45	0.22	0.00
	Bajo		4	-0.06	-0.27	0.15	14.77**	79.68
	Moderado		3	0.19	-0.09	0.48	2.62	23.73
Dimensión	Moderadores	$Q_B$	k	g	95% IC		Q	$I^2$ (%)
					LI	LS		
<b>ACFeI</b>	<b>General</b>		5	0.12	-0.09	0.32	10.22*	60.88
	<b>Procedencia / Área geográfica</b>	0.88						
	Orientales / Oriente medio		3	0.07	-0.18	0.32	8.44*	76.30
	Occidentales / Europa		2	0.29	-0.09	0.68	0.02	0.00
	<b>Edad</b>	0.37						
	Adolescencia		4	0.10	-0.13	0.33	9.39*	68.06
	Infancia		1	0.27	-0.23	0.77	0.00	0.00
	<b>Identificación</b>	4.62*						
	Múltiple		4	0.01	-0.15	0.17	4.21	28.75
	Otros		1	0.36*	0.08	0.65	0.00	0.00
	<b>IQ ≥ 130</b>	0.88						
	Desconocido		3	0.07	-0.18	0.32	8.44*	76.30
	Sí		2	0.29	-0.09	0.68	0.02	0.00
	<b>Participación especial</b>	10.12**						
	No		3	0.34**	0.11	0.57	0.11	0.00
	Pull-out		1	0.04	-0.16	0.23	0.00	0.00
	Clases especiales		1	-0.12	-0.29	0.05	0.00	0.00
	<b>Participación especial</b>	7.67**						
	No		3	0.34**	0.11	0.57	0.11	0.00
	Sí		2	-0.05	-0.20	0.11	1.45	30.88
	<b>Instrumento</b>							
	Piers-Harris							
	<b>Riesgo de sesgo</b>	7.67**						
	Bajo		2	-0.05	-0.20	0.11	1.45	30.88
	Moderado		3	0.34**	0.11	0.57	0.11	0.00
Dimensión	Moderadores	$Q_B$	k	g	95% IC		Q	$I^2$ (%)
					LI	LS		
<b>ACFA</b>	<b>General</b>		5	0.20	-0.06	0.45	15.21**	73.71
	<b>Procedencia / Área geográfica</b>	0.43						
	Orientales / Oriente medio		3	0.13	-0.13	0.39	9.10*	78.02
	Occidentales / Europa		2	0.46	-0.48	1.40	5.39*	81.46
	<b>Sexo</b>							
	Total		5	0.20	-0.06	0.45	15.21**	73.71
	<b>Edad</b>	9.02*						
	ATem		1	-0.20	-0.48	0.08	0.00	0.00
	ATem;ATar		3	0.34**	0.12	0.56	4.60	56.52
	IM		1	0.00	-0.50	0.50	0.00	0.00
	<b>Edad</b>	0.63						
	Adolescencia		4	0.23	-0.05	0.52	14.57**	79.41
	Infancia		1	0.00	-0.50	0.50	0.00	0.00
	<b>Identificación</b>	7.88**						
	Múltiple		4	0.29**	0.09	0.50	5.83	48.54
	Otros		1	-0.20	-0.48	0.08	0.00	0.00
	<b>IQ ≥ 130</b>	0.43						
	Desconocido		3	0.13	-0.13	0.39	9.10*	78.02
	Sí		2	0.46	-0.48	1.40	5.39	81.46
	<b>Participación especial</b>	0.27						
	No		3	0.20	-0.42	0.81	10.64**	81.21
	Pull-out		1	0.30**	0.10	0.50	0.00	0.00
	Clases especiales		1	0.24**	0.07	0.41	0.00	0.00

<b>Instrumento</b>								
	Piers-Harris		5	0.20	-0.06	0.45	15.21**	73.71
	<b>Riesgo de sesgo</b>	0.04						
	Bajo		2	0.26***	0.14	0.39	0.22	0.00
	Moderado		3	0.20	-0.42	0.81	10.64**	81.21
<b>Dimensión</b>	<b>Moderadores</b>	$Q_B$	<b>k</b>	<b>g</b>	<b>95% IC</b>		<b>Q</b>	<b>I<sup>2</sup> (%)</b>
					<b>LI</b>	<b>LS</b>		
<b>ACC</b>			10	0.09	-0.01	0.19	10.91	17.54
<b>Dimensión</b>	<b>Moderadores</b>	$Q_B$	<b>k</b>	<b>g</b>	<b>95% IC</b>		<b>Q</b>	<b>I<sup>2</sup> (%)</b>
					<b>LI</b>	<b>LS</b>		
<b>ACEE</b>			4	-0.12	-0.32	0.09	6.53	54.09
<b>Dimensión</b>	<b>Moderadores</b>	$Q_B$	<b>k</b>	<b>g</b>	<b>95% IC</b>		<b>Q</b>	<b>I<sup>2</sup> (%)</b>
					<b>LI</b>	<b>LS</b>		
<b>ACC-H</b>	<b>General</b>		13	-0.02	-0.16	0.12	29.30**	59.04
	<b>Procedencia</b>	2.49						
	Orientales		7	0.09	-0.01	0.19	7.86	23.69
	Occidentales		6	-0.26	-0.68	0.16	15.56**	67.86
	<b>Área geográfica</b>	5.01						
	Asia		2	-0.13	-0.42	0.17	0.74	0.00
	Europa		6	-0.26	-0.68	0.16	15.56**	67.86
	Oriente Medio		5	0.12*	0.02	0.22	4.62	13.45
	<b>Sexo</b>	0.64						
	Mujeres		2	-0.22	-0.98	0.53	4.71*	78.75
	Hombres		2	0.09	-0.09	0.28	0.65	0.00
	<b>Edad</b>	0.04						
	Adolescencia		10	0.05	-0.06	0.17	13.60	33.80
	Infancia		2	0.09	-0.25	0.43	0.23	0.00
	<b>Edad</b>	22.83***						
	ATem		3	-0.23	-0.51	0.06	2.24	10.89
	ATem; ATar		3	0.18**	0.06	0.31	0.58	0.00
	ATar		4	0.06	-0.06	0.19	2.71	0.00
	IM		2	0.09	-0.25	0.43	0.23	0.00
	IM; ATem		1	-1.16***	-1.78	-0.54	0.00	0.00
	<b>Identificación</b>	20.43***						
	Múltiple		9	0.13**	0.04	0.22	8.07	0.86
	Sólo CI		1	-1.16***	-1.78	-0.54	0.00	0.00
	Otros		3	-0.13	-0.33	0.08	0.74	0.00
	<b>CI &gt; 130</b>	0.05						
	No		1	0.01	-0.45	0.48	0.00	0.00
	Sí		5	-0.05	-0.36	0.26	15.81**	74.70
	<b>Participación especial</b>	5.71						
	Admisión temprana a la universidad		2	-0.13	-0.42	0.17	0.74	0.00
	No		4	-0.02	-0.22	0.19	1.46	0.00
	Parcialmente		2	-0.45	-0.95	0.04	0.95	0.00
	Pull-out		1	0.13	-0.07	0.32	0.00	0.00
	Clases especiales		4	-0.03	-0.31	0.26	18.25***	83.56
	<b>Participación especial</b>	0.02						
	No		4	-0.02	-0.22	0.19	1.46	0.00
	Sí		7	0.00	-0.18	0.19	21.45**	72.03
	<b>Instrumento</b>	5.85						
	Otros		3.00	-0.19	-0.63	0.26	15.47***	87.0688
	Piers-Harris		5.00	0.13**	0.00	0.25	4.56	12.3342
	SDQ		2.00	-0.13	-0.42	0.17	0.74	0
	SPPC/SPPA		3.00	-0.24	-0.65	0.18	2.76	27.6634
	<b>Riesgo de sesgo</b>	1.18						
	Alto		2	-0.13	-0.42	0.17	0.74	0.00
	Bajo		6	0.04	-0.16	0.23	18.46**	72.92
	Moderado		5	-0.10	-0.34	0.14	4.80	16.66
<b>Dimensión</b>	<b>Moderadores</b>	$Q_B$	<b>k</b>	<b>g</b>	<b>95% IC</b>		<b>Q</b>	<b>I<sup>2</sup> (%)</b>
					<b>LI</b>	<b>LS</b>		
<b>ACH</b>	<b>General</b>		3	-0.43	-1.03	0.17	9.52**	78.99



Dimensión	Moderadores	$Q_B$	k	g	95% IC		Q	$I^2$ (%)
					LI	LS		
ACFis	<b>General</b>		17	-0.23***	-0.34	-0.11	37.70**	57.56
	<b>Procedencia</b>	26.16***						
	Orientales		12	-0.34***	-0.42	-0.26	9.51	0.00
	Occidentales		5	-0.01	-0.11	0.08	2.03	0.00
	<b>Área geográfica</b>	30.26***						
	Asia		7	-0.20*	-0.36	-0.03	3.86	0.00
	Europa		5	-0.01	-0.11	0.08	2.03	0.00
	Oriente Medio		5	-0.39**	-0.48	-0.30	1.54	0.00
	<b>Sexo</b>	0.23						
	Mujeres		4	-0.26**	-0.45	-0.08	1.03	0.00
	Hombres		5	-0.19	-0.42	0.03	7.53	46.91
	<b>Edad</b>	19.38***						
	Adolescencia		13	-0.32***	-0.41	-0.23	13.94	13.94
	Infancia		4	-0.02	-0.12	0.08	0.64	0.00
	<b>Edad</b>	14.70**						
	ATem		5	-0.28*	-0.54	-0.03	5.08	21.20
	ATem;ATar		3	-0.35**	-0.59	-0.11	5.17	61.29
	ATar		5	-0.28***	-0.39	-0.16	1.42	0.00
	IM		4	-0.02	-0.12	0.08	0.64	0.00
	<b>Identificación</b>	11.89**						
	Múltiple		13	-0.27***	-0.38	-0.15	18.15	33.90
	Sólo nominación		1	-0.03	-0.13	0.07	0.00	0.00
	Otros		3	-0.32**	-0.52	-0.12	0.72	0.00
	<b>CI &gt; 130</b>	0.19						
	No		5	-0.18	-0.38	0.01	3.78	0.00
	Sí		4	-0.24*	-0.43	-0.06	4.54	33.91
	<b>Participación especial</b>	25.74***						
	Admisión temprana a la universidad		2	-0.23	-0.52	0.07	0.01	0.00
	Enriquecimiento extra-curricular		1	-0.03	-0.13	0.07	0.00	0.00
	No		3	-0.13	-0.52	0.27	4.69	57.34
	Parcialmente		2	0.16	-0.33	0.66	0.56	0.00
Pull-out		1	-0.41***	-0.61	-0.22	0.00	0.00	
Centro especial		1	-0.16	-0.41	0.10	0.00	0.00	
Clases especiales		7	-0.36***	-0.46	-0.25	6.17	2.78	
<b>Participación especial</b>	0.40							
No		3	-0.13	-0.52	0.27	4.69	57.34	
Sí		12	-0.26***	-0.39	-0.13	30.19**	63.57	
<b>Instrumento</b>	15.12**							
Otros		6	-0.30***	-0.43	-0.18	4.24	0.00	
Piers-Harris		5	-0.34***	-0.51	-0.18	7.10	43.62	
SDQ		4	-0.06	-0.16	0.03	2.15	0.00	
SPPC/SPPA		2	0.16	-0.33	0.66	0.56	0.00	
<b>Riesgo de sesgo</b>	1.39							
Alto		2	-0.23	-0.52	0.07	0.01	0.00	
Bajo		9	-0.28***	-0.44	-0.11	29.96***	73.30	
Moderado		6	-0.12	-0.33	0.10	7.27	31.19	

Dimensión	Moderadores	$Q_B$	k	g	95% IC		Q	$I^2$ (%)
					LI	LS		
ACAF	<b>General</b>		15	-0.22**	-0.36	-0.07	38.76***	63.88
	<b>Procedencia</b>	7.31**						
	Orientales		10	-0.37***	-0.47	-0.27	9.13	1.44
	Occidentales		5	0.12	-0.22	0.46	10.36*	61.40
	<b>Área geográfica</b>	10.44**						
	Asia		7	-0.25**	-0.41	-0.09	5.92	0.00
	Europa		5	0.12	-0.22	0.46	10.36*	61.40
	Oriente Medio		3	-0.43***	-0.55	-0.31	0.13	0.00
	<b>Sexo</b>	0.67						
	Mujeres		3	-0.19	-0.60	0.22	0.26	0.00

Hombres		4	0.08	-0.42	0.58	13.22**	77.30	
<b>Edad</b>	4.22*							
Adolescencia		11	-0.28***	-0.45	-0.12	23.04*	56.60	
Infancia		4	-0.08	-0.18	0.02	1.04	0.00	
<b>Edad2</b>	5.94							
ATem		5	-0.13	-0.58	0.32	13.94**	71.31	
ATem;ATar		3	-0.35**	-0.59	-0.11	5.17	61.29	
ATar		3	-0.27**	-0.47	-0.07	2.10	4.96	
IM		4	-0.08	-0.18	0.02	1.04	0.00	
<b>Identificación</b>	7.71*							
Múltiple		11	-0.15	-0.35	0.05	27.13**	63.14	
Sólo nominación		1	-0.09	-0.20	0.01	0.00	0.00	
Otros		3	-0.42***	-0.62	-0.21	0.06	0.00	
<b>CI &gt; 130</b>	1.40							
No		5	-0.17	-0.37	0.02	3.82	0.00	
Sí		2	0.09	-0.30	0.47	0.65	0.00	
<b>Participación especial</b>	13.42*							
<b>Admisión temprana a la universidad</b>		2	-0.44**	-0.73	-0.14	0.03	0.00	
Enriquecimiento extra-curricular		1	-0.09	-0.20	0.01	0.00	0.00	
No		3	-0.13	-0.52	0.27	4.69	57.34	
Parcialmente		2	0.45	-0.79	1.70	6.01*	83.37	
<b>Pull-out</b>		1	-0.41***	-0.61	-0.22	0.00	0.00	
Centro especial		1	-0.15	-0.40	0.11	0.00	0.00	
<b>Clases especiales</b>		5	-0.33**	-0.56	-0.09	5.63	28.95	
<b>Participación especial</b>	0.54							
No		3	-0.13	-0.52	0.27	4.69	57.34	
Sí		10	-0.29***	-0.43	-0.14	22.70**	60.34	
<b>Instrumento</b>	3.19							
Otros		4	-0.20	-0.54	0.14	3.71	19.24	
Piers-Harris		5	-0.34***	-0.51	-0.18	7.10	43.62	
SDQ		4	-0.18*	-0.34	-0.03	4.54	33.94	
SPPC/SPPA		2	0.45	-0.79	1.70	6.01*	83.37	
<b>Riesgo de sesgo</b>	3.88							
Alto		2	-0.44**	-0.73	-0.14	0.03	0.00	
Bajo		7	-0.28**	-0.47	-0.08	20.44**	70.65	
Moderado		6	0.00	-0.32	0.32	15.24**	67.20	
<b>Dimensión</b>	<b>Moderadores</b>	$Q_B$	<b>k</b>	<b>g</b>	<b>95% IC</b>		<b>Q</b>	<b>I<sup>2</sup> (%)</b>
					<b>LI</b>	<b>LS</b>		
<b>ACCD</b>	<b>General</b>		6	-0.07	-0.24	0.09	7.88	36.52

*Nota.* k: número de muestras; g: estadístico de Hedges; IC: intervalo de confianza; LI: límite inferior; LS: límite superior; Q e I<sup>2</sup>: estadísticos de heterogeneidad; TE: tamaño del efecto. ACG: autoconcepto global; ACA: académico; ACM: matemático; ACV: verbal; ACS: social; ACAS: aceptación social; ACP: popularidad; ACIG: relaciones con iguales, ACPad: relaciones con padres; ACEm; emocional, ACFel: felicidad; ACFA: falta de ansiedad; ACEE: estabilidad emocional, ACC-H: conductual-honestidad; ACC: conductual, ACH: honestidad; ACFis: físico, ACAF: apariencia física; ACCD: competencia deportiva.

