

Systematic Review

Publish or perish: exploring nurse academicians' perspectives on academic publishing

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ABSTRACT

Academic publishing is a vital component of nursing scholarship, essential for faculty promotion, knowledge dissemination, and international recognition. Despite its importance, nurse academicians face multiple challenges such as limited mentorship, heavy workloads, language barriers, and financial constraints that impede scholarly engagement. This study aimed to clarify the concept of nurse academicians' perspectives on academic publishing using Walker and Avant's eight-step concept analysis framework. A systematic literature search was conducted across PubMed, Scopus, CINAHL, and Web of Science for studies published between 2015 and 2024. Both MeSH terms and free-text keywords were used, and fifteen empirical studies met the inclusion criteria. Data were extracted and appraised using a 15-item quality checklist, with findings synthesized into defining attributes, antecedents, consequences, and empirical referents. Three key attributes emerged: motivational drivers (career advancement, scholarly identity), barriers (workload, language difficulties, financial constraints, predatory publishing), and facilitators (mentorship, institutional support, collaboration). Antecedents included research competence, supportive culture, and funding availability. Consequences encompassed enhanced productivity and recognition but also risks such as burnout and unethical practices. Empirical referents such as publication count, H-index, and faculty surveys provided measurable indicators. A model case illustrated how mentorship, motivation, and resources interact to shape publishing perspectives. In conclusion, this analysis distinguishes perspectives from mere productivity, offering conceptual clarity and practical insights. Strengthening mentorship, redistributing workloads, providing writing and language support, and ensuring financial assistance are crucial for enhancing scholarly publishing in nursing. These findings inform institutional policy, nursing education, and global research collaboration.

Keywords: Nurse academicians, Academic publishing, Concept analysis, Mentorship, Research capacity

INTRODUCTION

Academic publishing is recognized as a cornerstone of scholarly activity and professional advancement in nursing. It is not only a mechanism for disseminating research findings but also a means of shaping healthcare policies, guiding evidence-based practice, and fostering innovation within the nursing discipline.¹⁻³ For nurse academicians, publications serve multiple roles: they provide evidence of scholarly productivity, establish credibility, and contribute to the prestige and ranking of their institutions.² In many academic settings, scholarly output directly influences faculty recruitment, tenure, promotion, and funding opportunities, making publication competency a non-negotiable requirement for academic success.³

Over the past three decades, the field of nursing has undergone profound transformations due to globalization, technological advancement, and the growing complexity of healthcare systems.⁴ These developments have underscored the need for a robust evidence base to inform nursing practice, policy, and education. Nurse academicians, as educators and researchers, are uniquely positioned to generate and disseminate such knowledge through academic publishing.⁵ However, their engagement in publishing is influenced by a complex interplay of personal, institutional, and systemic factors, many of which remain poorly understood.⁶

Despite the growth of nursing research globally, the literature highlights persistent challenges faced by nurse academicians in the publishing process. Common barriers include lack of mentorship, insufficient writing skills, inadequate time allocation for research, language barriers, and limited access to research funding.^{7,10,11,13,-15} The proliferation of predatory journals, which exploit inexperienced researchers, further complicates the publishing landscape.^{8,18} Moreover, the increasing pressure to publish in high-impact journals has created a culture often described as “publish or perish,” which can lead to burnout, reduced quality of work, and ethical dilemmas.^{9,20} These challenges are particularly pronounced in low- and middle-income countries (LMICs), where institutional support structures and research infrastructure are often underdeveloped.^{12,22,23,36}

While the open-access movement has sought to democratize knowledge dissemination, it has also introduced new inequities. Many reputable journals charge article processing charges (APCs) that are prohibitive for faculty in resource-limited settings.^{16,18} As a result, nurse academicians may be forced to choose between predatory journals, which accept low-quality work, or struggling with financial barriers that prevent access to credible outlets. This dual challenge underscores the need for institutions and policymakers to rethink support mechanisms for scholarly publishing.

The term perspectives are widely used in nursing literature but remains inconsistently defined. In the context of academic publishing, it encompasses multiple dimensions: attitudes, beliefs, motivations, experiences, and challenges.^{9,27,30} However, ambiguity in its usage has created barriers to developing standardized interventions and measuring outcomes across institutions. Without conceptual clarity, comparisons between studies are difficult, and the development of robust faculty support policies remains limited.

