The role of salient beliefs influence on Malaysian academics' intention to publish in indexed journals

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ABSTRACT
To qualify in world top universities rankings, various incentives have been provided by private universities in Malaysia to improve one of the quantifiable performance indicators: imparting, sharing and transferring knowledge through research publication which, however, is still embryonic stage. To develop effective tactical strategies, the full version of Theory of Planned Behaviour (TPB) including salient beliefs that can cause the academics to form specific reactions towards attitude, subjective norm, and perceived behavioural control constructs need to be elicited and analysed through preliminary study that nevertheless is limited in the literature. To fill up this important research gap, this paper intends (1) to increase the understanding of what the full-version of TPB constructs measure; (2) to discuss the procedure for eliciting the salient beliefs; and (3) to understand how data on salient beliefs are to be analysed. The results revealed a number of new insightful behavioural, normative and control beliefs that go beyond the current understanding of the theory of planned behaviour. The findings of the study contribute to developing appropriate behavioural intervention programs to enhance academics' intention to publish articles in highly reputable indexed journals. Overall, this article intends to provide useful indications to researchers to understand the importance of applying the full version of the TPB, and how a more structured method can be used to elicit and measure the descriptors of salient beliefs.

Keywords: Theory of Planned Behaviour; Behavioural belief descriptors; Normative belief descriptors; Control belief descriptors; Scholarly publishing.

INTRODUCTION

Universities promote the creation and dissemination of new knowledge through research publication, consultancy, supervision, training, and teaching (Hosen, Chong, and Lau 2020; Jamali et al. 2020). Academic publishing is the main tool used by academics to disseminate significant thoughts, experiences, and information to future researchers so that higher value-added outputs can be further produced (Akosile and Olatokun 2019; Katajavuori et al. 2019). Publication of articles in Scopus, Web of Science (WoS), and Excellence in Research for Australia (ERA) indexed journals is an important quantifiable performance indicator that could assist a university in improving its competitive edge and sustainability in the world top universities rankings (Abrizah, Noorhidawati and Kiran 2017; Erfanmanesh, Tahira and Abrizah 2017; Saide et al. 2017). Such ranking is important for the university to attract the enrolment of a calibre of new students (Dezdar 2017; Vignoni and Oppi 2015) who could assist the institution's academics to carry out more research.

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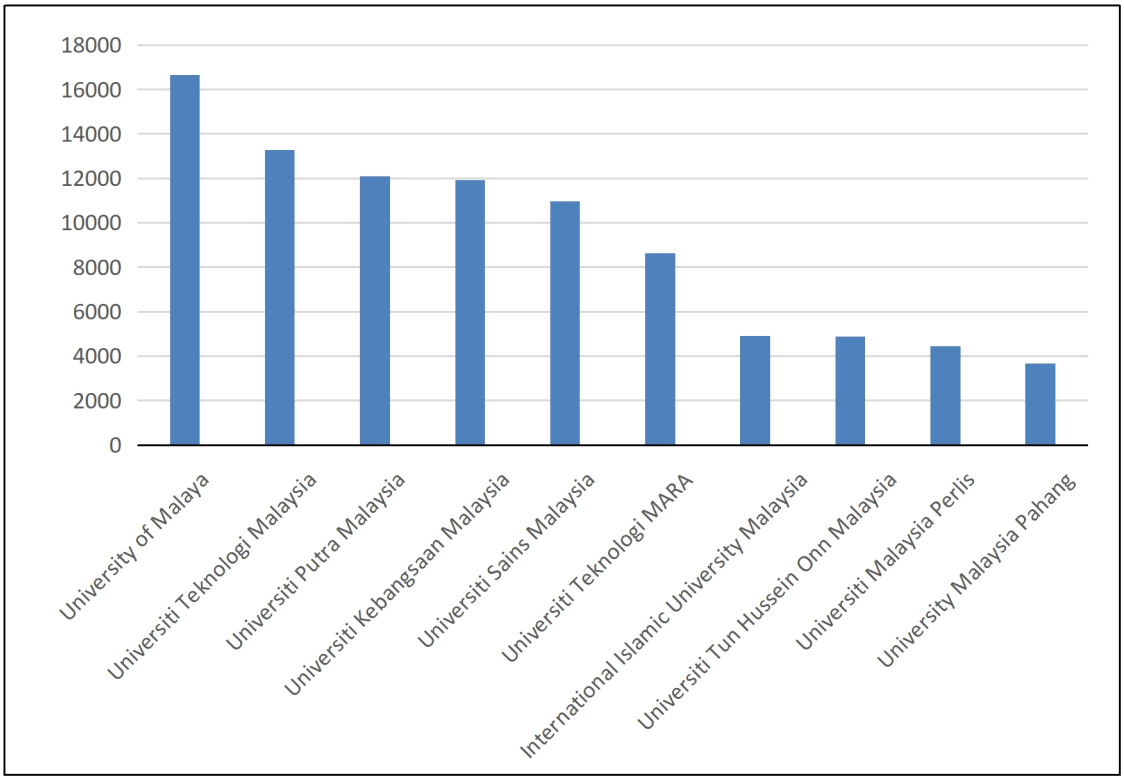
To increase the publication in indexed journals, the public and private universities in Malaysia have been investing much of their resources on training, workshops, seminars, and forums; increasing subscriptions in journals which are indexed in Scopus, WoS and ERA databases; and improving the information communication technology (ICT) infrastructure and platforms in order to increase the awareness of academics regarding recent development in certain research, and to sharpen their research ideas (Abrizah, Shah and Nicholas 2019; Chong, Teh and Tan 2014; Cronk 2012; Han, Zhou and Yang 2011; Ngozi et al. 2014). Key performance indicators (KPI) aimed at encouraging academics to publish more in indexed journals are established as well. As a result, the number of published indexed journal articles by the public and private universities in Malaysia is increasing.