\* $p < .05$ . \*\* $p < .01$ . \*\*\* $p < .001$ .

**Tabla S5***Resultados de las meta-regresiones*

<b>Dimensión</b>	<b>Moderador</b>	<b>k</b>	<b>Intercepto</b>	<b><math>b_j</math></b>	<b><math>Q_R</math> (gl)</b>	<b><math>Q_E</math> (gl)</b>	<b><math>R^2</math></b>
ACG	Edad media	28	-.535	.057	3.82 (1)	152.44 (26)	.00
	% mujeres	24	.310	-.003	1.13 (1)	163.10 (22)***	.00
ACA	Edad media	31	-.065	.039	1.29 (1)	281.02 (29)***	.00
	% mujeres	28	.422**	-.000	0.01 (1)	290.06 (26)***	.00
ACM	Edad media	16	.415	.012	0.17 (1)	76.63 (14)***	.00
	% mujeres	16	.486***	.002	0.48 (1)	79.76 (14)***	.00
ACS	Edad media	27	-.152	.004	0.04 (1)	64.74 (25)***	.00
	% mujeres	27	-.026	-.002	2.05 (1)	57.87 (22)***	.00
ACIg	Edad media	17	.131	-.020	0.42 (1)	45.90 (15)***	.00
	% mujeres	16	.009	-.004	3.65 (1)	43.34 (14)***	.00
ACC-H	Edad media	13	-.354	.024	0.76 (1)	27.76 (11)**	.00
	% mujeres	11	.033	-.002	0.43 (1)	28.48 (9)***	.00
ACC	Edad media	10	-.072	.011	0.23 (1)	10.64 (8)	.00
ACFis	Edad media	17	.247	-.035*	5.11 (1)*	20.31 (15)	.67
	% mujeres	15	-.231*	-.000	0.06 (1)	34.60 (13)**	.00
ACAF	Edad media	15	.254	-.036	1.96 (1)	27.51(13)*	.15
	% mujeres	13	-.140	-.003	0.92 (1)	35.17 (11)***	.00

*Nota.*  $k$ : número de muestras;  $b_j$  = coeficiente de regresión;  $Q_R$ : estadístico para comprobar la significatividad de la variable moderadora;  $Q_E$ : estadístico para evaluar la falta de especificación del modelo;  $R^2$ : proporción de la varianza explicada;  $gl$ : grados de libertad. ACG: autoconcepto global; ACA: académico; ACM: matemático; ACS: social; ACIg: relaciones con iguales; ACEm; emocional; ACC-H: conductual-honestidad; ACC: conductual, ACFis: físico; ACAF: apariencia física.

\* $p < .05$ ; \*\* $p < .01$ ; \*\*\* $p < .001$ .

**Tabla S6***Análisis de sesgo de publicación<sup>a</sup>*

Dimensión	¿Corregido por trim-and-fill?	TEs imputados	Lado	TE medio	95% IC		<i>p</i> -valor del test de Egger <sup>b</sup>
					LI	LS	
ACG	No	-	-	0.19	0.04	0.35	.85
	Sí	5	D	0.32	0.16	0.48	
ACA	No	-	-	-	-	-	.26
ACM	No	-	-	-	-	-	.03
ACV	No	-	-	-	-	-	.33
ACS	No	-	-	-0.10	-0.20	-0.00	.20
	Sí	3	D	-0.05	-0.15	0.05	
ACAS	No	-	-	-0.11	-0.32	0.10	.02
	Sí	2	D	0.05	-0.20	0.29	
ACP	No	-	-	-0.09	-0.25	0.07	.16
	Sí	2	I	-0.15	-0.32	0.02	
ACIg	No	-	-	-0.14	-0.28	0.01	.59
	Sí	2	D	-0.09	-0.24	0.05	
ACPad	No	-	-	-0.03	-0.34	0.28	.75
	Sí	2	I	-0.20	-0.53	0.13	
ACEm	No	-	-	0.03	-0.12	0.19	.20
	Sí	2	I	-0.01	-0.16	0.14	
ACFel	No	-	-	0.11	-0.09	0.32	.17
	Sí	2	L	0.00	-0.21	0.21	
ACFA	No	-	-	-	-	-	.92
ACEE	No	-	-	-0.11	-0.32	0.09	.03
	Sí	2	I	-0.25	-0.47	-0.02	
ACC-H	No	-	-	-	-	-	.01
ACC	No	-	-	0.09	-0.01	0.19	.06
	Sí	2	D	0.11	0.01	0.23	
ACH	No	-	-	-	-	-	.13
ACFis	No	-	-	-0.23	-0.34	-0.11	.94
	Sí	4	I	-0.28	-0.40	-0.16	
ACAF	No	-	-	-	-	-	.72
ACCD	No	-	-	-0.07	-0.24	0.09	.42
	Sí	1	D	-0.06	-0.21	0.09	

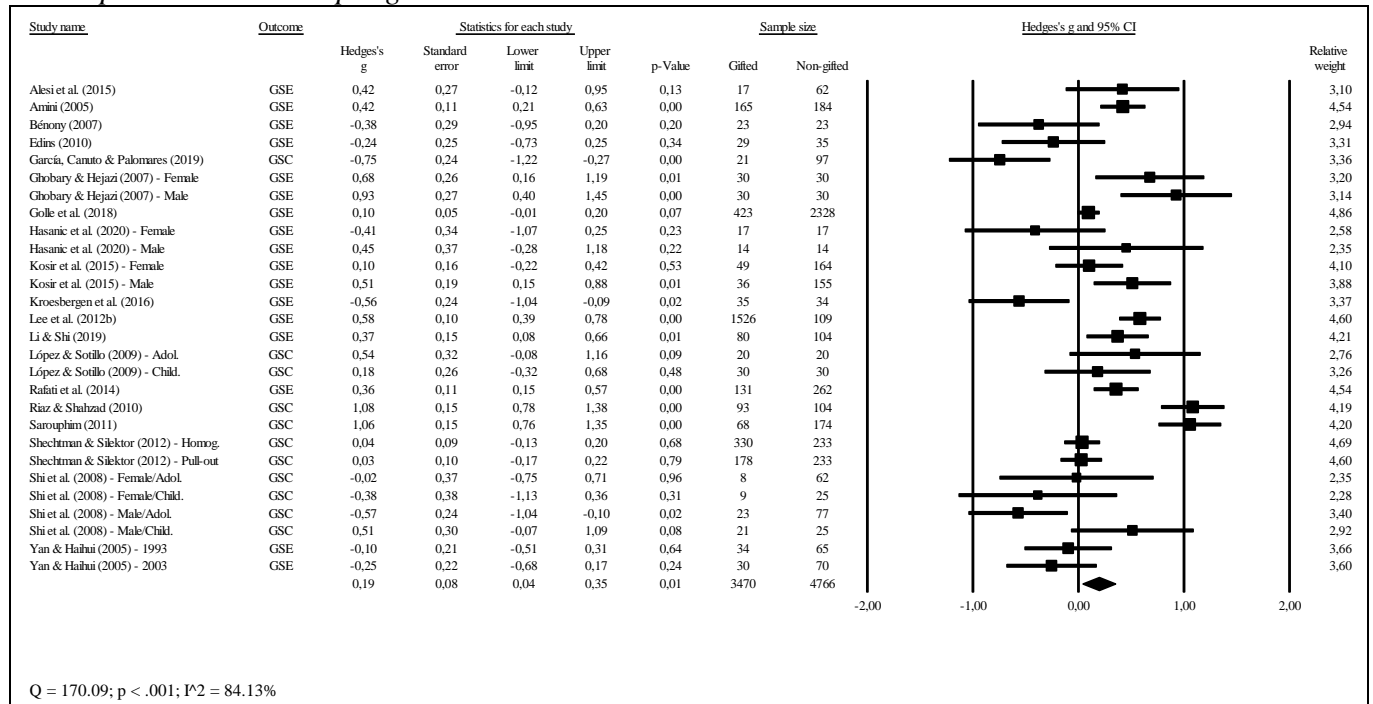
*Nota.* TE: tamaño del efecto; D: lado derecho del TE medio; I: lado izquierdo del TE medio; IC: intervalo de confianza; LI: límite inferior; LS: límite superior; ACG: autoconcepto global; ACA: académico; ACM: matemático; ACV: verbal; ACS: social; ACAS: aceptación social; ACP: popularidad; ACIg: relaciones con iguales, ACPad: relaciones con padres; ACEm; emocional, ACFel: felicidad; ACFA: falta de ansiedad; ACEE: estabilidad emocional, ACC-H: conductual-honestidad; ACC: conductual, ACH: honestidad; ACFis: físico, ACAF, apariencia física; ACCD: competencia deportiva.

<sup>a</sup> Excluyendo Al-Srouf & Al-Oweidi (2016). <sup>b</sup> Significatividad estadística establecida al nivel  $p = .10$ .

### Figuras de análisis excluyendo a Al-Srouf & Al-Oweidi (2016)

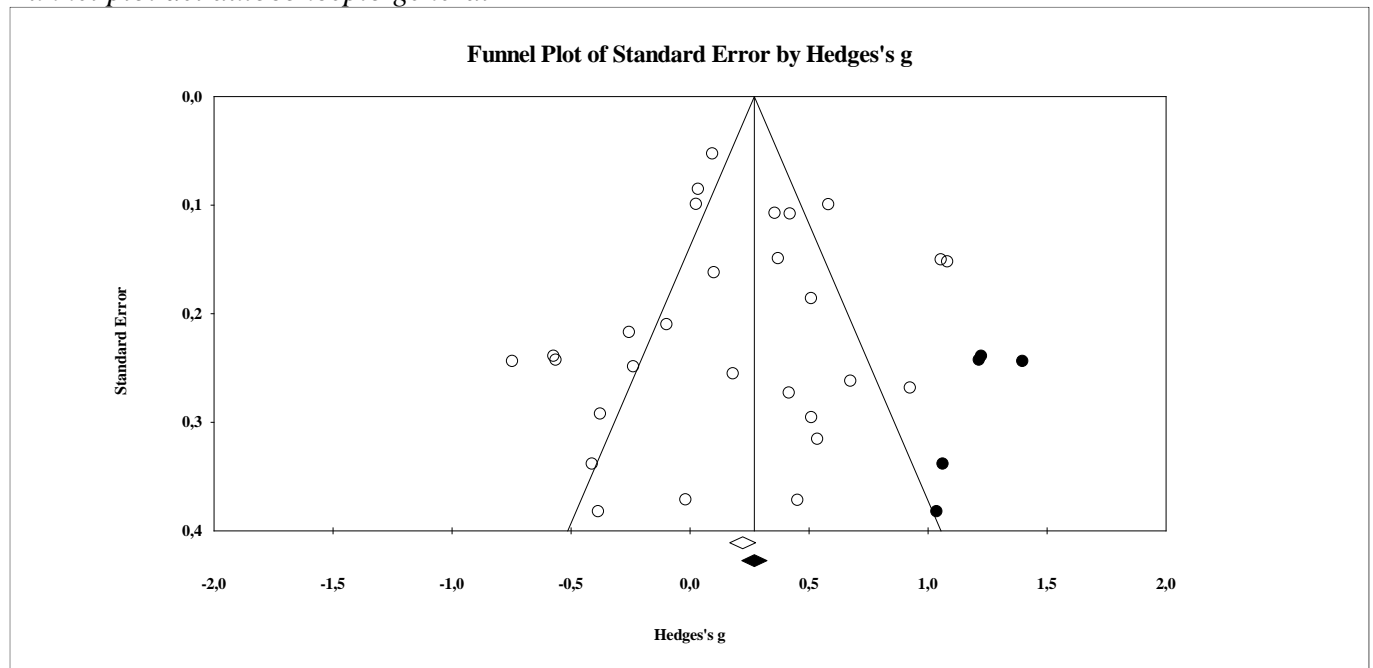
Las figuras se han obtenido directamente del software *Comprehensive Meta-Analysis*, en inglés por defecto. Se indica la traducción de la información por orden de aparición a continuación. *Study name*: nombre del estudio, *outcome*: resultado referente a la medición del autoconcepto, *statistics for each study*: estadísticos para cada estudio, *sample size*: tamaño muestral, *Hedges' g and 95% CI*: *g* de Hedges e intervalo de confianza al 95%, *standard error*: error estándar, *lower limit*: límite inferior, *upper limit*: límite superior, *p-value*: valor *p*, *gifted*: alumnado con AACC, *non-gifted*: alumnado no-AACC, *relative weight*: peso relativo de cada estudio, *female*: subgrupo que incluye sólo chicas, *male*: subgrupo que incluye sólo chicos, *child.*: infancia, *adol.*: adolescencia, *Homog. / pull-out*: los estudiantes con AACC pertenecen a grupos homogéneos o de *pull-out*, *combined*: varios índices de autoconcepto en una misma dimensión combinados. En la esquina inferior izquierda se muestran los estadísticos de heterogeneidad  $Q_B$  e  $I^2$  y el valor *p* asociado. Los detalles sobre los resultados de cada dimensión se incluyen en una nota a pie de figura.

**Figura S1.A**  
Forest plot del autoconcepto general



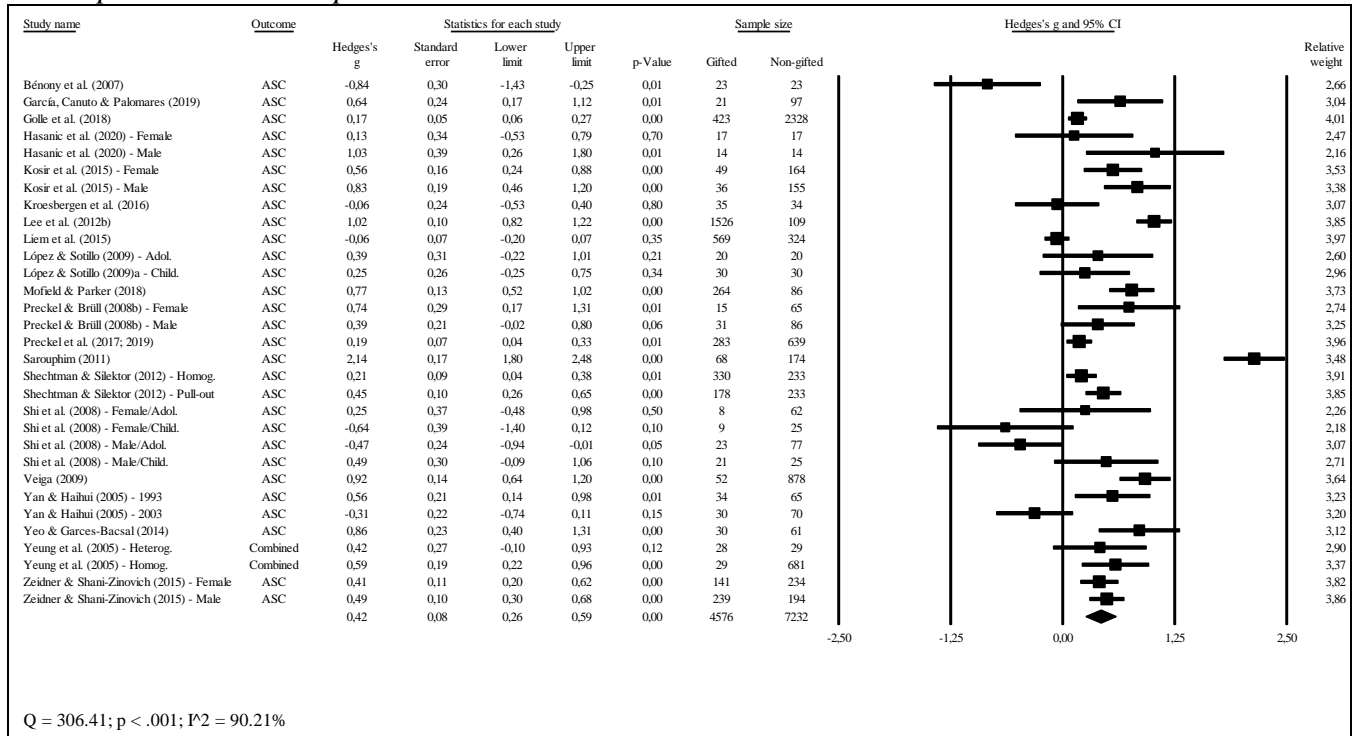
Nota: GSE: autoestima global, GSC: autoconcepto global.