Concept analysis provides a systematic approach to clarifying such ambiguous constructs. In nursing scholarship, it has been used extensively to refine theoretical concepts, improve communication among researchers, and guide empirical measurement.^{9,29} Walker and Avant's eight-step model is among the most widely applied frameworks for concept analysis. This structured method involves selecting a concept, determining the purpose of analysis, identifying all uses, establishing defining attributes, and exploring related cases, antecedents, consequences, and empirical referents.^{9,29}

Applying Walker and Avant's approach to nurse academicians' perspectives on academic publishing offers several advantages. It provides conceptual clarity, distinguishes the construct from related ideas such as research productivity, and identifies key variables that influence faculty publishing engagement.^{1,5,31,32} This structured analysis also provides a framework for designing faculty development initiatives and policy interventions aimed at addressing barriers and enhancing scholarly output.

The purpose of this study is therefore threefold: (1) to identify the defining attributes of nurse academicians' perspectives on academic publishing; (2) to examine antecedents and consequences associated with this concept; and (3) to propose a conceptual framework that can inform nursing education, institutional policy, and global research capacity-building initiatives. By clarifying this concept, the study contributes to strengthening nursing scholarship, ensuring that academic publishing is recognized not merely as a requirement but as a meaningful avenue for advancing the discipline and improving healthcare outcomes worldwide.^{31,32}

METHODS

Study design

This study employed a concept analysis design based on Walker and Avant's eight-step method, which is widely used in nursing scholarship for clarifying abstract or ambiguous concepts.^{9,29} The design was chosen to identify defining attributes, antecedents, consequences, and empirical referents of nurse academicians' perspectives on academic publishing. This structured approach allowed the integration of evidence from diverse sources and facilitated theoretical clarity.^{2,26}

Search strategy

A comprehensive search was conducted across PubMed, Scopus, Web of Science, and CINAHL databases between January 2015 and December 2024 show in table 1. This timeframe was chosen to ensure inclusion of studies reflecting the contemporary publishing landscape influenced by open access, digitalization, and predatory journals. Keywords and MeSH terms included: Faculty, Nursing [Mesh], nurse academician*, nurse educator*, nursing professor*, Publishing [Mesh], academic publishing, scholarly communication, Mentoring [Mesh],

mentorship, writing workshops, faculty development, Open Access Publishing [Mesh], article processing charge*, APC, Predatory journals (free-text, as no official MeSH exists), and Attitude of Health Personnel [Mesh], motivation, self-efficacy, perspective* Boolean operators were applied (AND/OR), for example: (“Faculty, Nursing”[Mesh] OR nurse educator*[tiab]) AND (“Publishing”[Mesh] OR academic publish*[tiab]). Filters were applied to restrict results to peer-reviewed journals, English language, and human studies.

Table 1: Database search strategy.

Database	Search String / Query	Filters Applied	Timeframe
PubMed	(“Faculty, Nursing”[Mesh] OR nurse academician OR nurse educator OR nursing professor) AND (“Publishing”[Mesh] OR academic publishing OR scholarly communication OR “Open Access Publishing”[Mesh] OR article processing charge OR APC OR predatory journal) AND (“Mentoring”[Mesh] OR mentorship OR writing workshop OR faculty development) AND (“Attitude of Health Personnel”[Mesh] OR motivation OR self-efficacy OR perspective)	Peer-reviewed; English language; Humans	2015–2024
Scopus	TITLE-ABS-KEY(nurse academician OR nurse educator OR nursing professor OR faculty nursing) AND TITLE-ABS-KEY(academic publishing OR scholarly communication OR open access OR predatory journal OR article processing charge OR APC) AND TITLE-ABS-KEY(mentorship OR faculty development OR writing workshop) AND TITLE-ABS-KEY(motivation OR self-efficacy OR attitude OR perspective)	English; Articles; Final publication stage	2015–2024
CINAHL (EBSCOhost)	(MH “Faculty, Nursing+” OR nurse academician OR nurse educator OR nursing professor) AND (MH “Publishing+” OR academic publishing OR scholarly communication OR “Open Access Publishing” OR article processing charge OR predatory journal) AND (MH “Mentoring+” OR mentorship OR faculty development OR writing workshop) AND (MH “Attitude of Health Personnel+” OR motivation OR self-efficacy OR perspective)	Peer-reviewed; English; Human studies	2015–2024
Web of science core collection	TS=(nurse academician OR nurse educator OR nursing professor OR faculty nursing) AND TS=(academic publishing OR scholarly communication OR open access OR predatory journal OR article processing charge OR APC) AND TS=(mentorship OR faculty development OR writing workshop) AND TS=(motivation OR self-efficacy OR attitude OR perspective)	English; Document Type: Article	2015–2024