Publishing articles in Scopus indexed journal is recognised as an acceptable tangible return of revenue for research grants awarded by funding bodies in Malaysia, namely, Ministry of Education (Higher Education) and Ministry of Science, Technology and Innovation (MOSTI). Basically, the number of indexed journals published by the public and private universities in Malaysia is increasing, but the publication's growth rate among private universities is lower (see Table 1). Public universities dominate the list of top ten universities that published in Scopus indexed journals from 2015 to 2018 (see Figure 1).

Table 1: Published Articles by Malaysian Universities in Scopus Indexed Journals in Year 2018

No	University Name	Number of Publication	No	University Name	Number of Publication
1)	University of Malaya *	3813	14)	Monash University Malaysia **	666
2)	Universiti Kebangsaan Malaysia *	3199	15)	Universiti Malaysia Terengganu *	647
3)	Universiti Putra Malaysia *	3105	16)	Universiti Tunku Abdul Rahman **	531
4)	Universiti Sains Malaysia *	3004	17)	Universiti Tenaga Nasional **	529
5)	Universiti Teknologi Malaysia *	2955	18)	Universiti Malaysia Sarawak *	503
6)	Universiti Teknologi MARA *	2500	19)	Universiti Malaysia Sabah *	464
7)	Universiti Malaysia Perlis *	1416	20)	The University of Nottingham Malaysia Campus **	461
8)	Universiti Teknologi Petronas *	1334	21)	Universiti Kuala Lumpur **	449
9)	International Islamic University Malaysia *	1279	22)	Multimedia University **	434
10)	Universiti Tun Hussein Onn Malaysia *	1275	23)	Universiti Sultan Zainal Abidin **	419
11)	Universiti Malaysia Pahang *	1225	24)	Taylor's University Malaysia **	384
12)	Universiti Teknikal Malaysia Melaka *	916	25)	Sunway University **	367
13)	Universiti Utara Malaysia *	737	26)	Islamic Science University of Malaysia **	285

Source: https://www-scopus.com
Note: *public university and ** private university



Source: https://www-scopus.com

Figure 1: Number of Published Journals Indexed in Scopus Database for the Top Ten Universities in Malaysia, from 2015-2018

As of 30 May 2019, a total of 37 units of public universities and 80 units of private universities have registered in Malaysian Qualifications Register (Malaysian Qualification Register, Malaysian Qualification Agency, 2019). To realise the country's aim of becoming a reputable international education hub, private universities, therefore, need to publish more in indexed journals and thereby improve their world top universities' ranking.

Examining factors that can increase the sharing and transfer of knowledge is not a new study area. Gagne (2009) categorized the factors into three components: (1) individual factors, which are related to the perceptions of trust and fear of losing something such as a new idea; (2) organizational factors, which include the perspectives of leadership, reward system, and sharing opportunities; and (3) technological factors, which cover ICT systems, infrastructure and training. Moreover, Hosen et al. (2020) argued that most university academics possess negative beliefs that they might lose competitive advantage if knowledge is shared with others through face-to-face, conferences, workshops, published in indexed journals, etc.

Monetary rewards (Majid and Panchapakesan 2015; Nooshinfard and Nemati-Anaraki 2014) and non-monetary factors such as personality factors: extraversion, neuroticism, openness to experience, agreeableness and conscientiousness (Teh et al. 2011); motivation factors and work culture (Boyd and Smith 2016; Islam et al. 2013; Rahman et al. 2018); and willingness factors (Mansor, Mustaffa and Salleh 2015) have influenced the behaviour of knowledge sharing as well. Many of the studies were carried out in the non-academic industry (Wang and Hou 2015). Evidence suggested that getting academics to be proactive in research publication is challenging (Mansor et al. 2015). Studies in academic-industry,

nevertheless, were mainly carried out in public universities (Rahman et al. 2018; Teh et al. 2011).

The Theory of Planned Behaviour (TPB) Model has been partially used in knowledge sharing literature even though the founder of TPB Ajzen (1991) clearly stated that belief elicitation is vital to determine any specific behaviour. The influences of salient beliefs – behavioural belief (BB), normative belief (NB), and control belief (CB) – that can drive academics to form specific responses towards the related TPB constructs - attitude, subjective norm (SN), and perceived behavioural control (PBC) – however, were less elicited and studied. Respondents in different studies may also react differently towards the TPB constructs as the underpinning beliefs of each study's respondents could be different (Ajzen 2012; 2020; Balu, Chong and Cheng 2017). Despite the importance of salient beliefs, the process on how the descriptors of salient beliefs can be identified and measured has received relatively little attention from researchers (Balu, Chong and Cheng 2017; Sutton et al. 2003).

A research question arises: *What is the procedure that needs to be followed so that the descriptors of salient beliefs of academics can be elicited and measured?* A guideline that can assist future researchers in understanding how to elicit and measure the beliefs that underpin the studied behavioural interests should be disseminated. This article, therefore, proposes to design a detailed methodology approach that can solve the research question.