**Figura S1.B**  
Funnel plot del autoconcepto general



**Figura S2.A**

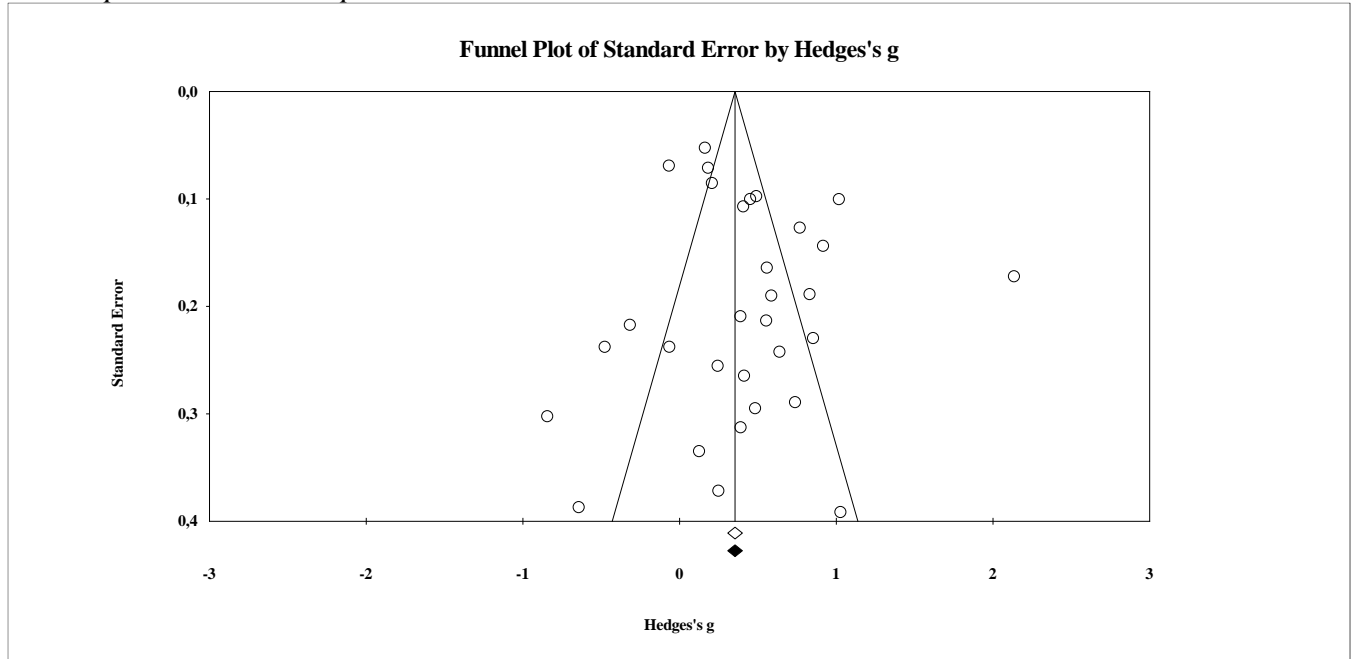
*Forest plot del autoconcepto académico*



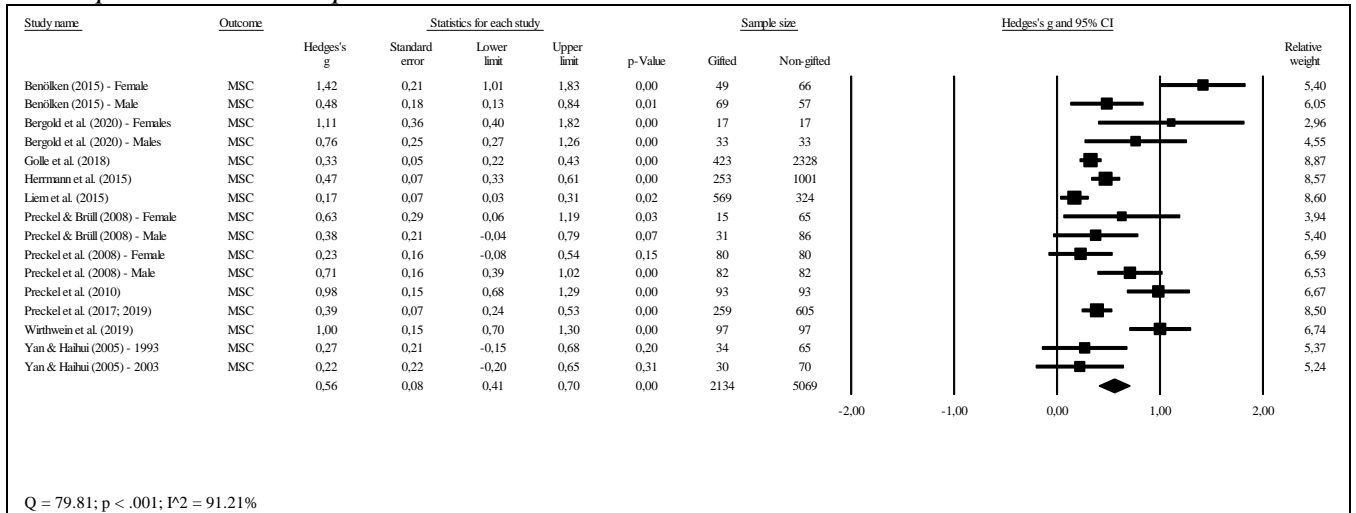
Nota: ASC: académico.

**Figura S2.B**

*Funnel plot del autoconcepto académico*

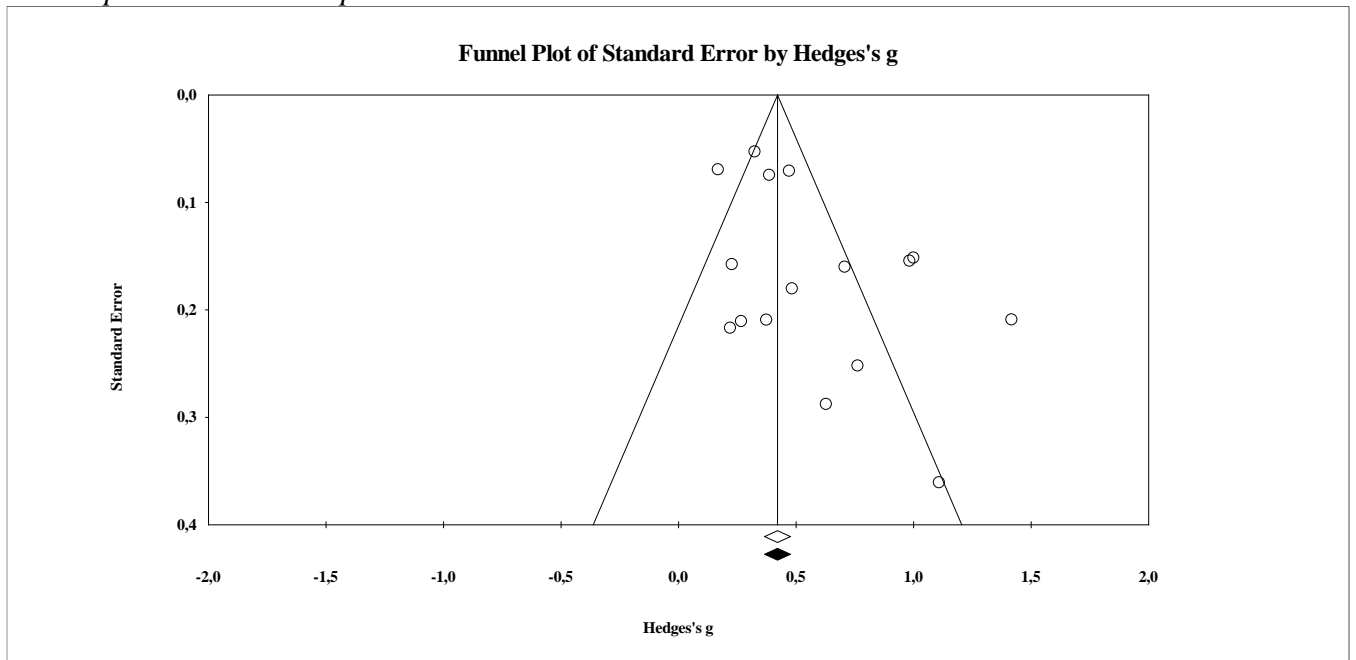


**Figura S3.A**  
Forest plot del autoconcepto matemático



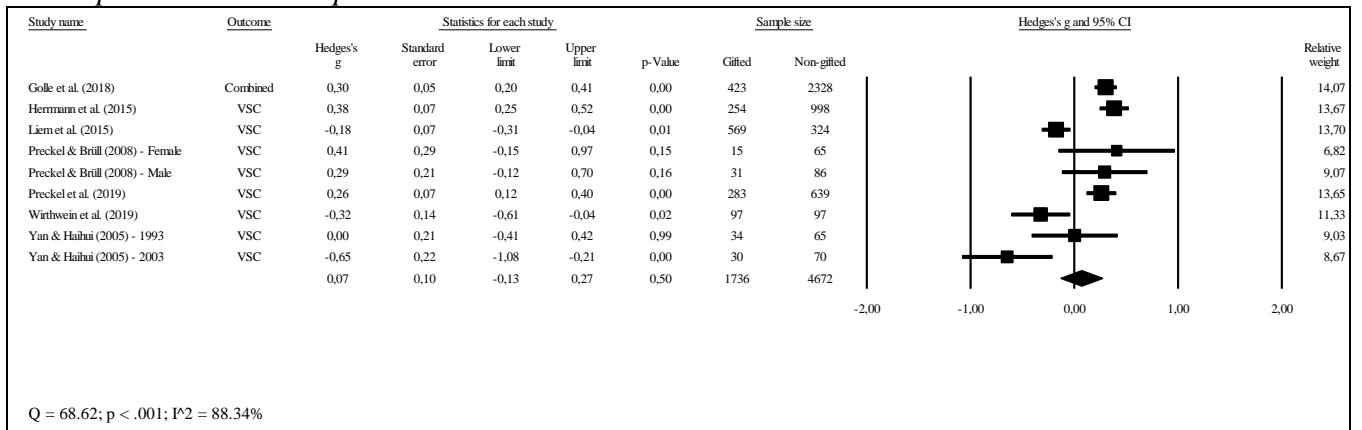
Nota: MSC: matemático.

**Figura S3.B**  
Funnel plot del autoconcepto matemático



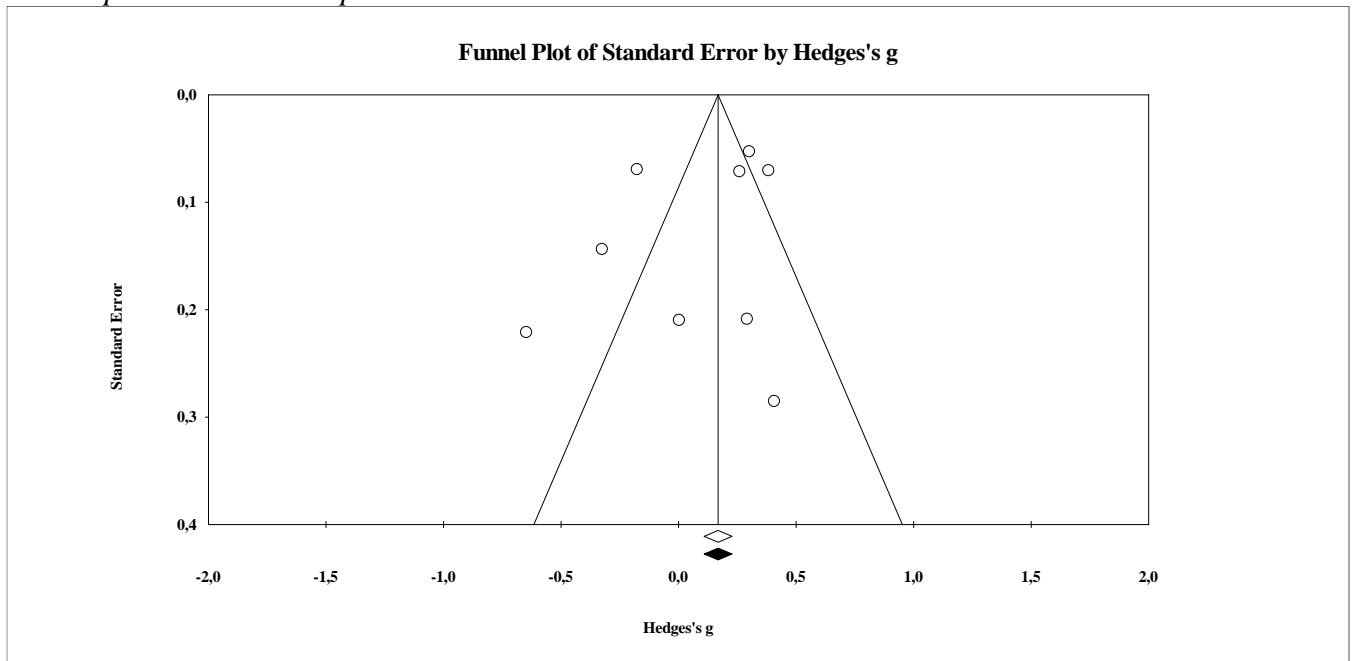


**Figura S4.A**  
*Forest plot del autoconcepto verbal*

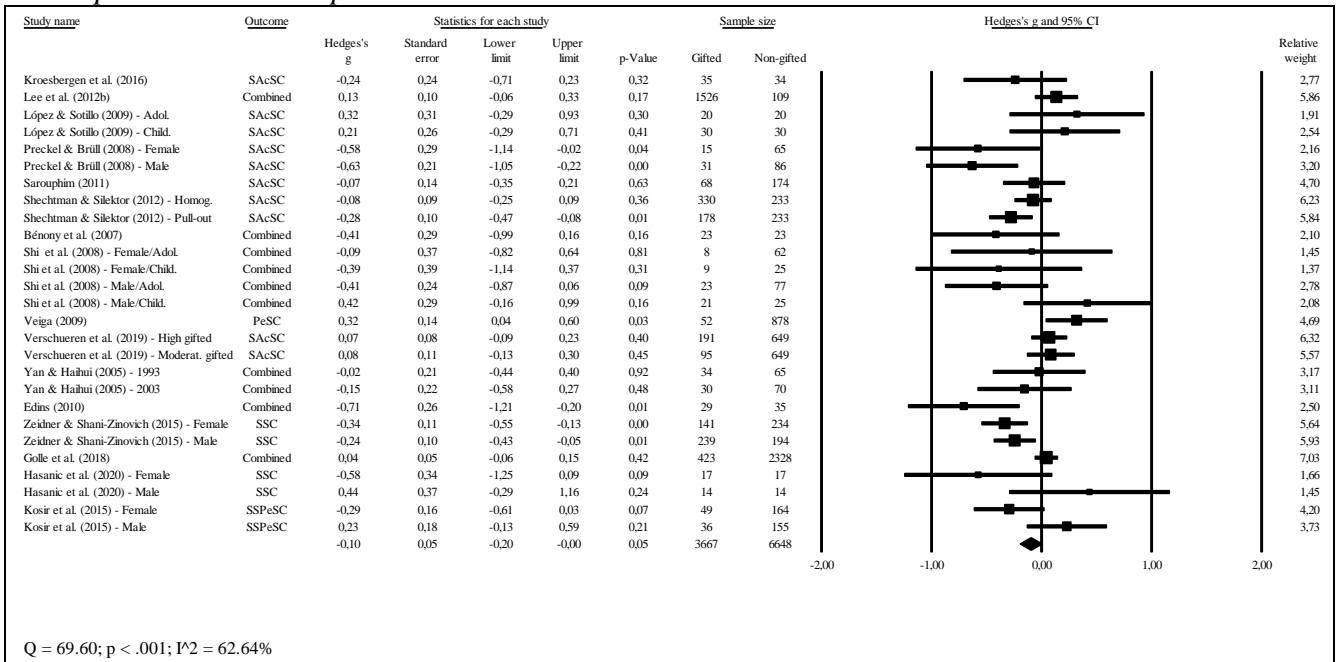


Nota: VSC: verbal.