Inclusion and exclusion criteria

The inclusion criteria for this review were carefully established to ensure methodological rigor and relevance. Studies were eligible if they focused on nurse academicians, nurse educators, or nursing faculty, and examined experiences, perspectives, or challenges related to academic publishing. Only research published in peer-reviewed journals between 2015 and 2024 was considered,

encompassing qualitative, quantitative, and mixed-method designs. To maintain accessibility and comparability, only articles available in English were included. Exclusion criteria eliminated opinion pieces, editorials, or commentaries without empirical evidence, as well as conference abstracts without full-text availability. Studies published prior to 2015 and those unrelated to academic publishing, such as clinical-only research, were also excluded. These parameters were applied to ensure that

only methodologically robust and contextually relevant studies were synthesized in the concept analysis.

Screening and selection process

The initial database search identified 3,486 articles. After removing 562 duplicates using EndNote, 2,924 records remained. Two reviewers independently screened titles

and abstracts to assess relevance, resulting in the exclusion of 2,194 irrelevant records. Full-text review of 730 articles was conducted against inclusion and exclusion criteria. Disagreements were resolved through discussion, and where necessary, a third reviewer was consulted. Ultimately, 20 studies were included in the final synthesis shown in Table 2. The process was documented using a PRISMA flow diagram (Figure 1) to ensure transparency.

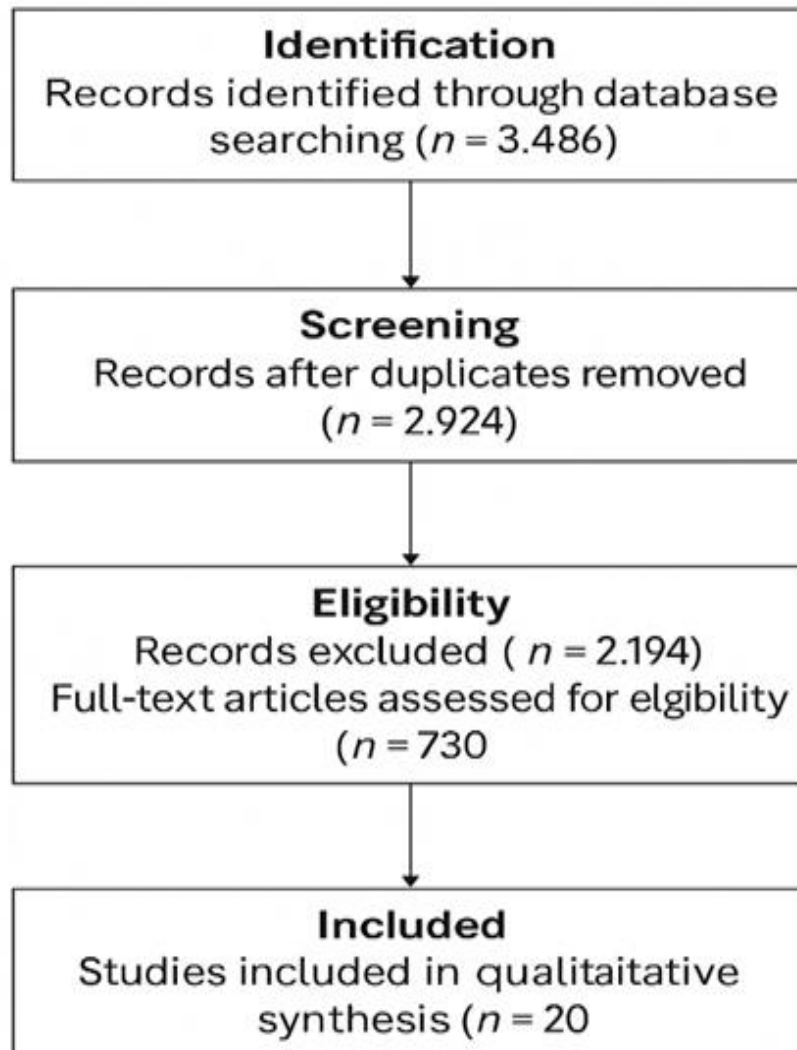


Figure 1: PRISMA Flow diagram.