LITERATURE REVIEW

Fishbein and Ajzen (1975) modified the Theory of Reasoned Action (TRA) by relaxing the theory's limitation. Individuals may find it difficult to perform certain behaviour when the person is lacking certain internal and/or external resources. Therefore, an additional predictor of behavioural intention, perceived behavioural control (PBC), is incorporated into the TPB model to measure the degree of perceived ease or difficulty that arises from respondents having or not having the necessary internal and external resources. Attitude measures the degree of the favourable or unfavourable impression that respondents form from their evaluation of their studied subjects. Respondents may modify their behaviour to accommodate the pressure given by people who are important to them and can affect their decision making, and subjective norm (SN) measures such reaction.

According to Ajzen (1991; 2011); Ajzen and Schmidt (2020), if a study is necessary to develop a behavioural intervention program, the identifications of BB, NB, and CB are necessary. This research paper is about academics' intention to publish in indexed journals. Behavioural belief (BB) refers to the positive and negative beliefs that the respondents perceive they would gain or experience if they have published in indexed journals and thereby cause the respondents to form favourable or unfavourable attitudes (Ajzen 1991; 2012; 2020). Normative belief (NB) meanwhile measure how intense the pressure is, given by specific people such as family members, co-workers, and friends to respondents if they are to publish in indexed journals (Ajzen 1991; 2012; 2020). Control Belief (CB) reflects the respondents' beliefs of the types of internal resources (or self-efficacy) that they possess, and external resources (or supports provided by government and employer) that could help them to publish in indexed journals. The CB will in-turn affect the respondents' perception of whether they have control over the internal and external resources which is measured by PBC (Ajzen 1991; 2012; 2020).

The result from the use of a partial-version of the TPB Model (which ignores the influences of BB, NB, and CB) therefore can only provide limited information. For example, the studies of Al-Kurdi et al. (2020); Chumg et al. (2015) were concentrated on the examination of a TPB construct, attitude, and on academic's intention to share knowledge. The result showed that positive feeling had increased the respondents' intentional behaviour. The studies of Seba, Rowley, and Delbridge (2012) meanwhile supported the TPB's proposition that opinions and suggestions given by referents (such as colleagues and employers) were positively related to the respondents' intention to transfer knowledge. Likewise, Fauzi et al. (2019) investigated Malaysian public university academic knowledge sharing behaviour through the theory of planned behaviour. The result showed that the TPB predictor constructs: attitude and perceived behavioural control significantly influenced intentional behaviour. However, the hypothesized effect of subjective norm or social pressure received from other people on intention to share knowledge was not supported. The result implies that intentional knowledge sharing behaviour can be enhanced if a positive attitude is developed, and the respondents are equipped with sufficient self-efficacy in publishing indexed journals (Fauzi et al. 2019).

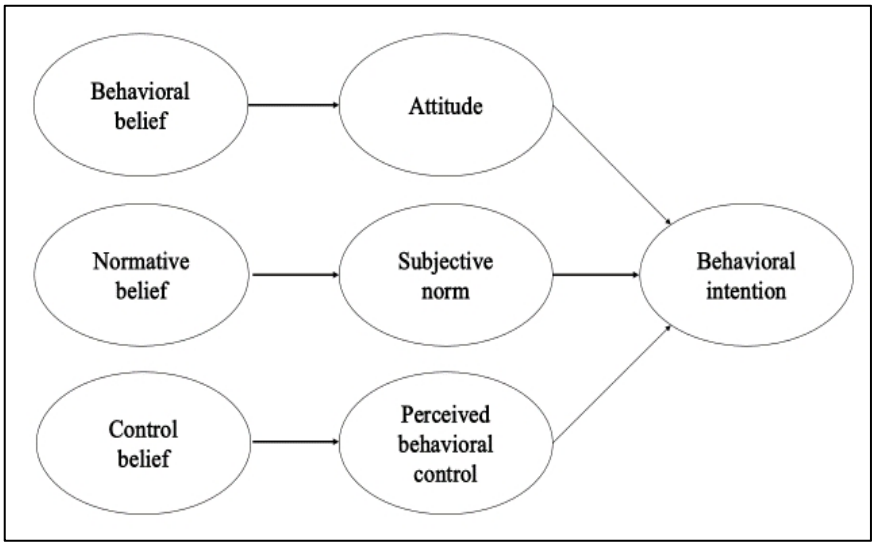
Overall, the readers and/or policymakers could only be informed whether the respondents favour or disfavour the studied subject, are influenced by the pressure given by other people, and have the ability to control the internal and external resources (Ajzen 2020). Such information is not sufficient for policymakers to suggest and implement an intervention strategy that influences a respondent's attitude; and response towards the pressure given by other people, internal and external support (Balu Chong and Cheng 2018). Detailed information such as what are the positive and negative beliefs that have underpinned respondent's mindset, the identity of the person who can influence the respondent to act certain behaviour, and what are the self-efficacy belief and research support that has been governing respondent's mentality are needed.

Kim and Ju (2008) measured the effect created by employers' support on academics' intention to share knowledge. The descriptors that were used to measure the PBC construct - such as a reduction in teaching hours – however, should be elicited from a preliminary study and served as a descriptor for CB if the respondents consensually agreed on the effect that can be generated by the descriptor (Niven and Hu 2018). Later, the CB descriptor will be tested in the main study – to check whether it can influence the PBC. In this context, the measurement for PBC should be as follows: my employer has been supportive in encouraging academics to share knowledge. Furthermore, Valois et al. (2020) investigated how heat caused a different kind of disease to elderly population in Canada. The authors used a full version of TPB and found the salient belief has significant impact on attitude, subjective norm, and perceived behavioural control, but unfortunately, they did not detail out how salient belief was measured. Moreover, they suggested that future researchers elicit initial belief first before employing a full version of TPB.