**Figura S4.B**  
*Funnel plot del autoconcepto verbal*

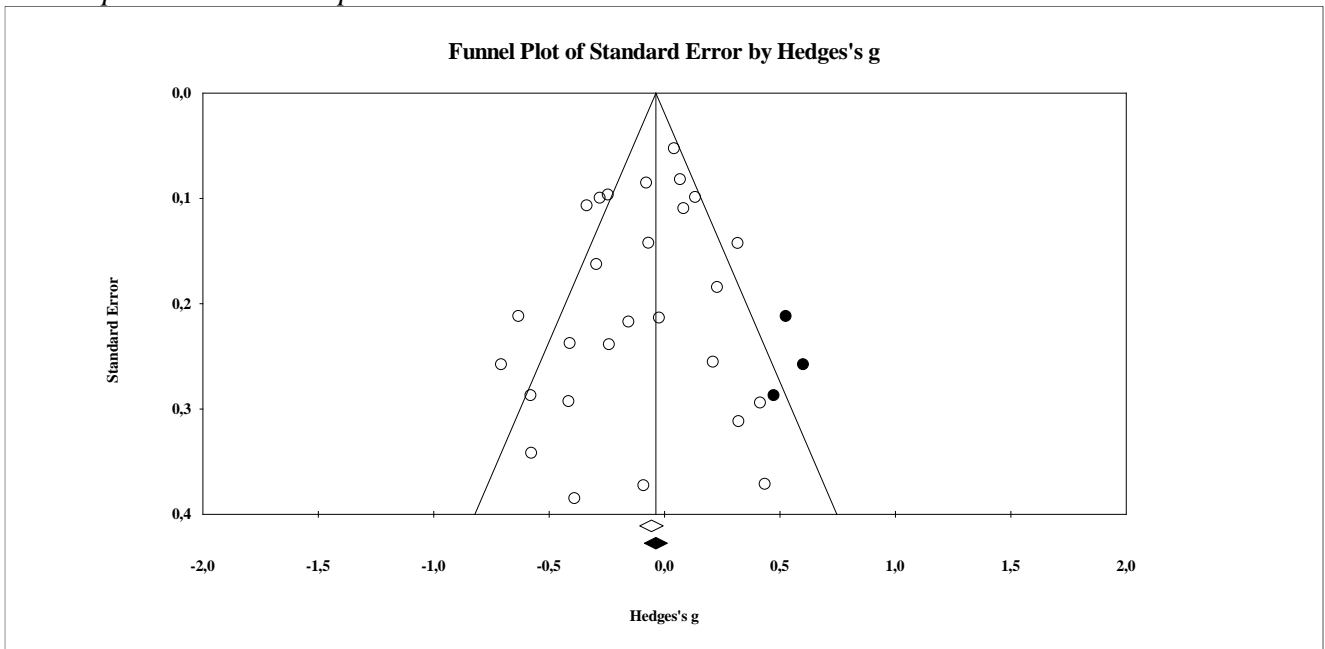


**Figura S5.A**  
Forest plot del autoconcepto social

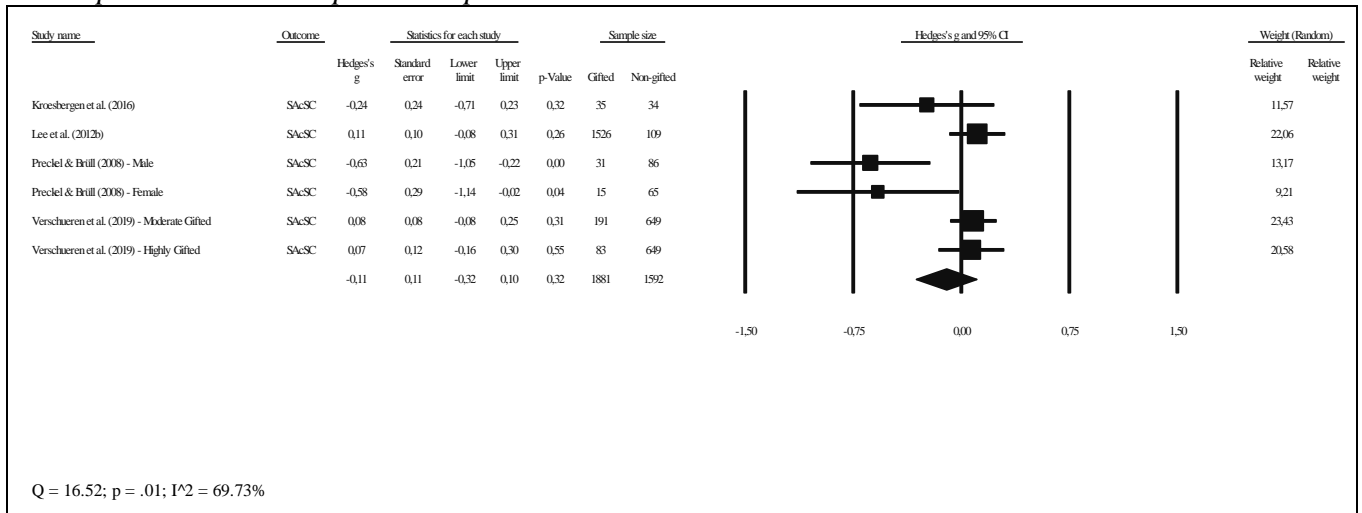


Nota: SAcSC: aceptación social, PeSC: relaciones con iguales, SSC: social, SSPeSC: relaciones con iguales del mismo sexo.

**Figura S5.B**  
Funnel plot del autoconcepto social

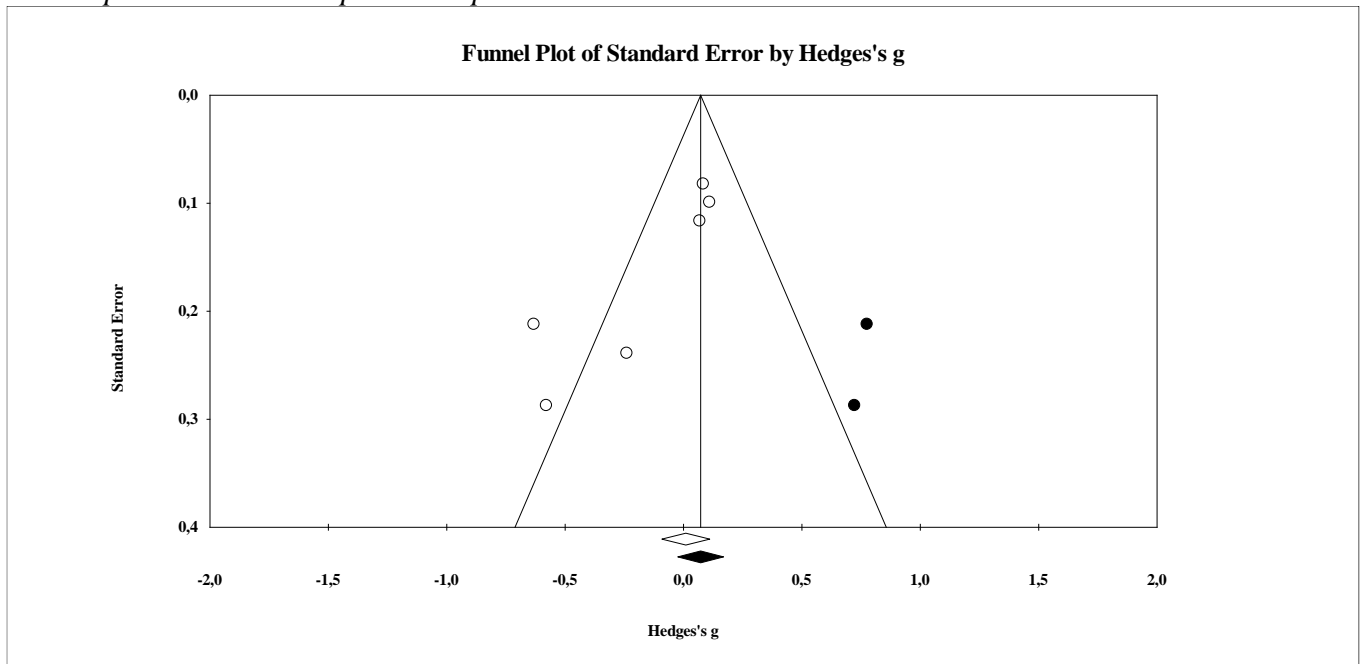


**Figura S6.A**  
Forest plot del autoconcepto de aceptación social



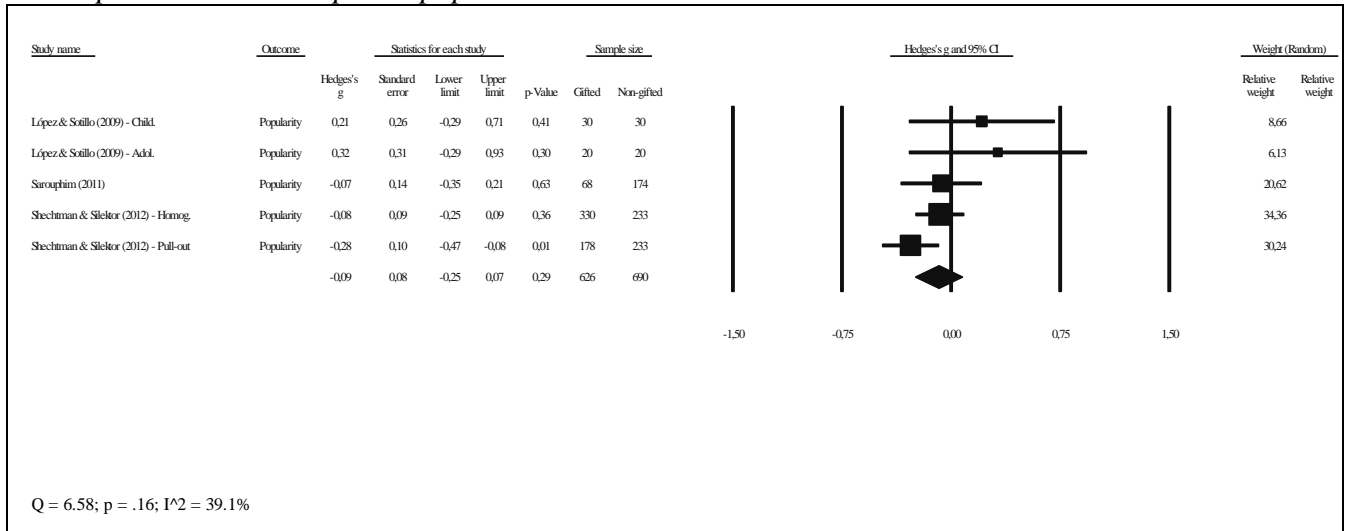
Nota: SAcSC: aceptación social.

**Figura S6.B**  
Funnel plot del autoconcepto de aceptación social



**Figura S7.A**

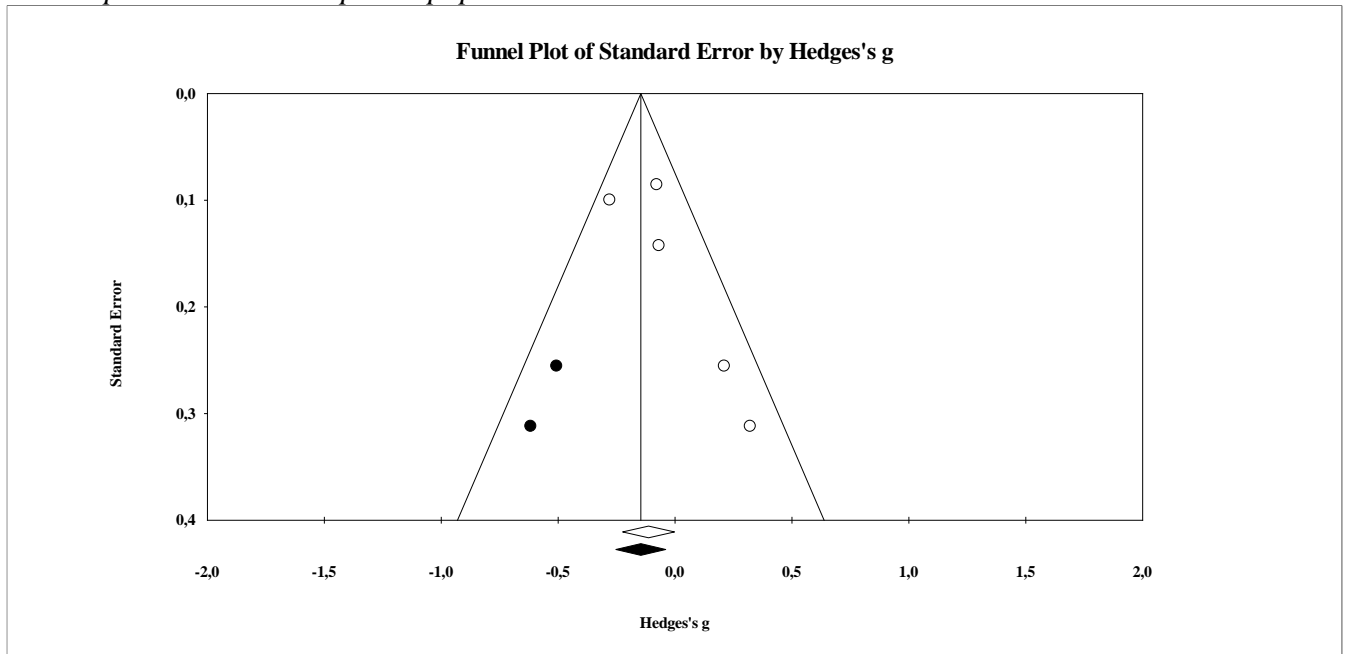
*Forest plot del autoconcepto de popularidad*



