Table 2. The critical appraisal process of the publications for integrated review

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **Authors** | **Applicable population** | **Strength of evidence** | **Quality of evidence** | **Included** | **Excluded** |
| 1 | Esewe, & Adejumo (2014) | Yes | III | B | Yes |  |
| 2 | Nyangeni, du Rand & van Rooyen (2015) | Yes, but focus on social media used by students | III | A | Yes |  |
| 3 | Maboe & de Villiers (2011) | Yes | III | B | Yes |  |
| 4 | Holland, Smith, McCrossan, Adamson, Watt & Penny (2013) | Yes | I | B | Yes |  |
| 5 | Matlakala, Nkosi, Modiba, Dolamo &Maboe (2013) | Yes | III | B | Yes |  |
| 6 | Akimanimpaye & Fakude (2015) | Yes | III | C | Yes |  |
| 7  | Du, Liu, Liu, Yin, Xu, Zhang & Wang (2013) | Yes | I | B | Yes |  |
| 8 | McCutheon, Lohan, Trayner & Martin (2015) | Yes | III | B | Yes |  |
| 9 | Davies, Amewonye & Gross (2015) | Yes | III | B | Yes |  |
| 10 | Orton, Nokes, Scott & Hickey (2015) | No, post basic occupational nurses | III | B |  | Yes |
| 11 | Einig (2013) | No, accounting module | III | C |  | Yes |
| 12 | Escudier, Newton, Cox, Reynolds & Odell (2011) | No, dental students | III | C |  | Yes |
| 13 | Andrew, Ewens & Maslin-Prothero (2015) | Yes | III | B | Yes |  |
| 14 | Hsu & Hsieh (2014) | Yes | III | C | Yes |  |
| 15 | Carruth, Broussard, Waldmeier, Gauthier & Mixon (2010) | No, post graduate students | III | C |  | Yes |
| 16 | Agrawal, Kumar, Balasubramaniam, Bhargava, Sinha, Bakshi & Sood (2016) | Yes | I | B | Yes |  |
| 17 | Bigony (2010) | No population | III | C | Yes |  |
| 18 | Killion, Reilly & Gallagher-Lepak (2011) | Yes | III | B | Yes |  |
| 19 | Mostert & Snowball (2013) | Yes | III | C | Yes |  |
| 20 | Hart & Morgan (2010) | Yes | III | C | Yes |  |
| 21 | Deatherage et al. (2014) | No, college seniors | III | C |  | Yes |
| 22 | De Kleijn et al. (2013) | No, undergraduate biomedical sciences students | III | C |  | Yes |
| 23 | Lu & Zhang (2012) | No, school children | III | C |  | Yes |
| 24 | Vonderwell &Boboc (2013) | No population | III | C | Yes |  |
| 25 | Gilmore & Lyons (2012) | Yes | III | C | Yes |  |
| 26 | Wu et al. (2014) | No, honours students  | III | C |  | Yes |
| 27 | Kelly et al. (2010) | No, psychology students | III | C |  | Yes |
| 28 | Dermo (2009) | Not clear | III | C | Yes |  |
| 29 | Glassmeyer et al. (2011) | No, masters programme | III | C |  | Yes |
| 30 | Lounsbery & Pittenger (2011) | Yes | III | C | Yes |  |
| 31 | Larkin & Beatson (2014) | No | III | C |  | Yes |
| 32 | Tsang (2011) | No, dental students | III | C |  | Yes |
| 33 | Nokes et al. (2012) | No, focus on computer systems | III | C |  | Yes |
| 34 | Carroll et al. (2009) | No, health professionals | III | C |  | Yes |
| 35 | Holley & Taylor (2009) | No, focus on non-academic influence | III | C |  | Yes |
| 36 | Salyers et al. (2014) | Yes | III | C | Yes |  |
| 37 | Pryjmachuk et al. (2015) | Yes | III | C | Yes |  |
| 38 | McKee et al. (2010) | Yes | III | B | Yes |  |