It is important to note that only the population representatives can provide the actual response (La Barbera and Ajzen 2020; Yzer and Gilasevitch 2019). The descriptors of each salient belief (BB, NB, and CB) should not be adopted from other studies. Or else, the main study's result may show the non-significant relationship between the salient belief constructs and its respective TPB constructs - if the past studies' descriptors were not applicable in the context of the current study. The result would then become meaningless. Some researchers did carry out the effort to elicit salient beliefs. For example, in a study by Tan (2016), the author asserted that a pre-test was carried out to interview the academic

experts, but how the descriptors of the control belief were identified and measured is not disclosed.

In summary, a thorough understanding of the TPB model's framework is needed. The salient beliefs that were perceived by current respondents should be identified and not adopted from past studies. From the result of the full version of a TPB's study, tactical plans can be designed and implemented to impede the negative beliefs and strengthen the positive beliefs that can facilitate the development of a favourable attitude. The plans also can target specific referents; improve particular self-efficacy belief's descriptor; and/or provide specific research support that can change the respondent's behavioural intention. Figure 2 shows the theoretical framework of the full version of the TPB model.



Source: Bosnjak, Ajzen and Schmidt (2020)

Figure 2: Full-version of the Theory of Planned Behaviour Model

METHOD

According to Ajzen (2011; 2020), a qualitative approach is the most appropriate method to elicit the descriptors of salient beliefs.

Sample Selection

Congruent with Darch et al. (2020), this study has collected qualitative data through interview sessions from thirty academics who are working in private universities in West Malaysia. The core reason for selecting private universities in West Malaysia is that this area has established more private universities than the east part of Malaysia. The selected six universities were including Monash University, Taylor's University, City University, Sunway University, Universiti Teknologi Petronas, and Universiti Tunku Abdul Rahman. Since all targeted universities were not provided with academic records' details due to privacy issues, we applied a non-probability or multi-steps quota sampling approach for data collection. For instance, in the beginning, the universities were segregated based on their location, such as Perak, Kuala Lumpur, and Selangor. At the second step, the universities in Kuala Lumpur and Petaling Jaya have been selected from Selangor State. The academics were selected based on working for at least one year and published a minimum of two research works, including conference proceedings, book chapters, and articles in

Scopus indexed journals. However, it is not necessary that the respondents must be the first author of the publication. The Scopus indexed publications have been selected as a benchmark because most Malaysian academics published in Scopus indexed journals than WoS indexed. The snowball sampling was applied in selecting the respondents as it is difficult to contact and meet the academics face-to-face. Upon completing the interview, the interviewed academic was requested to nominate their current researchers' counterpart to contact.

Invitations for interview were emailed to academics of the selected universities. Favourable replies were received from 30 academics. Current authors in the study then travelled to the universities to meet the academics after appointments were made. Individual interviews were carried out to minimise the influence of other respondents. Congruent with the suggestions revealed by Hodonu-Wusu, Noorhidawati, and Abrizah (2020), we ensured respondents the interview data would only be used for research and publication purposes, not for commercial use. Table 2 shows the open-ended questions that were used to elicit the participants' salient beliefs.

Table 2: The Elicitation of Academic's Salient Beliefs through Open-Ended Questions

Salient belief	Open-ended questions
Behavioural belief	What are the advantage descriptors, motivating you to publish in indexed journals?
	What are the disadvantage descriptors, making you feel less motivated to publish in indexed journals?
Normative belief	What kind of people do encourage you to publish in indexed journals?
	What kind of people do discourage you to publish in indexed journals?
Control belief	What are the self-efficacy belief descriptors have, encouraging you to publish in an indexed journal?
	What are the self-efficacy belief descriptors have, discouraging you to publish in an indexed journal?
	What are the research supports that have been provided by your university which make it easier to publish in indexed journals?
	What are the research supports that were not provided by your university and therefore makes it difficult to publish in indexed journals?

The duration of each interview session was approximately 15 to 30 minutes. Before starting the interview, a short brief was presented so that the interviewees were aware of the research's purpose, and an assurance was given to interviewees that all revealed information would be anonymous and confidential. The feedback received during the interview session was transcribed, and content analysed so that the academics' salient beliefs can be elicited.

Data Analysis

Content analysis is used to compile the index for each salient belief by measuring the presence of certain words or concepts that can reflect specific meanings and relationships (Bengtsson 2016). To understand the message that the respondents want to convey, it is necessary to contextualise and decontextualize the meanings of the raw data by reading the interviewed contents again and again (Erlingsson and Brysiewicz 2017; Hodonu-Wusu Noorhidawati and Abrizah 2020). This procedure involves a series of the reflective process so that, the authors can capture the hidden meaning given by each participant. After identifying the meanings, the authors grouped the core meanings into the relevant themes, codes, and categories (see Appendix).

The qualitative data was then quantified - see the methods described in Table 4.