*Nota: Popularity: popularidad.*

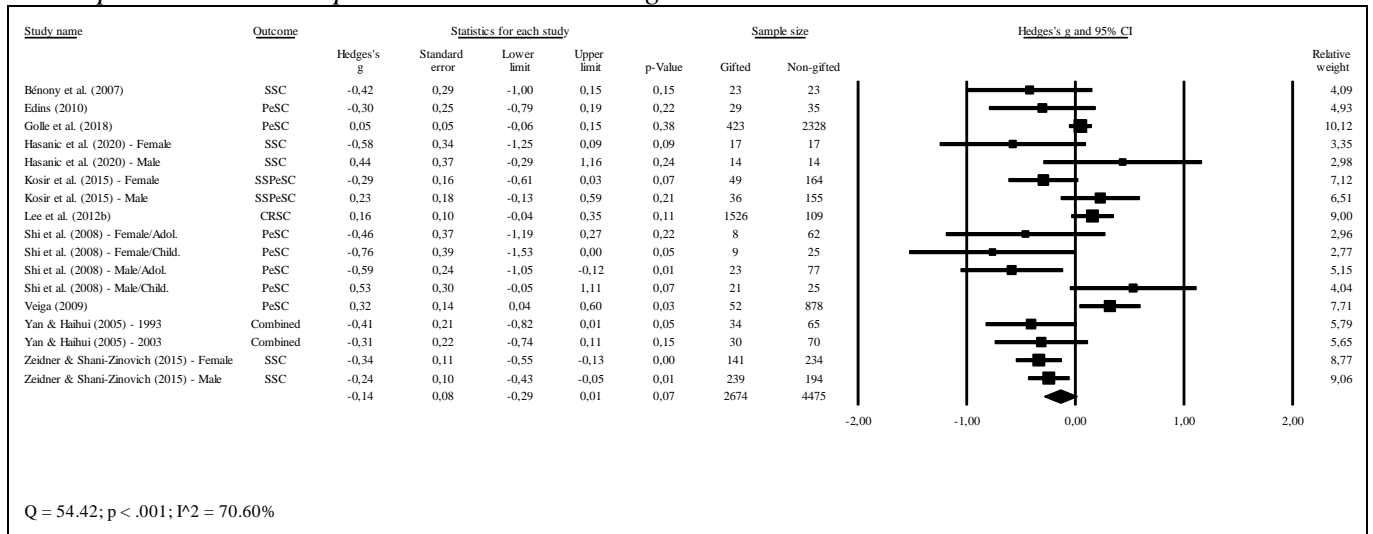
**Figura S7.B**

*Funnel plot del autoconcepto de popularidad*



**Figura S8.A**

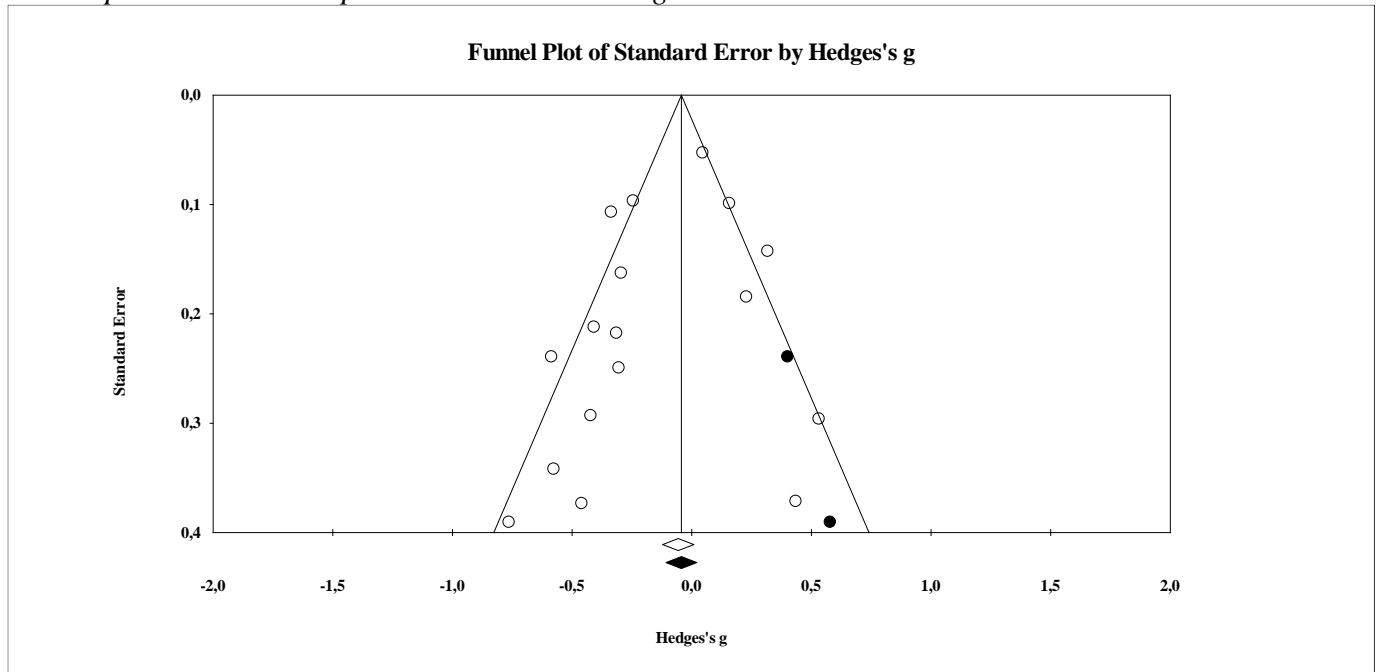
*Forest plot del autoconcepto de relación con los iguales*



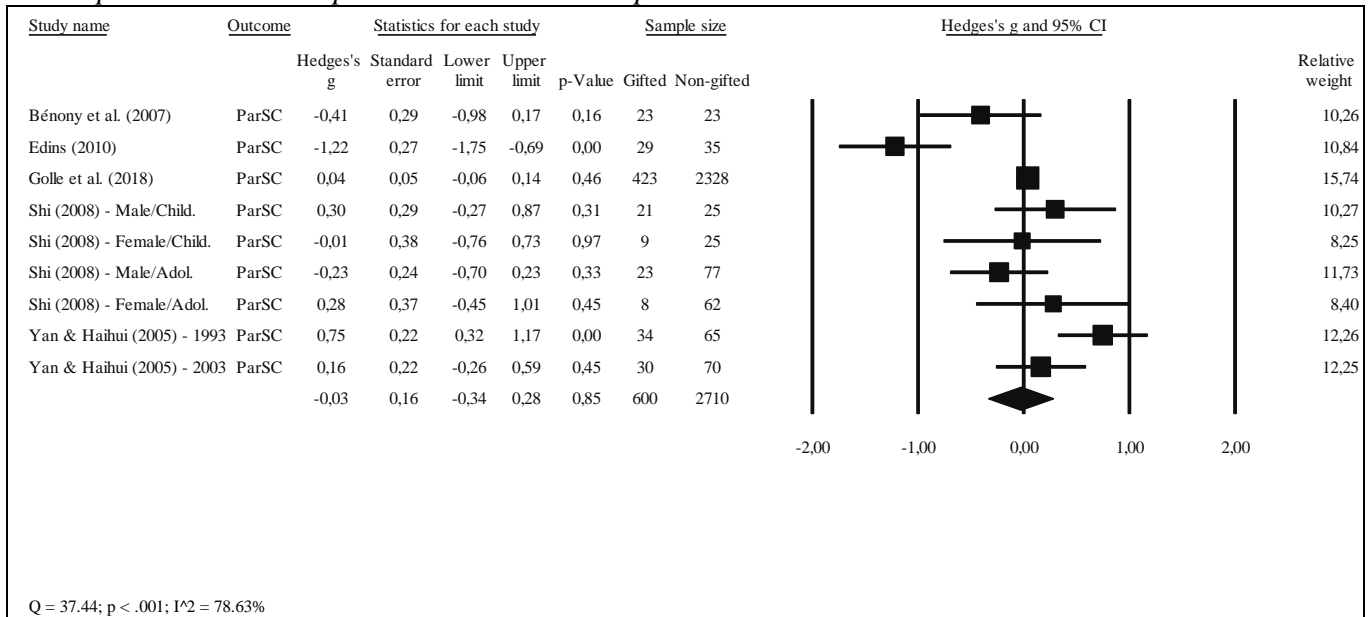
Nota: PeSC: relaciones con iguales, SSC: social, SSPeSC: relaciones con iguales del mismo sexo, CRSC: relaciones cercanas / amistad.

**Figura S8.B**

*Funnel plot del autoconcepto de relación con los iguales*

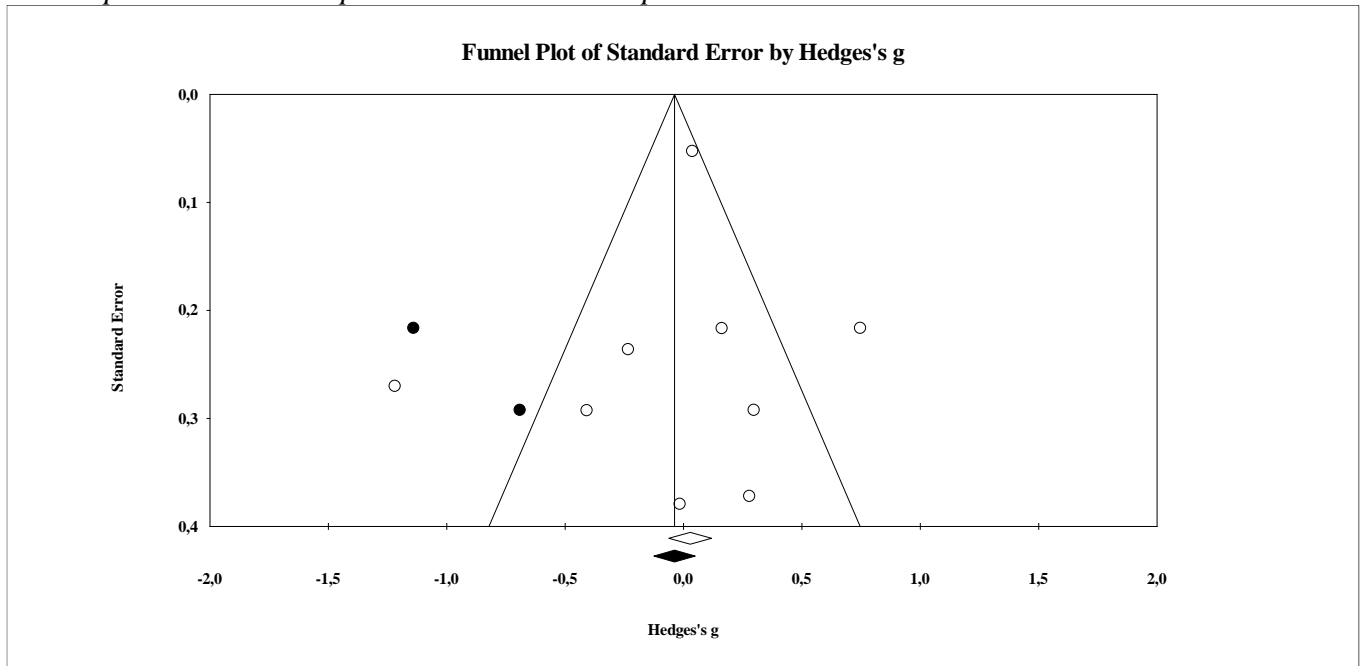


**Figura S9.A**  
*Forest plot del autoconcepto de relación con los padres*

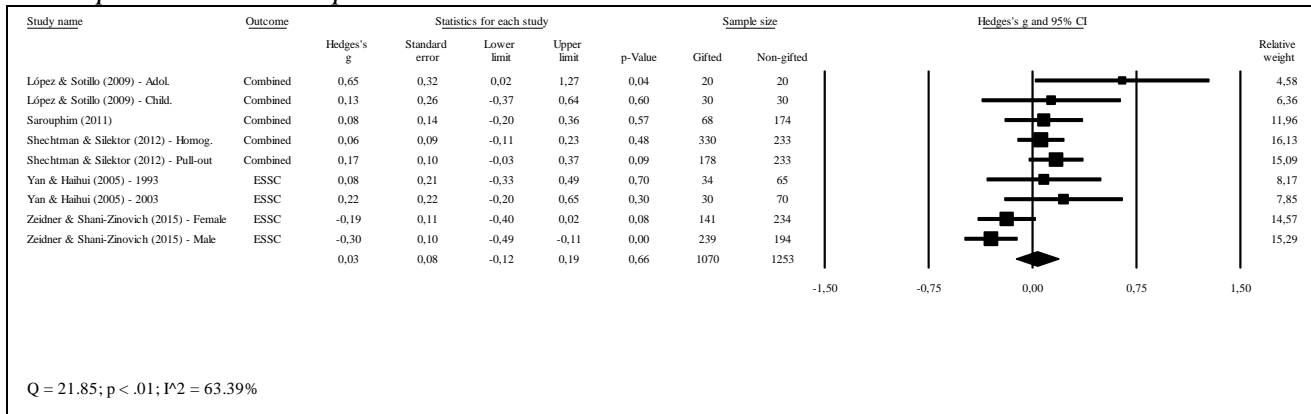


*Nota: ParSC: relación con los padres / familia.*

**Figura S9.B**  
*Funnel plot del autoconcepto de relación con los padres*

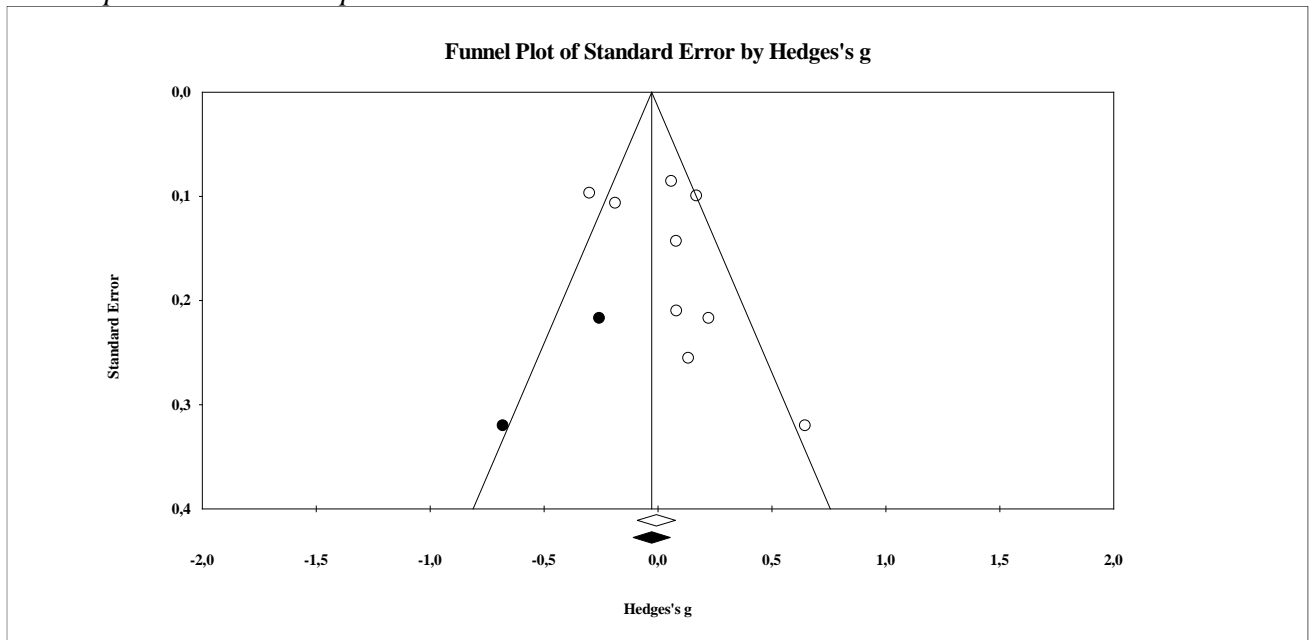


**Figura S10.A**  
*Forest plot del autoconcepto emocional*

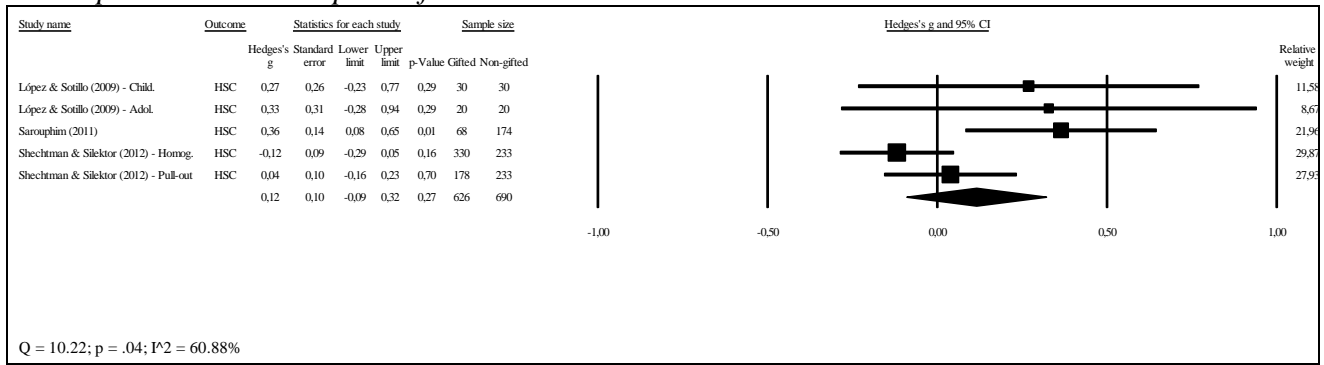


Nota: ESSC: estabilidad emocional.