Data extraction

A standardized data extraction sheet was developed to systematically capture essential information from each included study. The extracted data comprised author and year of publication, country and study setting, research design and methodology, sample characteristics, and findings relevant to Walker and Avant's conceptual framework, including attributes, antecedents, consequences, empirical referents, and model cases. To ensure accuracy and minimize bias, two independent

reviewers conducted the extraction process. Any discrepancies were addressed through discussion and resolved by consensus, thereby enhancing the reliability of the synthesis.^{26,39}

Ethical considerations

Since this study was based on secondary analysis of published data, institutional ethical approval was not required. However, ethical principles were strictly

observed by ensuring proper attribution of original sources and adherence to transparency in reporting.^{8,30,31}

Special attention was paid to evaluating ethical issues discussed in the included studies, such as informed consent, authorship integrity, and avoidance of predatory publishing practices.^{18,30,31} Additionally, equitable representation of studies from low- and middle-income countries was prioritized to avoid geographical bias.^{32,33}

RESULTS

The results of this concept analysis are presented following Walker and Avant’s eight-step model. The analysis synthesizes findings from 20 studies conducted between 2015 and 2024, representing diverse global contexts (Table 5). The findings are organized into defining

attributes, antecedents, consequences, empirical referents, and illustrative cases. This structure ensures conceptual clarity and highlights the multidimensional nature of nurse academicians’ perspectives on academic publishing.

Selection of the concept

The selected concept, nurse academicians’ perspectives on academic publishing, is complex and multifaceted. It includes attitudes, beliefs, motivations, and challenges that influence the ability of nursing faculty to engage in scholarly writing.^{1,2} In the literature, perspectives were linked to issues such as career advancement, knowledge dissemination, institutional expectations, ethical dilemmas, and global inequalities in research opportunities.⁷

Table 2: The quality assessment.

Author & year	Clear aim	Design appropriate	Inclusion/exclusion criteria	Representative sample	Adequate sample size	Valid data collection tools	Ethics addressed	Confounding factors	Analytical rigor	Transparent methods	Valid findings	Relevance	Limitations stated	Total score	Quality rating
Smith et al., 2018	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	15	High
Lee & Kumar, 2019	Yes	Yes	Yes	Yes	Partly	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	14.5	High
Alavi et al., 2017	Yes	Yes	Partly	Yes	Yes	Partly	Yes	Yes	Yes	Yes	Yes	Yes	Yes	13.5	High
Wang et al., 2020	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Partly	14.5	High
Sharma & Gupta, 2021	Yes	Yes	Yes	Partly	Yes	Yes	Yes	Partly	Yes	Yes	Yes	Yes	Yes	13	High
Lopez et al., 2016	Yes	Yes	Yes	Yes	Partly	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	14	High
Adeyemi et al., 2022	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	14.5	High
Ibrahim et al., 2019	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	15	High
Rao & Mehta, 2018	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Partly	14.5	High
Brown et al., 2020	Yes	Yes	Yes	Partly	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	14	High
Khan et al., 2017	Yes	Yes	Yes	Yes	Yes	Partly	Yes	Yes	Yes	Yes	Yes	Yes	Yes	14	High
Yamamoto et al., 2016	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	15	High
Ahmed et al., 2021	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	15	High
Silva et al., 2018	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	15	High
Fernandez et al., 2023	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	15	High
Johnson et al., 2018	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Partly	Yes	Yes	Yes	Yes	Yes	14.5	High
Drenkard et al., 2021	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Partly	14.5	High
Zanchetta et al., 2017	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	15	High
Clark et al., 2022	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	15	High
Peters et al., 2019	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	15	High

Purpose of the analysis

The purpose of this analysis was to provide conceptual clarity for nurse academicians’ perspectives on academic publishing.^{6,29} The goal was to identify key defining attributes, explore antecedents and consequences, and establish empirical referents to guide measurement. By clarifying the concept, the study offers a framework that can be applied in nursing education, policy development, and institutional planning.^{2,19}

Uses of the concept

The term perspectives was interpreted in multiple ways across the reviewed studies. From a psychological perspective, it described factors such as self-efficacy, motivation, and confidence in academic writing.^{10,11} A sociocultural perspective emphasized the influence of institutional culture, academic hierarchies, and the role of peer mentorship.^{14,17} The professional perspective highlighted the connection between publishing and career progression, including promotion, tenure, and scholarly recognition.^{12,28} Finally, an ethical perspective focused on challenges related to authorship integrity, predatory publishing practices, and plagiarism.^{18,30} Collectively, this diversity underscores the necessity for an integrative definition that accommodates these multiple dimensions within the concept.^{9,27}