RESULTS AND DISCUSSION

The characteristics of the demographics were summarised in Table 3. The number of female participants was slightly more than males. More than 80 percent of the respondents were aged below 50, and only 6 percent of them were aged above 60. The main ethnic group in Malaysia is Malay. Compared to public universities, a high percentage of private universities' academics are Chinese. Therefore, more than half of the respondents in this study were Chinese. As most private universities were centered on teaching Bachelor degree programs, most of the academic respondents possessed at least a Master degree. Forty percent of respondents were received from business domain, while only three percent arts and humanities field researchers participated in this interview session. The result also revealed that 13 percent of respondents have been working in academia for more than ten years, while the majority percent (forty) of academics have 2-5 years of working experience. Table 3 further indicates that 47 percent of academics published at least two articles, conference proceedings, or book chapters in Scopus indexed journal. More interestingly, 23 percent of Malaysian private university academics in this study published more than ten Scopus indexed articles.

Table 3: The Participant's Demographic Characteristics

Characteristics		Counts	% of the total	Cumulative %
Gender	Male	12	40	40
	Female	18	60	100
Age	< 40 years	14	47	47
	41-50 years	11	37	84
	51-60 years	3	10	94
	> 61 years	2	6	100
Ethnic group	Malay	7	23	23
	Chinese	17	57	80
	Indian	4	13	93
	Others	2	7	100
Education level	PhD	15	50	50
	Masters	13	43	93
	Bachelor	2	7	100
	Science	8	27	27
Academic Field	Engineering	6	20	47
	Business	12	40	87
	Arts and Humanities	3	10	97
	Others	1	3	100
Year of Experience	>10	4	13	13
	5-10	8	27	40
	2-5	12	40	80
	<2	6	20	100
Publication	>10	7	23	23
Performance	>5	9	30	53
	>2	14	47	100

Table 4 shows the descriptors of each salient belief that were obtained from the respondents during the interview session. Overall, Table 4 indicates a total of 76 advantage descriptors compared to only a total of 23 disadvantage descriptors. This suggests that academics perceive more advantages or benefits to publishing in indexed journals. In

comparing the advantage descriptors of BB, the respondents' primary concern is related to the achievement of a non-monetary reward: increase of academic credibility.

Table 4: Elicited Salient Beliefs Frequencies

Codes	**Categories/ descriptor of beliefs**	**Frequency Count***	**%****	**%*****
Behavioural Belief (BB)				
Theme 1a: Advantage descriptors that motivate the participating academics to publish in indexed journals.				
Advantage descriptor	1) My academic credibility increases.	18	23.68	60
	2) Higher citations.	14	18.42	47
	3) Opportunity to get remuneration.	11	14.47	37
	4) Higher level of self-satisfaction.	10	13.16	33
	5) Higher opportunity to obtain research fund.	8	10.53	27
	6) Better job opportunity.	6	7.89	20
	7) More people read my article.	6	7.89	20
	8) People respect me more.	3	3.95	10
	Subtotal	76	100	
Theme 1b: Disadvantage descriptors that demotivate the participating academics to publish in indexed journals.				
Disadvantage descriptor	1) Lengthy reviewing and publishing time.	6	26.09	20
	2) Rejection rate is high.	6	26.09	20
	3) Required quality research work.	4	17.39	13
	4) Lesser time for family and friends.	4	17.39	13
	5) Submission and/or publication fee is high.	2	8.69	7
	6) Co-authors don't contribute fairly.	1	4.35	3
	Subtotal	23	100	
Normative Belief (NB)				
Theme 2a: The identities of the people that encourage the participating academics to publish in indexed journals.				
Encourage descriptor	1) Colleagues.	22	29.73	73
	2) Mentors/superiors/supervisors.	15	20.27	50
	3) Spouse/partner.	12	16.21	40
	4) Parents.	10	13.51	33
	5) Siblings.	5	6.76	17
	6) Friends.	5	6.76	17
	7) Relatives.	5	6.76	17
	Subtotal	74	100	
Theme 2b: The identities of the people that discourage the participating academics to publish in indexed journals.				
Discourage descriptor	1) Spouse/partner.	10	47.62	33
	2) Parents.	5	23.82	17
	3) Friends.	2	9.52	7
	4) Siblings.	2	9.52	7
	5) Relatives.	2	9.52	7
	Subtotal	21	100	
Control Belief (CB) *Theme 3a: The self-efficacy belief descriptors that encourage the participating academics to publish in indexed journals.*				
Helpful descriptor	1) Have the article writing skill.	18	26.09	60
	2) Good analytical skill.	15	21.74	50
	3) Highly committed.	14	20.29	47
	4) Have the research knowledge and experience.	10	14.49	33
	5) Good in time management.	7	10.14	23
	6) English proficiency.	3	4.35	10
	7) Positive thinking.	2	2.90	7
	Subtotal	69	100	
Theme 3b: The self-efficacy belief descriptors that discourage the participating academics to publish in indexed journals.				

Not helpful descriptor	1) English deficiency.	11	45.83	37
	2) Poor in article writing skill.	5	20.83	17
	3) Lack of analytical skill.	3	12.50	10
	4) Difficult in managing time for research work.	2	8.33	7
	5) Lack of research knowledge.	2	8.33	7
	6) Negative thinking.	1	4.17	3
	Subtotal	24	100	
Theme 3c: The supports provided by participating academics' current working university to publish in indexed journals				
Helpful descriptor	1) Subscribe a variety of journal databases.	16	22.86	53
	2) Create research-conducive environments.	15	21.43	50
	3) Provide research trainings/ workshops.	11	15.71	37
	4) Publication of the indexed journal is appropriately evaluated.	10	14.29	33
	5) Provide research funding.	9	12.86	30
	6) Better opportunity for job promotion.	9	12.86	30
	Subtotal	70	100	
Theme 3d: The supports not provided by the participating academics' current working university to publish in indexed journals.				
Not helpful	1) Too much non-research workload is given.	8	34.78	27
	2) Not enough trainings/ workshops.	4	17.39	13
	3) Allocation of fund for research is not sufficient.	4	17.39	13
	4) Journal databases that are related to my research area are not subscribed.	4	17.39	13
	5) Contribution of indexed journals publication is not transparently defined in staff's KPI.	3	13.04	10
	Subtotal	23	100	