**Figura S10.B**  
*Funnel plot del autoconcepto emocional*

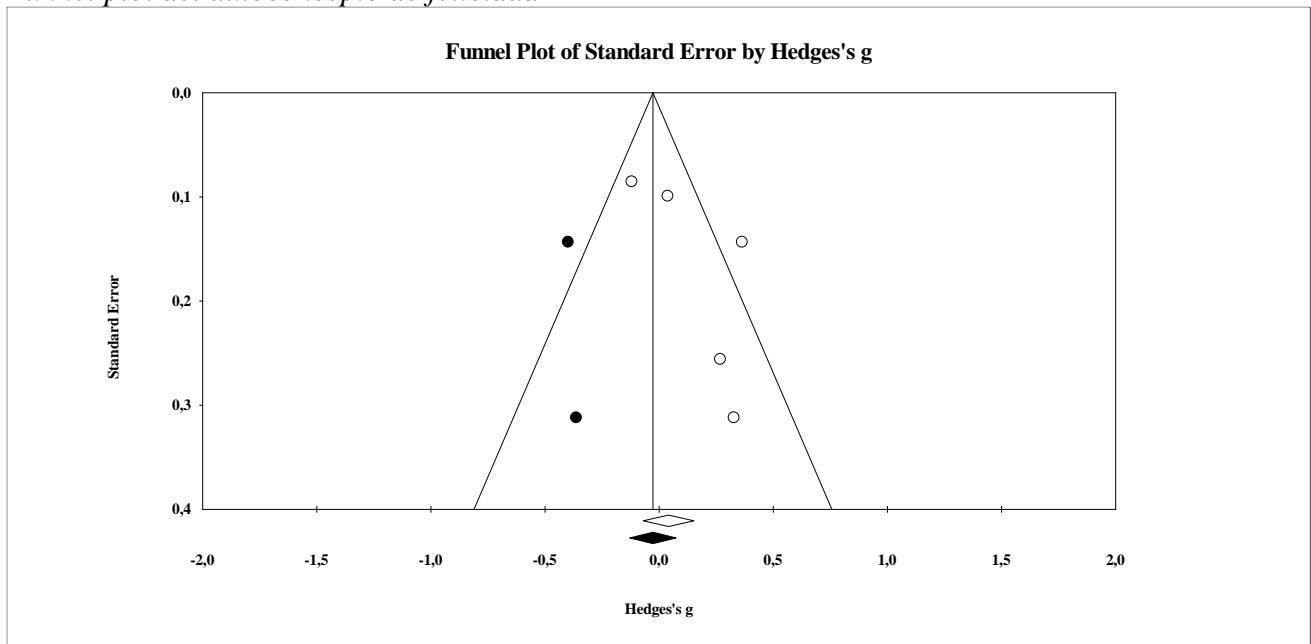


**Figura S11.A**  
*Forest plot del autoconcepto de felicidad*



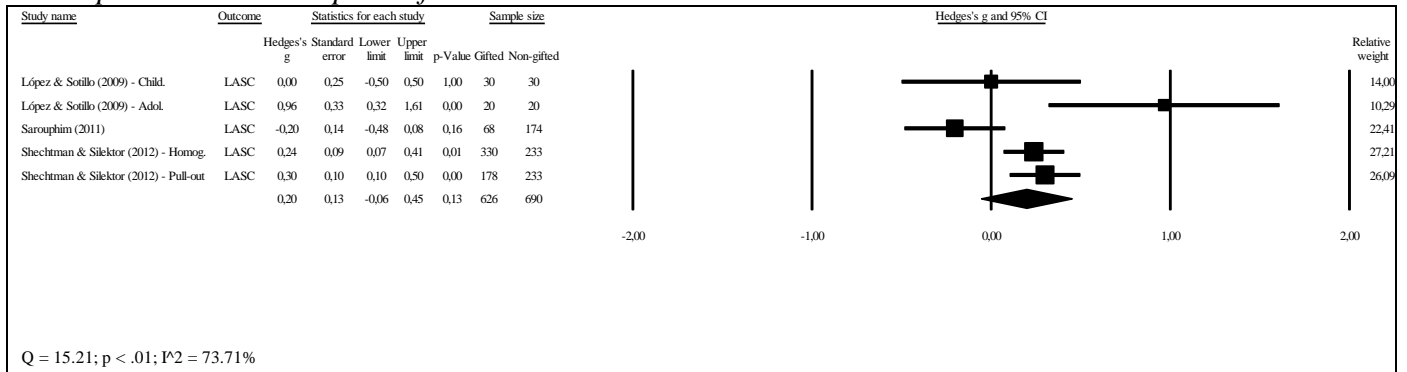
Nota: HSC: felicidad / satisfacción.

**Figura S11.B**  
*Funnel plot del autoconcepto de felicidad*



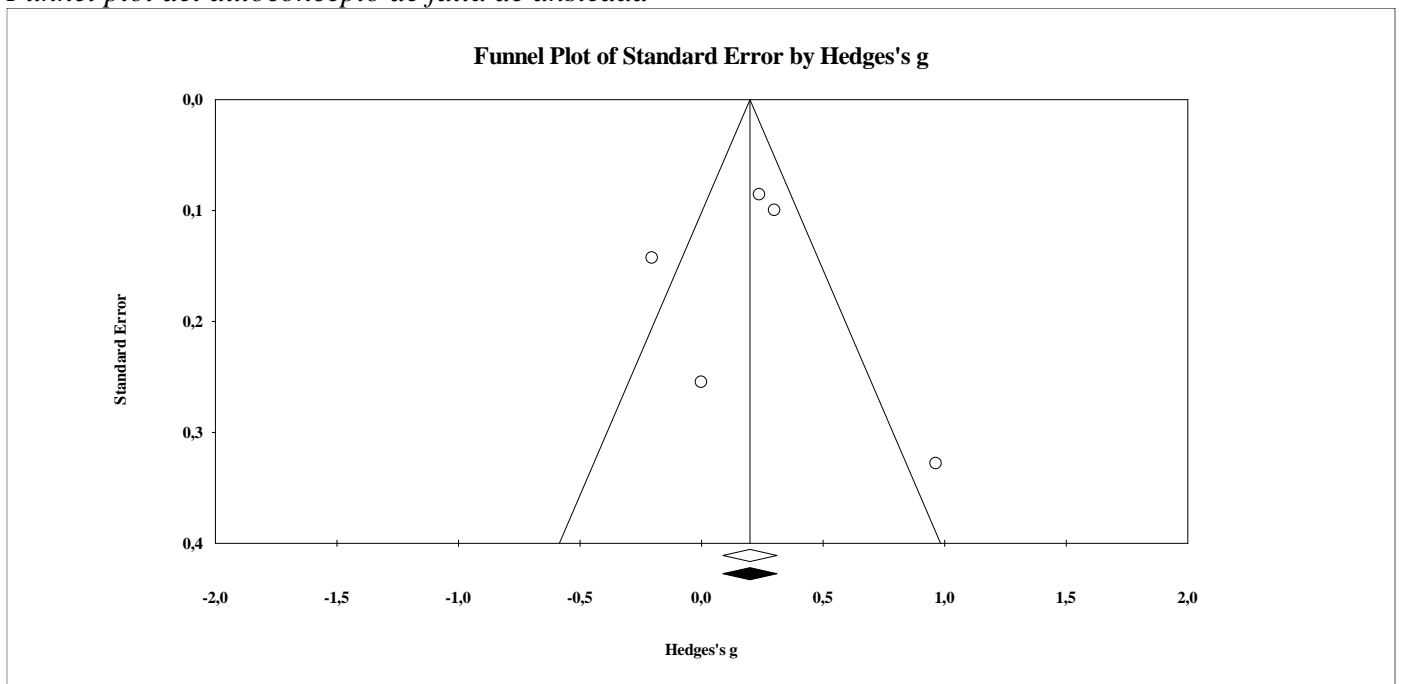


**Figura S12.A**  
*Forest plot del autoconcepto de falta de ansiedad*

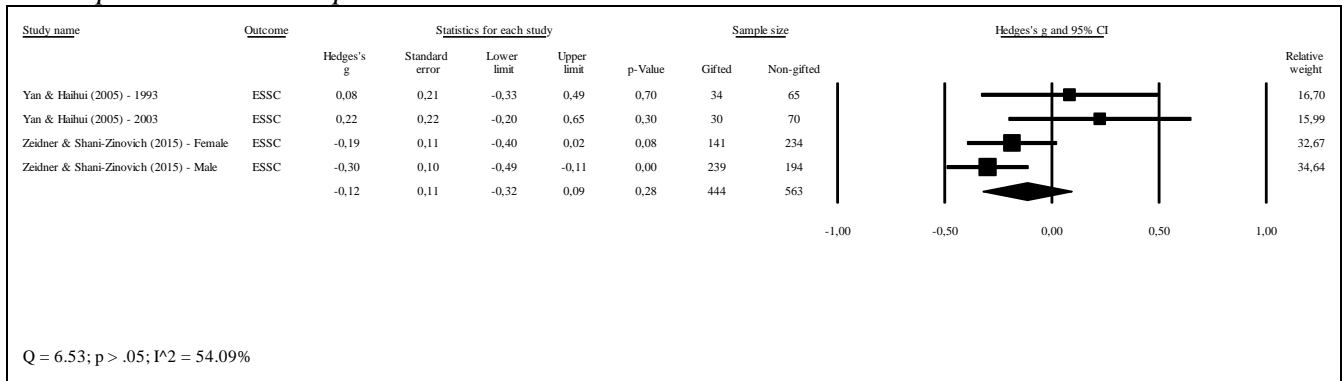


Nota: LASC: falta de ansiedad.