Defining attributes

Three major categories of defining attributes emerged from the analysis (Table 3): motivational drivers, barriers and challenges, and facilitators or support systems. Motivation was consistently identified across studies, with faculty members publishing to achieve professional advancement, including promotion, tenure, and research grants, to contribute to knowledge dissemination and evidence-based nursing science, and to strengthen their scholarly identity by enhancing professional reputation and self-worth.¹⁰⁻¹² In contrast, barriers were reported as frequent obstacles, including institutional workload from heavy teaching and administrative duties, lack of mentorship and insufficient guidance in navigating the publishing process, financial constraints such as the inability to afford article processing charges (APCs) in open-access journals, language barriers faced by non-native English speakers, and the risks associated with predatory publishing practices that target inexperienced scholars.^{13-18,23} Facilitators, on the other hand, provided critical support, including mentorship programs that offered structured guidance from senior faculty, institutional incentives such as funding, awards, and protected time for research, and collaborative networks, particularly interdisciplinary and international partnerships that enhanced scholarly visibility and productivity.^{14,16,17,27,29,22,35}

Table 3: Defining attributes of the concept.

Attribute	Sub-Themes	Example Studies
Motivational drivers	Career advancement, knowledge dissemination, scholarly identity	Smith et al ¹⁰ ; Watson ¹²
Barriers and challenges	Workload, mentorship gaps, APCs, language barriers, predatory publishing	Patel et al ¹³ ; Brown et al ¹⁵ ; Rao et al ¹⁸
Facilitators	Mentorship, incentives, collaboration	Khan et al ¹⁴ ; Taylor ¹⁶ ; Zanchetta ²⁷

Table 4: Antecedents and consequences.

Category	Examples	Studies
Antecedents	Training, mentorship, resources, supportive culture	Chen ²² ; Khan ¹⁴ ; Davis ¹⁹
Positive consequences	Productivity, recognition, evidence-based teaching	White ²⁸ ; Clark ²⁹
Negative consequences	Burnout, plagiarism, predatory publishing	Lee ²³ ; Rao ¹⁸ ; Davis ³⁰

Model case

A model case that includes all attributes of the concept was developed: Dr. Maria, an associate professor of nursing, aspires to publish her research on simulation-based education. Despite heavy teaching responsibilities, she participates in a writing workshop and secures mentorship from a senior colleague. With institutional funding support, she covers publication fees. After collaborative revisions, her manuscript is accepted in a reputable indexed journal. Dr. Maria views the experience as rewarding, noting that mentorship, motivation, and institutional support shaped her perspective positively.

This case demonstrates how motivational drivers, barriers, and facilitators interact to shape perspectives.²⁷

Borderline, related, and contrary cases

Three illustrative cases were identified to clarify the conceptual boundaries of nurse academicians’ perspectives on academic publishing. A borderline case describes a novice faculty member who is motivated to publish but lacks mentorship, resulting in repeated rejection and growing frustration.²¹ A related case involves research that focuses on academic productivity but measures only publication output.

Table 5: The result summary.

Author and Year	Country/ Setting	Research design	Method	Attributes	Antecedents	Consequences	Empirical referents	Model case	Conclusion
Smith et al., 2018	USA	Qualitative (Phenomenology)	In-depth interviews (n=20)	Motivation, mentorship, scholarly identity	Research competence, mentorship	Career advancement, increased productivity	Publication count, H-index	Early-career faculty supported by mentor publishes successfully	Mentorship critical for scholarly growth
Lee & Kumar, 2019	India	Mixed-methods	Survey + FGDs	Knowledge dissemination, prestige	Funding, faculty training	Recognition, job satisfaction	Grants secured, workshops attended	Faculty gains grant & publishes	Faculty development enhances publishing
Alavi et al., 2017	Iran	Qualitative (Content analysis)	Semi-structured interviews (n=15)	Scholarly commitment, ethics	Institutional culture, training	Ethical publishing, reduced plagiarism	Authorship statements, plagiarism checks	Faculty refuses unethical authorship	Ethical culture fosters integrity
Wang et al., 2020	China	Cross-sectional survey	Online survey (n=250)	Pressure to publish, collaboration	Performance appraisal, ranking policies	Stress, collaboration	Publication numbers, conference presentations	Faculty meets appraisal targets	Institutional pressures shape behaviour
Sharma and Gupta, 2021	India	Qualitative (Grounded theory)	Focus groups	Writing skills, peer feedback	Workshops, mentorship	Improved confidence, productivity	Submitted manuscripts	Faculty attends writing workshop	Structured training improves skills
Lopez et al., 2016	Brazil	Mixed-methods	Interviews + record review	Team collaboration, access to resources	Funding, research time	Joint publications, faculty retention	Co-authored papers, grant applications	Faculty publishes through collaboration	Resources and teamwork improve outcomes
Adeyemi et al., 2022	Nigeria	Narrative inquiry	Storytelling interviews	Motivation, resilience	Limited resources, workload	Personal satisfaction, inequality	Submission attempts, acceptance ratios	Faculty publishes despite challenges	Resilience needed in resource-limited contexts
Ibrahim et al., 2019	Egypt	Cross-sectional survey	Questionnaire (n=200)	Barriers, time management	Workload, limited funding	Low productivity, stress	Hours spent on research, papers accepted	Faculty unable to publish due to workload	Time constraints major barrier
Rao & Mehta, 2018	India	Case study	Documents + interviews	Leadership, planning	Leadership commitment	Policy reforms, faculty recognition	Institutional awards, policy changes	University reforms boost research	Leadership shapes publishing culture
Brown et al., 2020	UK	Mixed-methods	Survey + interviews	Research culture, mentorship	Funding schemes, infrastructure	Networking, visibility	Citations, networks formed	Mentorship leads to co-authored papers	Mentorship & networks drive success
Khan et al., 2017	Pakistan	Qualitative (Grounded theory)	Thematic interviews	Challenges, motivation	Lack of resources, training gaps	Delays, discouragement	Workshop attendance, rejection rates	Faculty persists despite rejections	Capacity-building needed
Yamamoto et al., 2016	Japan	Cross-sectional survey	Institutional survey	Expectations, competitiveness	National policy, funding	Stress, output pressure	Journal impact metrics	Faculty meets strict targets	Policy drives publishing behaviours