** reflect the number of respondents who have mentioned the respective descriptor of belief;*
*** is calculated by dividing the frequency count of a belief descriptor over the total number of frequency counts of all the respective positive or negative theme of a belief construct;*
**** is calculated by dividing the frequency count of a belief descriptor over the total number of respondents, which is 30.*

Sutton et al. (2003) asserted that a descriptor that carries weight of more than 10% in frequency count of the respective theme, can be considered as an important descriptor. Other important advantage descriptors that weighted more than 10% include the possibility of getting more citations, remuneration, and research funding; and achieving a higher level of self-satisfaction. The participants, however, were neither keen to find another job nor to know whether people will read their articles. Probably, the return of investment for citations is more beneficial than downloading.

The noticeable disadvantage descriptors that can hinder academics from publishing in indexed journals are related to the lengthy reviewing and publishing time, high rejection rate, more time and effort needed to be invested to increase the quality of the research work, resulting in lesser time available for family and friends. To ensure that only the high-quality articles will be accepted and published, a few reviewers are normally selected and given more time to do a blind review.

Our findings are consistent with suggestions given by the founder of TBP Ajzen (1991). The author mentioned that final behavioural belief should be determined through multiplying favourable behavioural beliefs with unfavourable behavioural beliefs that would impact on respondent's attitude. Moreover, Fauzi et al. (2019; 2019a) found a similar kind of attitude in the context of Malaysian public universities academics knowledge sharing behaviour even though the authors ignored the essence of behaviour beliefs. The authors argued favourable attitude derives when the academics believe that they would receive monetary

or non-monetary rewards, social status, accreditation from faculty or university. It is noteworthy that academic knowledge sharing stimulates through a positive attitude.

Several NB descriptors can encourage and discourage respondents from publishing in indexed journals. Colleagues, mentors/superiors/supervisors, spouse/partner, and parents were the noticeable descriptors that have been encouraging the respondents to publish in indexed journals. Meanwhile, only two descriptors: spouse/partner and parents were playing the discouraging role. To prepare an indexed journal article, cooperation from working colleagues and mentors/ superiors/ supervisors is important. As journal publication is very much time and effort consuming, spouse/partner and parents may wish the respondents could spend more time with them.

A similar approach of behavioural belief should be undertaken in order to derive the final normative beliefs. The findings of normative beliefs are consistent with the result of Balu Chong and Cheng (2017), where the authors investigated Malaysian engineers' intention to migrate abroad. The authors posit that important people's (such as friends, spouse, colleague) influence is vital to create a positive or negative normative belief. On the other hand, Fauzi et al. (2019a) pointed out that important people influence is not necessary for the context of Malaysian academics' knowledge sharing. The probable reason may be academic knowledge sharing mostly related to self-efficacy and institutional support despite instructions from superiors or colleagues.

Article writing and analytical skills are the two important positive indicators of self-efficacy belief that encourage participating academics to publish in indexed journals. Other important positive indicators include having a high level of commitment, having research knowledge and article writing experience, and being good at managing time for research and non-research work. The important negative indicators of self-efficacy belief that have been discouraging the participants to publish in indexed journals are English deficiency, poor in article writing, and lack of analytical skill.

Universities have provided support for research through subscription to journal databases; creation of research-conducive environments; provision of research training, workshops and funding; and through appropriate evaluation of publications as a criterion for job promotion. Negative descriptors were forwarded by the participants too. In non-research universities, the higher workload was given for teaching and administrative work. Not many research training or workshops were organized, and not much research funds were given. Participants also complained that the contribution of publications in indexed journals was not clearly defined in the staff's KPIs.

The findings of control belief have consisted of previous studies. For instance, Al-Kurdi et al. (2020) stated that organisational support is essential to bolstering UK academics knowledge sharing. Even though the authors did not test the research model with control belief, but they found a significant relationship between perceived behavioural control and actual knowledge sharing behaviour. Likewise, Balu Chong and Cheng (2017) exposed some important control belief components that later on found statistically significant evidence. The authors suggested that control beliefs should first measure because they can help determine the actual and plausible behaviour of studied respondents. However, Khan, Ahmed, and Najmi (2019) pointed out a negative relationship despite creating a significant favourable association between control beliefs and perceived behavioural control. The authors argued that respondent's self-efficacy does not help to execute any behaviour relatively favourable attitude and intention is essential.

CONCLUSION

The results show that participants of the preliminary study appreciated the advantage of descriptors more than the disadvantage descriptors of BB. Nevertheless, the results cannot be generalised yet. The important advantage and disadvantage descriptors that are elicited in the preliminary study needs to be further tested in the main study that involves a larger pool of respondents. Upon confirming the significant effect of the respective advantage and disadvantage descriptors in the main study, only then would policymakers be able to strategize an intervention policy that can impede the negative beliefs (or disadvantage descriptors) and strengthen or facilitate the development of positive ones (or advantage descriptors). A similar argument applies to the use of detecting the NB and CB descriptors.