**Figura S12.B**  
*Funnel plot del autoconcepto de falta de ansiedad*

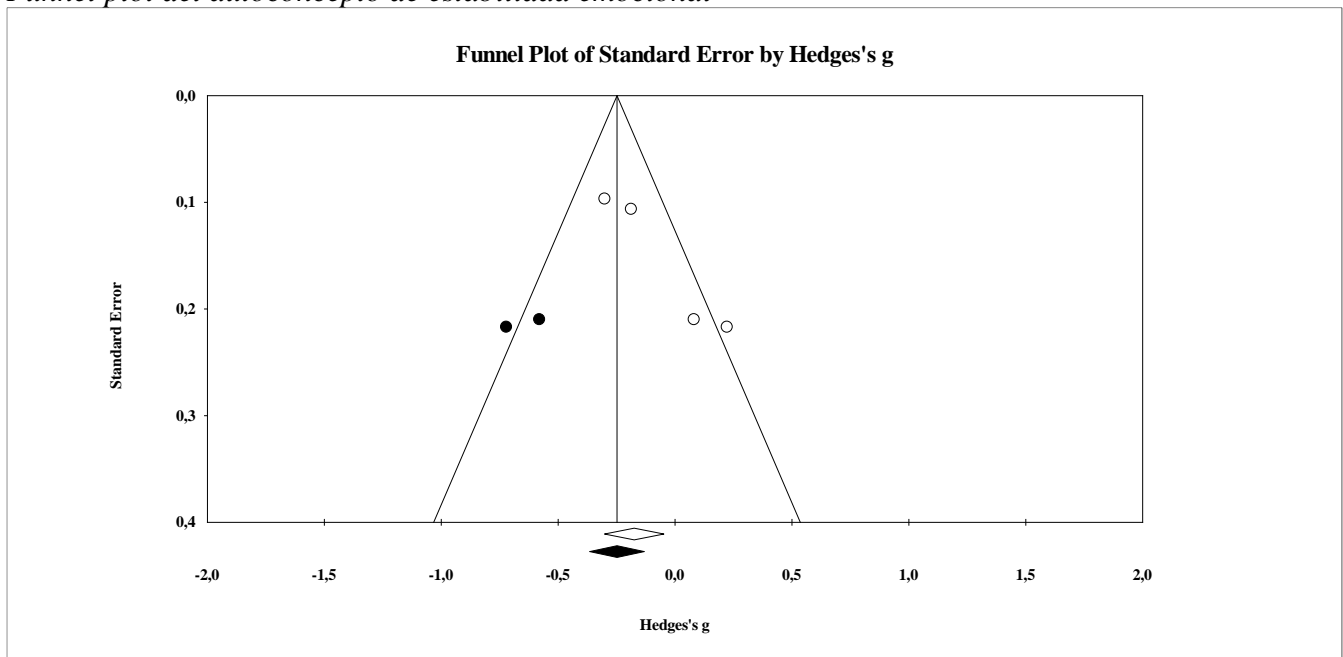


**Figura S13.A**  
*Forest plot del autoconcepto de estabilidad emocional*

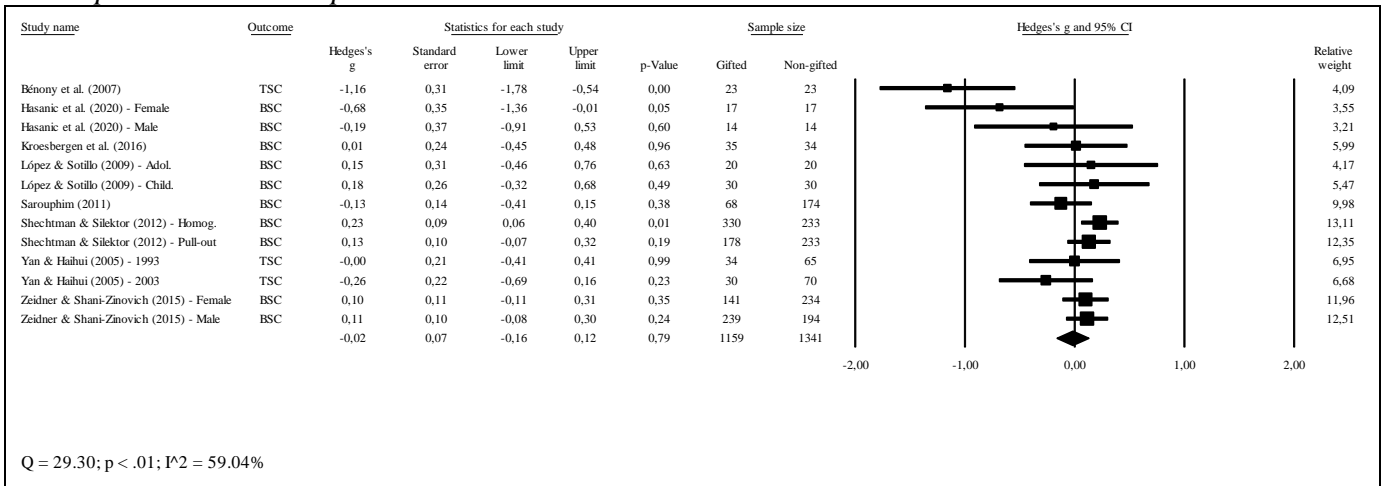


*Nota: ESSC: estabilidad emocional.*

**Figura S13.B**  
*Funnel plot del autoconcepto de estabilidad emocional*

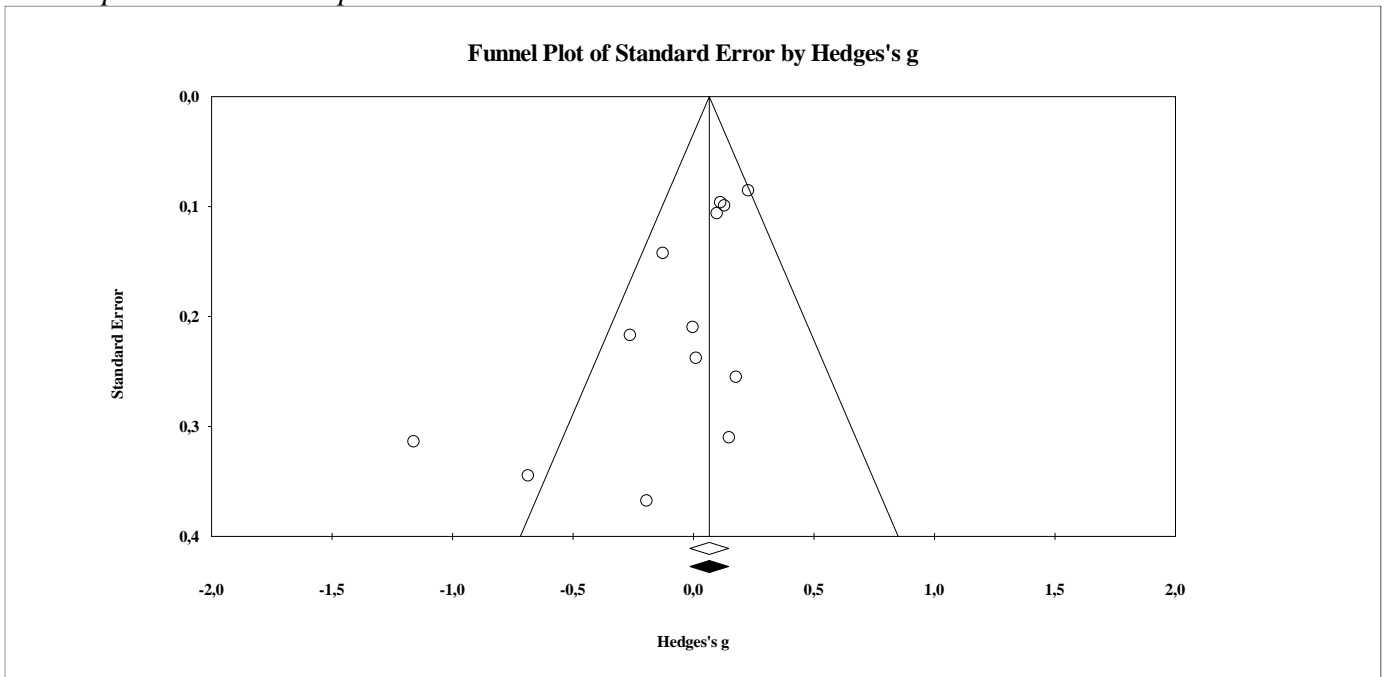


**Figura S14.A**  
Forest plot del autoconcepto de conducta-honestidad

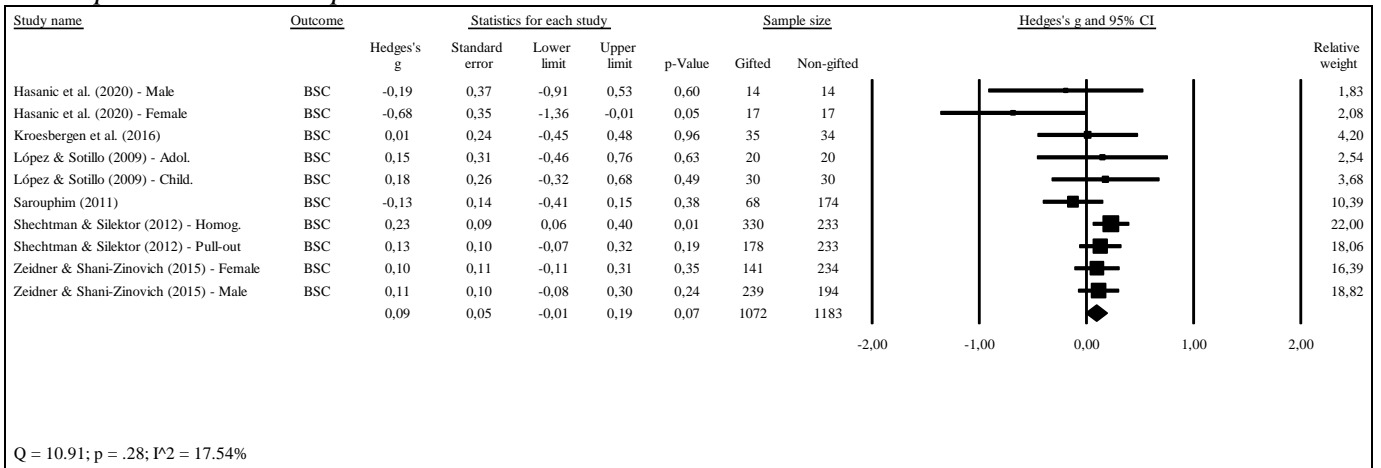


Nota: TSC: honradez, BSC: conductual.

**Figura S14.B**  
Funnel plot del autoconcepto de conducta-honestidad

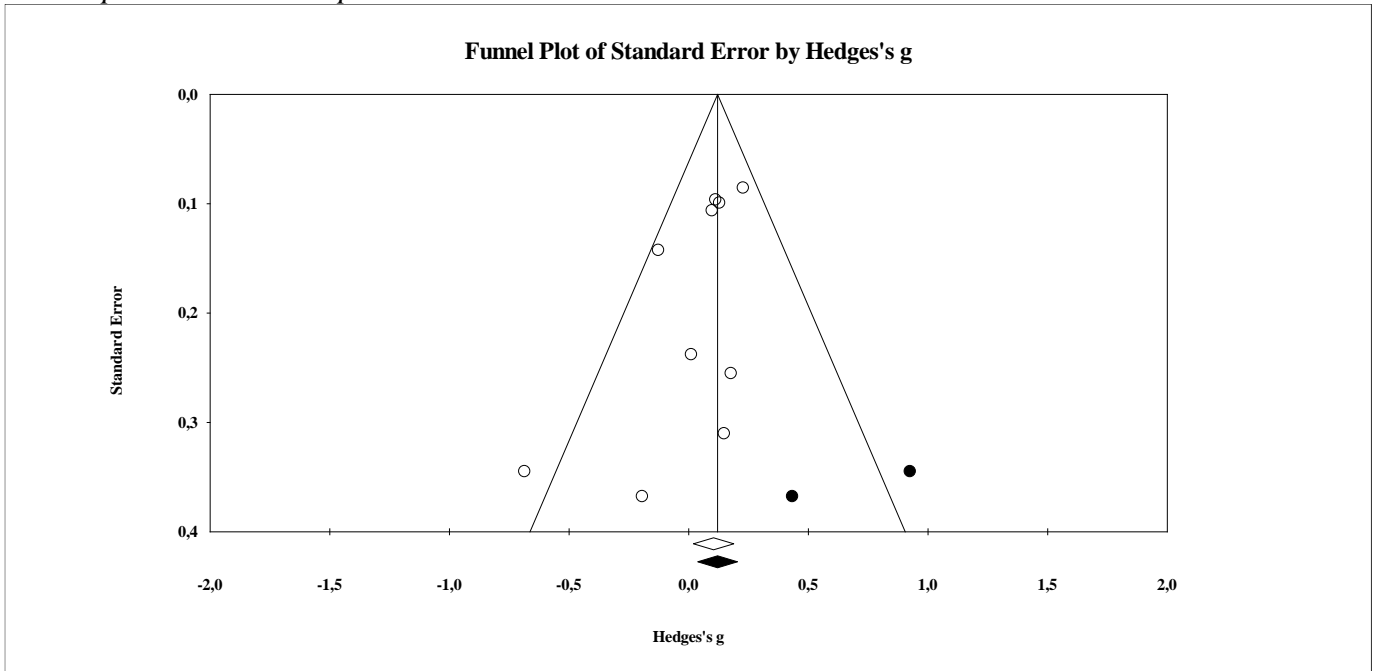


**Figura S15.A**  
*Forest plot del autoconcepto conductual*

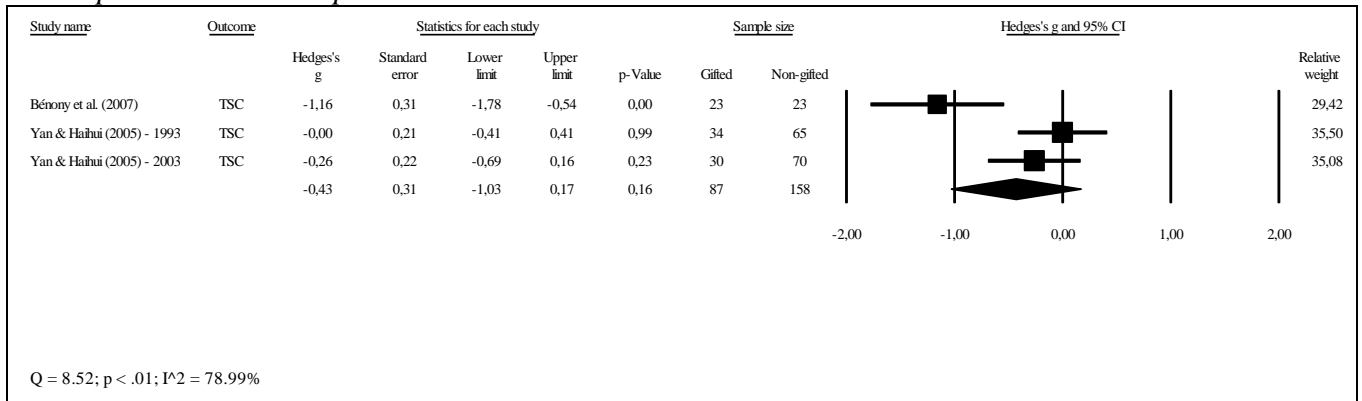


Nota: BSC: conductual.

**Figura S15.B**  
*Funnel plot del autoconcepto conductual*

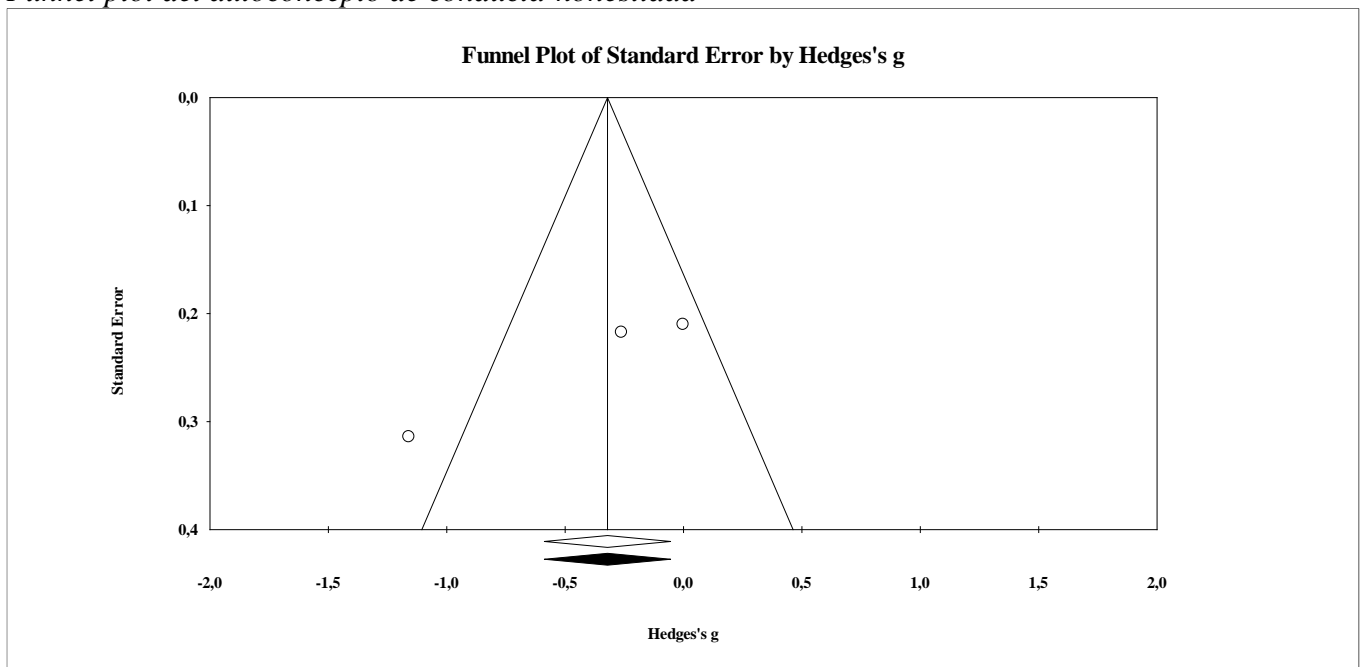


**Figura S16.A**  
*Forest plot del autoconcepto de conducta-honestidad*

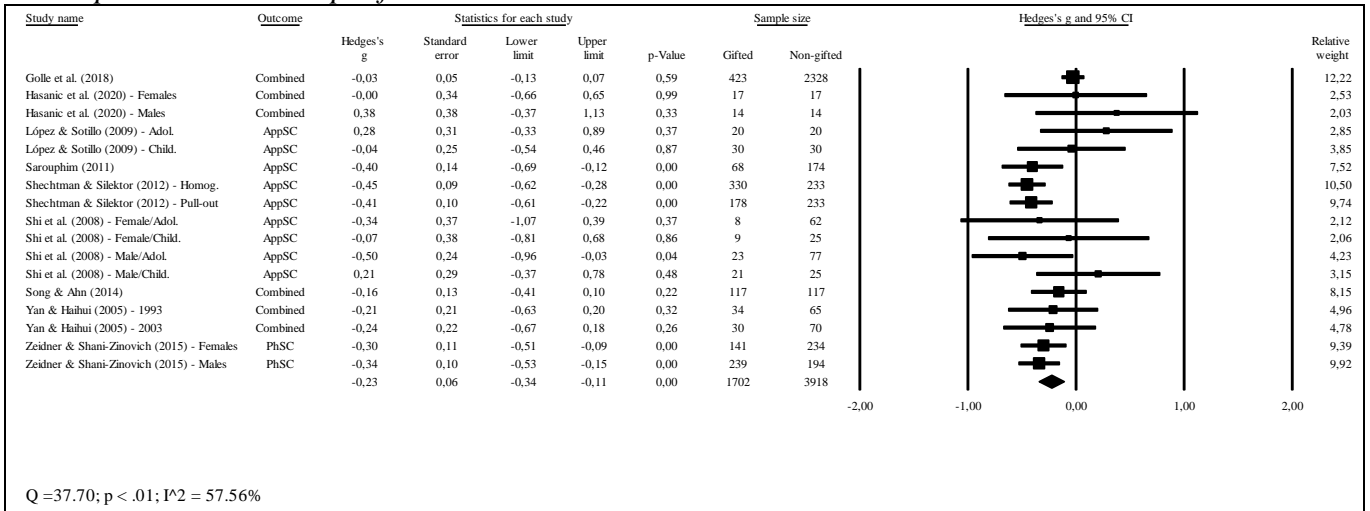


Nota: TSC: honradez.