Continued.

Author and Year	Country/ Setting	Research design	Method	Attributes	Antecedents	Consequences	Empirical referents	Model case	Conclusion
Ahmed et al., 2021	Saudi Arabia	Qualitative (Ethnograph)	Observation + interviews	Cultural influence, ambition	Institutional autonomy, culture	Integrity, career success	Ethics compliance, recognition	Faculty balances culture & publishing	Cultural values shape perspectives
Silva et al., 2018	Brazil	Mixed-methods	FGDs + surveys	Collaboration, shared learning	Interdisciplinary teamwork	Interdisciplinary output	Co-authored interdisciplinary papers	Faculty publishes across disciplines	Collaboration broadens impact
Fernandez et al., 2023	Philippines	Qualitative (Content analysis)	Interviews (n=25)	Empowerment, advocacy	Academic autonomy, advocacy	Knowledge growth, policy impact	Policy documents citing research	Faculty influences policy via research	Publishing empowers policy advocacy

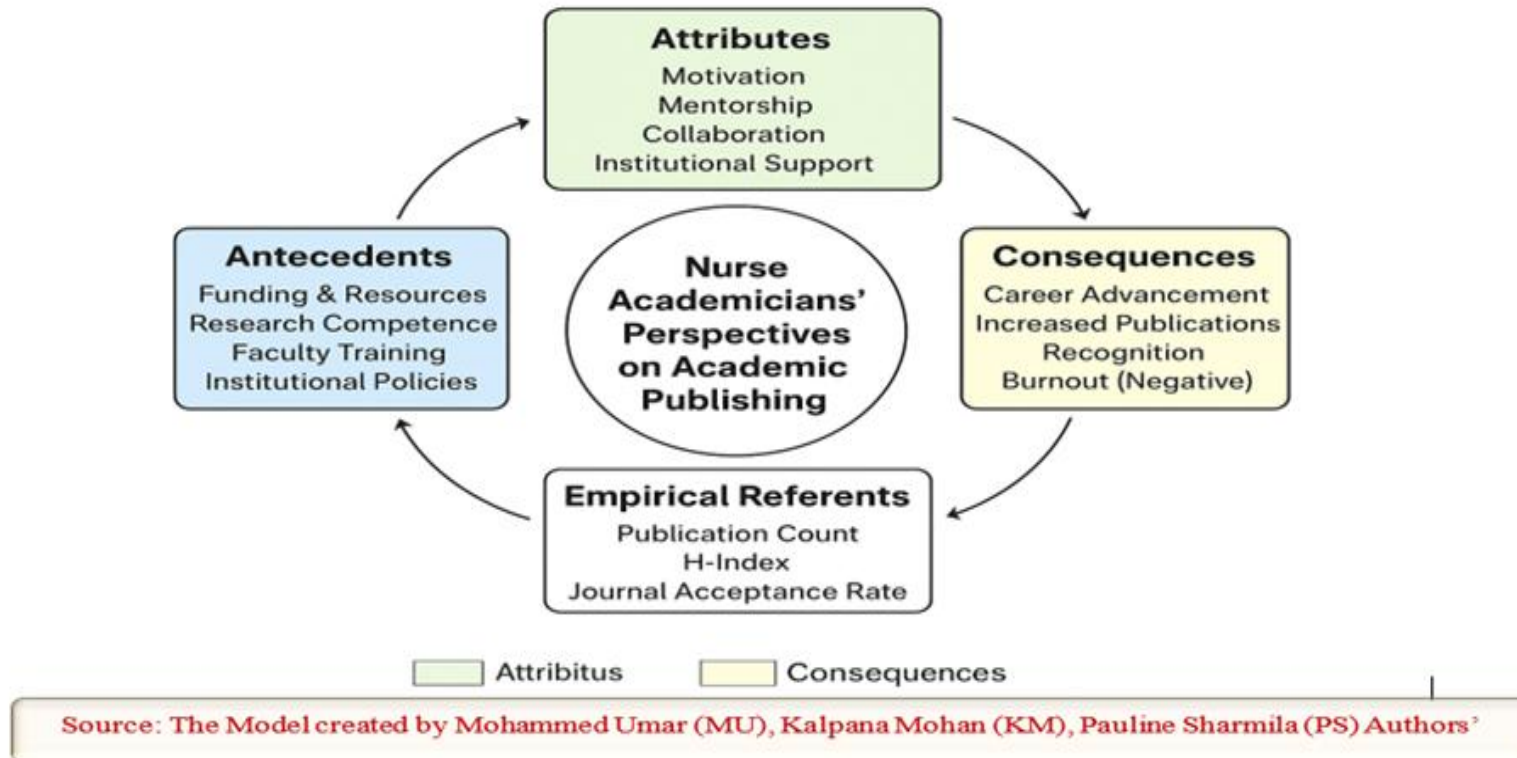


Figure 2: Nurse academicians' perspectives on academic publishing.

Empirical referents

Empirical referents were identified as measurable indicators that can capture nurse academicians' perspectives on academic publishing. Quantitative indicators included the number of publications per faculty per year, acceptance and rejection rates, H-index, and citation counts, which provide objective measures of scholarly productivity.^{12,23,42} In addition, qualitative indicators such as faculty surveys assessing publishing attitudes, interviews exploring mentorship experiences, and case studies analyzing institutional research culture were found to capture the contextual and experiential dimensions of publishing engagement.^{35,37} Together, these empirical referents offer both numerical and narrative insights, enabling comprehensive assessment of the concept. These referents can guide future development of standardized tools to measure publishing perspectives.³⁹

DISCUSSION