The main motive of this paper is to highlight the confusion that arises pertaining to the use of a partial- and full-version of TPB as a theoretical research framework. According to the founder of TPB, the partial-version of TPB can be used when researchers merely intend finding out whether respondents have favoured or disfavoured attitude towards the studied subject, were influenced by other people if they were to undertake certain actions (related to SN), and have the ability to control the internal and/or external resources in order to perform certain behaviour (related to PBC) (Ajzen 2011). The full-version of TPB, on the other hand, can provide more holistic information. The identification of BB, NB, and CB descriptors which are not examined in the partial-version of TPB is important for the researchers to detect why the respondents have formed specific reactions towards the TPB constructs: attitude, SN, and PBC respectively.

Confusion also arises when the BB, NB, and CB descriptors are adopted from past studies in the present study that is using the full-version of TPB. Similarly, it is also incorrect to adopt past studies' BB, NB, and CB descriptors as measuring items for the constructs of attitude, SN, and PBC in the present study that is using the partial version of TPB. This is because the descriptors may not be necessarily applicable to another group of respondents with a different background. The statistical results then would become meaningless when the only part of descriptors is creating significant effects and was offset by the non-significant descriptors. Other possible significant descriptors however are unknown.

In summary, it is vital to elicit and analyse the descriptors of salient beliefs (BB, NB, and CB) in the preliminary study before the structural relationship between the full TPB's constructs can be tested. Details on how the descriptors of salient beliefs can be elicited and analysed, however, were scarcely discussed in literature, especially in the area of knowledge sharing and transfer. This article, therefore, intended to provide useful indications to researchers to understand the importance of applying the full- version of the TPB, and how a more structured method can be used to elicit and measure the descriptors of salient beliefs.

However, this study is not spared from limitations. Not all academics have updated their lists of journal publications in the resume they provided online, and therefore some potential respondents could have been unintentionally disqualified for this study. In addition, during the interview sessions, respondents may not have mentioned all the important descriptors of their salient beliefs. Therefore, the interviewers need to be trained on how to elicit the descriptors of hidden beliefs.

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APPENDIX

Developing the Themes, Codes, and Categories for Each Salient Belief

Theme and meaning of the text	Codes	Categories
Behavioural belief (BB)		
Theme 1a: Advantage descriptors that motivate the participating academics to publish in indexed journals.		
• My resume looks more forceful. (8) • The publication has added value to my academic credibility. (4) • My fame or reputation increases. (4) • More scholars have recognized my research work. (2)	Advantage descriptor	My academic credibility increases
• H-index increases. (3) • Researchers are citing my articles. (11)	Advantage descriptor	More citations
• Higher salary increment was given to me. (5) • Additional bonus was given to me. (6)	Advantage descriptor	Opportunity to get remuneration
• Personal satisfaction increases. (3) • I feel more happy or successful now. (7)	Advantage descriptor	Higher level of self-satisfaction
• Opportunity to be selected by the sponsor for research funding is higher. (7) • Requisition for additional research fund is possible. (1)	Advantage descriptor	Higher opportunity to obtain research fund
• Can seek better job. (1) • The applied institution will favour my application. (2) • More job opportunity. (3)	Advantage descriptor	Better job opportunity
• Researchers trust indexed journals. (2) • The article's downloading rate increases. (2) • Researchers can download my article easily. (2)	Advantage descriptor	More people read my article
• People respect me more. (3)	Advantage descriptor	People respect me more
Theme 1b: Disadvantage descriptors that demotivate the participating academics to publish in indexed journals.		
• It takes more than six months for the journal editors to revert the acceptance or rejection decision. (4) • I need to be very patient to wait for the journal publisher's decision. (2)	Disadvantage descriptor	Lengthy reviewing and publishing time
• Unpleasant reasons were given to reject the publication. (3) • Submitted articles were rejected immediately/ after screening. (2) • My article was rejected even though it has been reviewed for more than six months. (1)	Disadvantage descriptor	Rejection rate is high
• Reviewers are looking for high-quality research work. (2) • Need to be highly committed in writing a quality article. (2)	Disadvantage descriptor	Required quality research work
• Limited time can be spent with family and friends. (4)	Disadvantage descriptor	Lesser time for family and friends
• The submission and/or publication fee is too costly. (2)	Disadvantage descriptor	Submission and/or publication fee is high
• I feel annoyed when the co-author does not contribute. (1)	Disadvantage descriptor	Co-authors do not contribute fairly