**Figura S16.B**  
*Funnel plot del autoconcepto de conducta-honestidad*

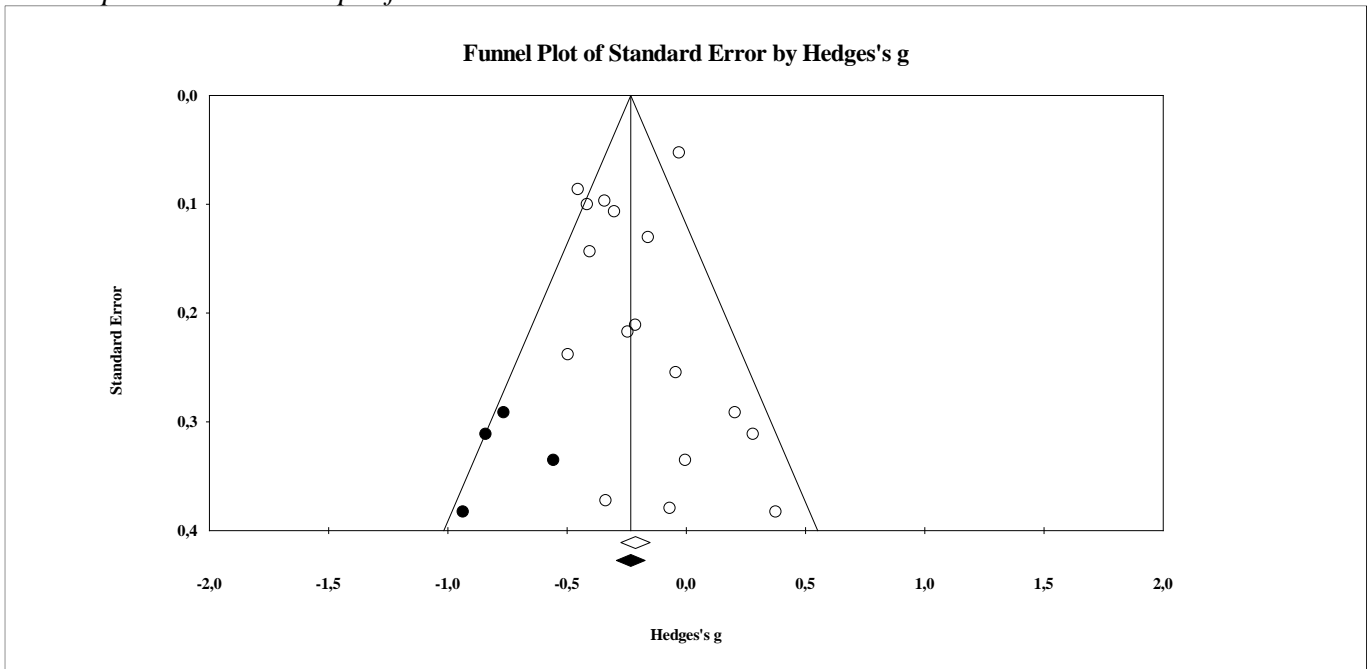


**Figura S17.A**  
Forest plot del autoconcepto físico

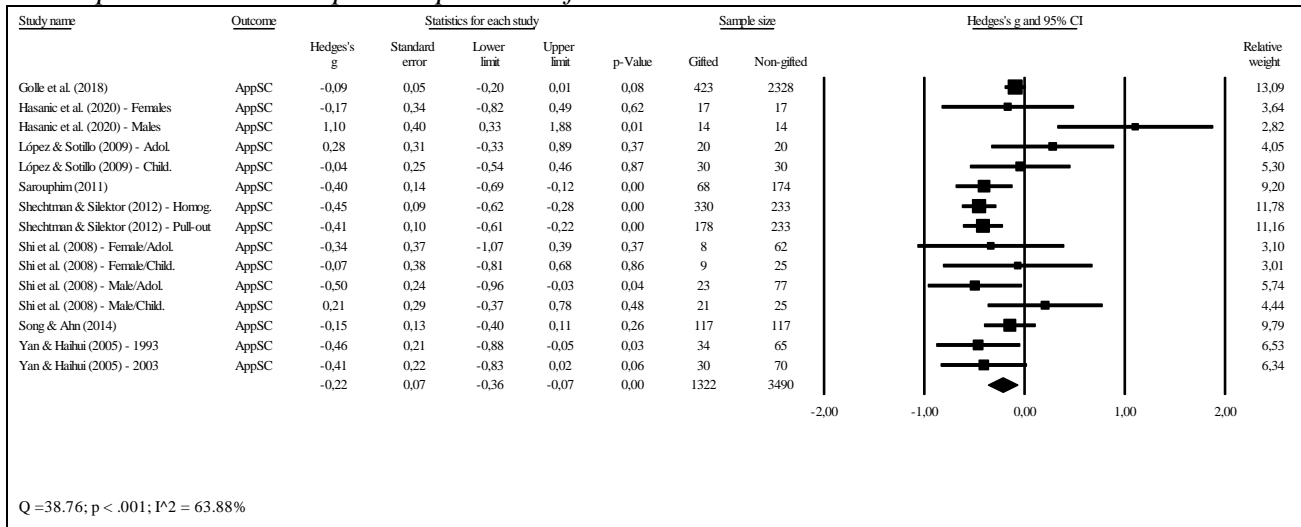


Nota: AppSC: apariencia física / atractivo corporal, PhSC: autoconcepto físico.

**Figura S17.B**  
Funnel plot del autoconcepto físico

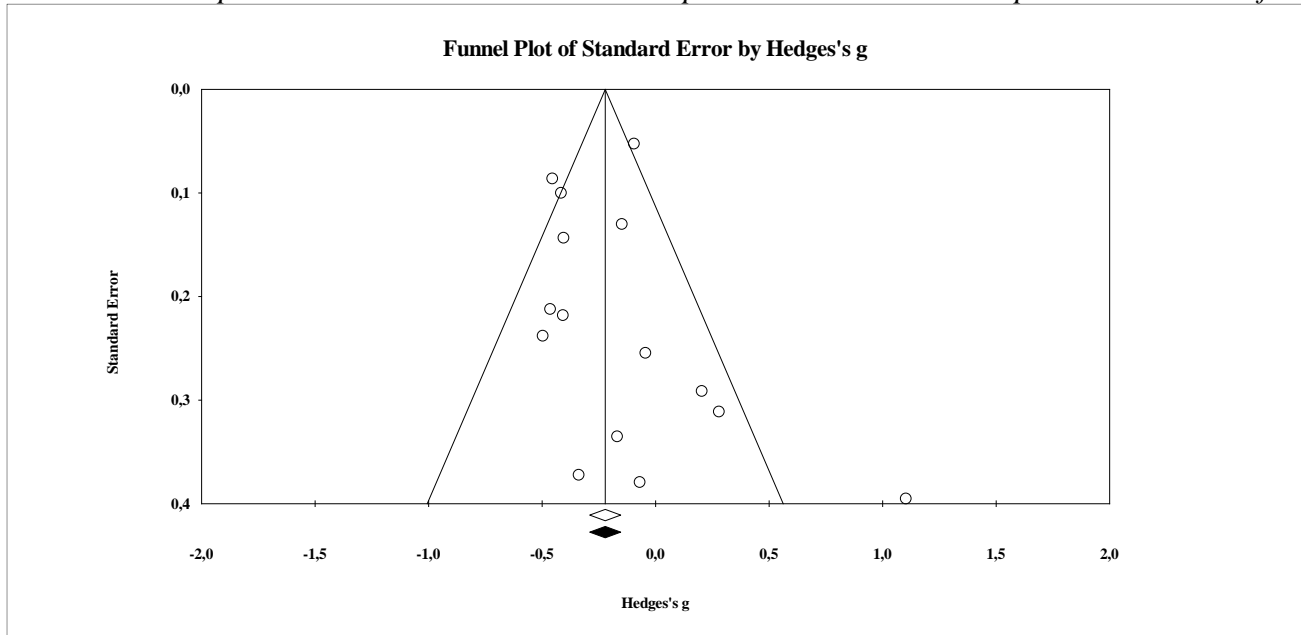


**Figura S18.A**  
*Forest plot del autoconcepto de apariencia física*

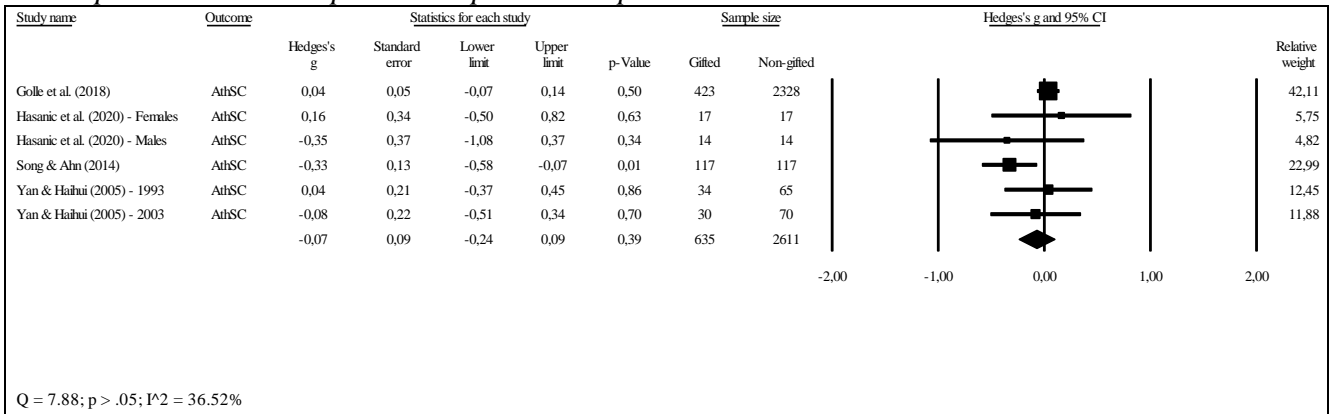


Nota: AppSC: apariencia física / atractivo corporal.

**Figura S18.B**  
*Funnel plot del autoconcepto de apariencia física*

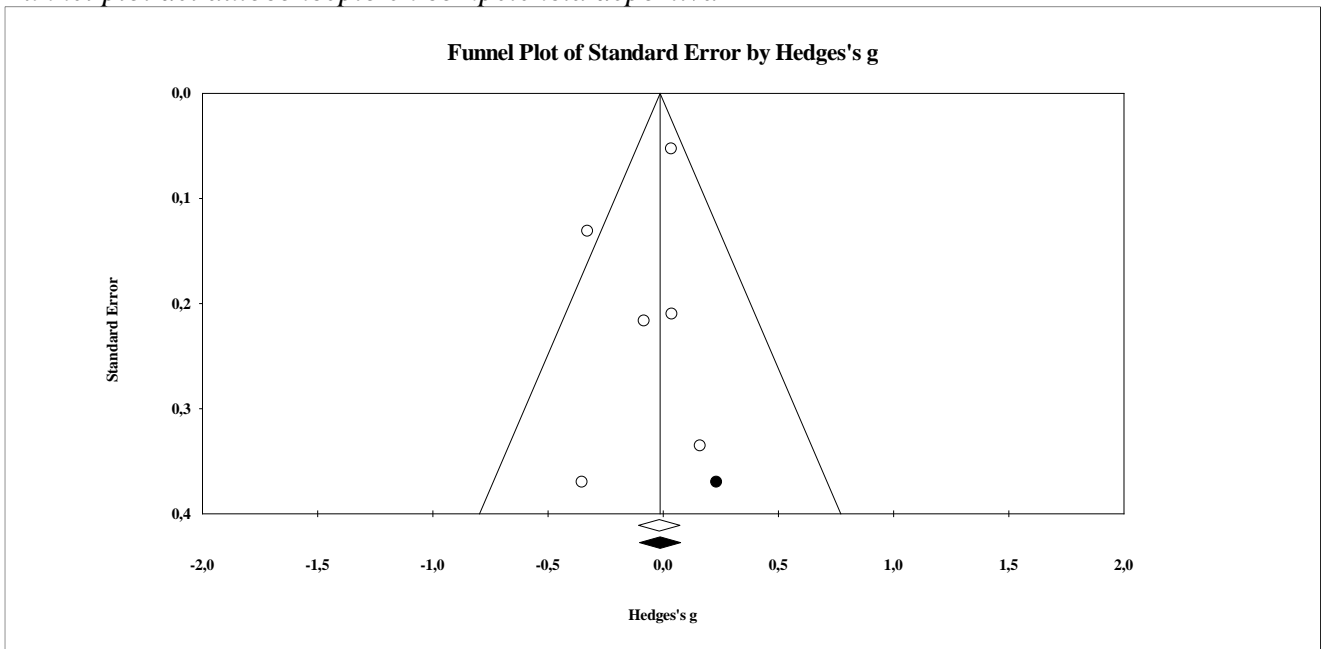


**Figura S19.A**  
*Forest plot del autoconcepto en competencia deportiva*



*Nota: AthSC: competencia deportiva.*

**Figura S19.B**  
*Funnel plot del autoconcepto en competencia deportiva*





**PRISMA checklist**

Section/topic	#	Checklist item	Reported on page # *
<b>TITLE</b>			
Title	1	Identify the report as a systematic review, meta-analysis, or both.	1, 2, 3
<b>ABSTRACT</b>			
Structured summary	2	Provide a structured summary including, as applicable: background; objectives; data sources; study eligibility criteria, participants, and interventions; study appraisal and synthesis methods; results; limitations; conclusions and implications of key findings; systematic review registration number.	2, 3
<b>INTRODUCTION</b>			
Rationale	3	Describe the rationale for the review in the context of what is already known.	4-7
Objectives	4	Provide an explicit statement of questions being addressed with reference to participants, interventions, comparisons, outcomes, and study design (PICOS).	7
<b>METHODS</b>			
Protocol and registration	5	Indicate if a review protocol exists, if and where it can be accessed (e.g., Web address), and, if available, provide registration information including registration number.	7-8
Eligibility criteria	6	Specify study characteristics (e.g., PICOS, length of follow-up) and report characteristics (e.g., years considered, language, publication status) used as criteria for eligibility, giving rationale.	8
Information sources	7	Describe all information sources (e.g., databases with dates of coverage, contact with study authors to identify additional studies) in the search and date last searched.	8-9
Search	8	Present full electronic search strategy for at least one database, including any limits used, such that it could be repeated.	8-9 y material suplementario
Study selection	9	State the process for selecting studies (i.e., screening, eligibility, included in systematic review, and, if applicable, included in the meta-analysis).	9
Data collection process	10	Describe method of data extraction from reports (e.g., piloted forms, independently, in duplicate) and any processes for obtaining and confirming data from investigators.	9-10

Data items	11	List and define all variables for which data were sought (e.g., PICOS, funding sources) and any assumptions and simplifications made.	9-10
Risk of bias in individual studies	12	Describe methods used for assessing risk of bias of individual studies (including specification of whether this was done at the study or outcome level), and how this information is to be used in any data synthesis.	11
Summary measures	13	State the principal summary measures (e.g., risk ratio, difference in means).	11-12
Synthesis of results	14	Describe the methods of handling data and combining results of studies, if done, including measures of consistency (e.g., $I^2$ ) for each meta-analysis.	11-12
Risk of bias across studies	15	Specify any assessment of risk of bias that may affect the cumulative evidence (e.g., publication bias, selective reporting within studies).	12
Additional analyses	16	Describe methods of additional analyses (e.g., sensitivity or subgroup analyses, meta-regression), if done, indicating which were pre-specified.	12
<b>RESULTS</b>			
Study selection	17	Give numbers of studies screened, assessed for eligibility, and included in the review, with reasons for exclusions at each stage, ideally with a flow diagram.	12 y figura 1
Study characteristics	18	For each study, present characteristics for which data were extracted (e.g., study size, PICOS, follow-up period) and provide the citations.	13 y tabla 1
Risk of bias within studies	19	Present data on risk of bias of each study and, if available, any outcome level assessment (see item 12).	19, tabla 1 y material suplementario
Results of individual studies	20	For all outcomes considered (benefits or harms), present, for each study: (a) simple summary data for each intervention group (b) effect estimates and confidence intervals, ideally with a forest plot.	14-19, tablas 2 y 3, figura 2 y material suplementario
Synthesis of results	21	Present results of each meta-analysis done, including confidence intervals and measures of consistency.	14-19 y tablas 2 y 3, y material suplementario
Risk of bias across studies	22	Present results of any assessment of risk of bias across studies (see Item 15).	14-19 y material suplementario

Additional analysis	23	Give results of additional analyses, if done (e.g., sensitivity or subgroup analyses, meta-regression [see Item 16]).	18-19, tabla 3, figura 2 y material suplementario
<b>DISCUSSION</b>			
Summary of evidence	24	Summarize the main findings including the strength of evidence for each main outcome; consider their relevance to key groups (e.g., healthcare providers, users, and policy makers).	19-20
Limitations	25	Discuss limitations at study and outcome level (e.g., risk of bias), and at review-level (e.g., incomplete retrieval of identified research, reporting bias).	23
Conclusions	26	Provide a general interpretation of the results in the context of other evidence, and implications for future research.	23-24
<b>FUNDING</b>			
Funding	27	Describe sources of funding for the systematic review and other support (e.g., supply of data); role of funders for the systematic review.	Agradecimientos y apartado correspondiente

\* According to the last submitted manuscript.