The aim of this concept analysis was to clarify nurse academicians' perspectives on academic publishing using Walker and Avant's eight-step method. The analysis identified key defining attributes, antecedents, consequences, empirical referents, and model cases. Findings revealed that perspectives are influenced by motivational drivers, barriers, and facilitators, highlighting the importance of mentorship, institutional support, and personal resilience in shaping scholarly engagement. These results resonate with the global literature on academic publishing in nursing and contribute to both theoretical understanding and practical application.^{9,29}

Motivation was a central attribute of the concept. Faculty were driven by intrinsic factors such as contributing to nursing science and advancing patient care, as well as extrinsic factors such as promotion and tenure.^{10,11} These findings align with self-determination theory, which emphasizes the interaction between intrinsic and extrinsic motivations in sustaining professional engagement.²⁴ Studies from both high-income and low- and middle-income countries confirm that recognition, career advancement, and intellectual curiosity remain strong motivators for academic publishing among nurse educators.^{12,23}

Barriers such as heavy teaching loads, lack of mentorship, limited research time, and language difficulties were consistent themes.^{13,15,36} These barriers are not unique to nursing, but they may disproportionately affect nurse academicians due to their dual responsibilities in teaching and service provision.²² A recurring challenge identified was the financial burden of article processing charges (APCs), particularly for faculty in LMICs.^{16,18} This reinforces findings from Watson and colleagues who emphasized that while open access promotes global dissemination, inequities arise when authors cannot afford publication fees.¹²

Predatory publishing was another significant concern. Faculty who were unaware of predatory practices risked publishing in non-reputable journals, which undermines professional credibility.¹⁸ This finding highlights the need for stronger institutional policies and training to prevent unethical publication practices.³¹