Normative belief (NB)		
Theme 2a: The identities of the people that encourage the participating academics to publish in indexed journals.		
• My colleagues inspire/encourage/motivate me to write in indexed journals. (11) • My colleagues help to vet my articles. (4) • My colleagues provide consultation. (7)	Encourage descriptor	Colleagues
• My mentors/superiors/supervisors are pushing me to write in indexed journals. (15)	Encourage descriptor	Mentors/superiors/supervisors
• My partner motivates/ inspires/ helps me to write in indexed journals. (5) • My wife encourages/pushes me to work harder (7)	Encourage descriptor	Spouse/partner
• My parents inspire/encourage/support/ motivate me to write in indexed journals (9) • My mother appreciates my research work in indexed journals. (1)	Encourage descriptor	Parents
• My siblings encourage me to write in indexed journals. (2) • My siblings assist me to write in indexed journals. (3)	Encourage descriptor	Siblings
• My friends encourage me/ willing to give a helping hand. (5)	Encourage descriptor	Friends
• My relatives are helpful/ encouraging/ have the research experience. (5)	Encourage descriptor	Relatives
Theme 2b: The identities of the people that discourage the participating academics to publish in indexed journals.		
• My spouse/partner sometimes complains/ feels unhappy when I have less time to spend with him/her and/or family. (7) • My spouse feels it is more beneficial to do social work instead. (1) • My spouse does not appreciate research. (2)	Discourage descriptor	Spouse/partner
• My parents sometimes complain/ feel unhappy when I have less time to spend with family. (2) • My parents feel that my working life is stressful because of research. (3)	Discourage descriptor	Parents
• My friends sometimes complain/ feel unhappy when I have less time to spend with them. (1) • My friends do not appreciate research. (1)	Discourage descriptor	Friends
• My siblings sometimes complain/ feel unhappy when I have less time to spend with them. (2)	Discourage descriptor	Siblings
• My relatives sometimes complain/ feel unhappy when I have less time to spend with them/ when I am absent in family events. (2)	Discourage descriptor	Relatives
Control belief (CB): Self-efficacy		
Theme 3a: The self-efficacy belief descriptors that encourage the participating academics to publish in indexed journals.		
• I know the contents that should be presented in indexed journal's topic. (8) • I have the ability to generate new research ideas. (2) • I know how to present in indexed journal write-up to generate interest. (3) • I know how to present and organise my research arguments in an indexed journal. (5)	Helpful descriptor	Have the journal writing skill
• I am good at analysing the information gap that is related to my research area. (4)	Helpful descriptor	Good analytical skill

• I know how to solve the research and methodology issues/ literature gap using scientific methods. (9) • Once the research issue and problems are presented, I know how to solve it. (2)		
• I am very committed to writing articles. (10) • I am learning new research knowledge continuously. (4)	Helpful descriptor	Highly committed
• I have involved in research work before. (4) • I am learning to improve my research knowledge from journal readings/ colleagues/ editors' advice/ workshops/training. (6)	Helpful descriptor	Have the research knowledge and experience
• I am good at managing my time for research and non-research works. (7)	Helpful descriptor	Good in time management
• I am proficient in English. (1) • My English proficiency is improving. (2)	Helpful descriptor	English proficiency
• I believe I can submit an indexed journal article soon. (1) • I will keep on submitting journals to indexed journal publishers although many of my articles were rejected. (1)	Helpful descriptor	Positive thinking
Theme 3b: The self-efficacy belief descriptors that discourage the participating academics to publish in indexed journals.		
• I am not fluent in English. (8) • Journal publishers will request non-English native to proofread the articles. (2) • I need to pay the proofreading cost. (1)	Not helpful descriptor	English deficiency
• I am not skilful in writing articles. (3) • It takes times for me to improve my article writing skill. (2)	Not helpful descriptor	Poor in article writing skill
• I am weak in collecting and analysing information/ solving research problem/ statistical analysis. (3)	Not helpful descriptor	Lack of analytical skill
• It is not easy for me to manage my time for research and non-research works. (2)	Not helpful descriptor	Difficult in managing time for research work
• Still, lack research knowledge. (1) • The research issue and methodology are changing constantly. So, it is very difficult to learn new research knowledge all the time. (1)	Not helpful descriptor	Lack of research knowledge
• I don't think I can write in an indexed journal soon. (1)	Not helpful descriptor	Negative thinking
Control belief (CB): University's support for research *Theme 3c: The support provided by the participating academics' current working university to publish in indexed journals.*		
• Good journals are subscribed. (6) • Various data sources/ indexed journal database are subscribed. (10)	Helpful descriptor	Subscribe variety of journal databases
• Average length of time that needs to be allocated for non-research works is acceptable. (1) • Experts are invited to share their research experience and to update the academics' knowledge of the research reviewing and publishing process. (5) • Reward or recognition are awarded to appreciate academics' research work (3) • Proofreading service is provided free or at a discounted price to academics. (6)	Helpful descriptor	Create research-conducive environments
• Research training is organised constantly. (4)	Helpful	Provide research

• Useful training and workshops are provided. (7)	descriptor	training/ workshops
• Publication of the indexed journal is evaluated appropriately. (10)	Helpful descriptor	Publication of the indexed journal is appropriately evaluated
• Research fund for academics to commence the research is available. (9)	Helpful descriptor	Provide research funding
• Publication in indexed journals will increase the academic's opportunity to be promoted. (3) • The number of publications in indexed journals will influence the evaluation of job performance. (6)	Helpful descriptor	Better opportunity for job promotion
Theme 3d: The support not provided by the participating academics' current working university to publish in indexed journals.		
• Too much non-research workload is given. (5) • The non-research workload is bundling. (3)	Not helpful descriptor	Too much non-research workload is given
• Research training/workshops were not sufficiently provided. (3) • Training that can sharpen academic's English proficiency is lacking. (1)	Not helpful descriptor	Not enough training/ workshops
• Budget for internal research fund is limited. (2) • The constraint of financial aid doesn't allow me to carry out comprehensive research. (1) • Not all applicants can obtain the internal research fund. (1)	Not helpful descriptor	Allocation of fund for research is not sufficient
• Not all journal databases can be subscribed as their fees are too expensive. (3) • Lack of relevant research materials in my university. (1)	Not helpful descriptor	Journal databases that are related to my research area is not subscribed
• The contribution of publishing in indexed journals is not transparently defined and evaluated in my KPI. (3)	Not helpful descriptor	Contribution of publishing indexed journal is not transparently defined in staff's KPI

( ) shows the number of respondents who have mentioned the respective descriptor of belief.