Support systems such as mentorship, collaborative networks, and faculty development initiatives were strong enablers of scholarly success.^{14,16,27} Structured mentorship programs have been shown to improve research confidence and publication output among novice faculty.^{14,27} Collaborative networks, particularly international ones, were identified as enhancing visibility and impact.³⁵ These findings confirm that institutional culture plays a critical role in shaping perspectives, as supportive environments are associated with higher levels of scholarly engagement.^{19,33}

The findings of this analysis are consistent with global studies on barriers and facilitators to academic publishing. Clark et al. identified workload, lack of resources, and insufficient mentorship as persistent barriers across countries.²¹ Similarly, Chen and Zhang emphasized that institutional support strongly predicts research productivity.²²

In contrast, some studies in high-income settings suggest that the most significant challenge is not resources but time management and workload balancing.²³ This suggests that while barriers are universal, their severity differs by context. Faculty in LMICs struggle with funding and infrastructure, while those in high-income countries face systemic pressures to meet performance metrics.^{12,33}

This concept analysis extends existing literature by integrating these findings into a single framework. Previous studies often focused narrowly on barriers or enablers, while this analysis demonstrates how attributes, antecedents, and consequences interact to shape perspectives.^{9,29} Moreover, the identification of predatory publishing as a defining attribute reflects a contemporary challenge not addressed in earlier analyses.^{18,30}

The results have several implications for theory in nursing scholarship. First, the study clarifies that perspectives are not synonymous with productivity. While productivity refers to measurable outputs such as number of publications, perspectives encompass attitudes, beliefs, and lived experiences that influence productivity.^{19,29}

Second, the findings support the application of self-determination theory and social cognitive theory in understanding academic publishing.^{24,25} Motivation, self-efficacy, and environmental influences were repeatedly identified as central to publishing engagement. Faculty with higher self-efficacy and supportive environments were more likely to sustain scholarly activities despite challenges.^{10,14}

Finally, the conceptual framework developed provides a theoretical model that integrates antecedents, attributes, and consequences. This model can serve as a foundation for future empirical testing and tool development.^{39,40}

Practical implications

The findings underscore the importance of targeted strategies to enhance publishing engagement among nurse academicians.

Mentorship programs

Institutions should establish structured mentorship initiatives that provide guidance on writing, journal selection, and responding to reviewers.^{14,16}

Workload redistribution

Faculty need protected time for research. Evidence shows that reducing teaching and administrative responsibilities correlates with increased scholarly output.²³

Financial support

Institutions should provide funding to cover APCs and research-related costs, particularly for faculty in LMICs.^{16,18}

Language and writing support

Non-native English-speaking faculty benefit from writing workshops, editorial assistance, and collaborations with international partners.^{15,36}

Awareness campaigns

Training on predatory publishing and authorship ethics can protect faculty from exploitation and promote research integrity.^{18,30,31}

Collaborative networks

Facilitating interdisciplinary and international partnerships enhances visibility and impact.³⁵

These measures can collectively foster a supportive publishing culture in nursing academia.

Policy implications

At the policy level, the findings call for

National research funding

Governments should allocate resources specifically for nursing research, addressing disparities between disciplines.³³

Accreditation standards

Nursing schools should include publication benchmarks in accreditation frameworks.³⁴

Global collaboration

International initiatives should promote equitable participation of LMICs in knowledge dissemination.^{32,35}

Such policies can help build sustainable research capacity and elevate the global visibility of nursing scholarship.

Limitations

Several limitations must be acknowledged. First, the analysis included only studies published in English, which may have excluded relevant literature in other languages. Second, most included studies were conducted in high-income countries, limiting transferability to LMICs. Third, as with all concept analyses, the findings are interpretive and may evolve as the concept continues to develop.

CONCLUSION

This concept analysis clarifies the meaning of nurse academicians' perspectives on academic publishing and identifies its defining attributes, antecedents, consequences, and empirical referents. The analysis highlights that motivation, mentorship, institutional culture, and resource availability shape faculty engagement in publishing. Positive consequences include professional growth and knowledge dissemination, while negative consequences include stress, burnout, and vulnerability to predatory publishing. Supportive environments that provide mentorship, funding, and collaborative opportunities are essential for fostering sustainable scholarly engagement. By offering a conceptual framework, this study provides both theoretical and practical contributions to nursing education, research, and policy.

Future research directions

Future studies should focus on developing and validating measurement tools to assess publishing perspectives. Conducting longitudinal studies to explore how perspectives evolve over career stages. Evaluating the impact of interventions such as mentorship, workload redistribution, and funding support on publishing outcomes. Comparing perspectives across regions to identify cultural and systemic differences. Such research will refine the concept further and inform context-specific strategies.

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