After all, what does reviewers' satisfaction with their activity in scientific communication depend on?

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Abstract

Objective: To identify what stimulates or inhibits the reviewers' satisfaction in the performance of their tasks, based on the seminal approach by Katz and Kahn (1970) in which the role conflict and role ambiguity are analyzed with regard to the reviewer's role.

Method: Data were collected through a survey in the accounting and administration research community, resulting in 153 valid questionnaires. Descriptive statistics and structural equation modeling were used to treat the data.

Results: The journal's positioning in rankings, such as Qualis and JCR, figures among the aspects that most affect reviewer satisfaction in a favorable sense. The role ambiguity negatively affects the reviewer's satisfaction. The role conflict elements were not identified as having a negative influence on satisfaction.

Contributions: the reviewer of academic articles plays a fundamental role in the construction of knowledge by providing for the improvement and reliability of the publication. Therefore, understanding how the motivation, the role ambiguity and conflict affect reviewer satisfaction can increase the potential management by the editors of academic journals and value the role of the reviewer, especially at a time when the academic journals in the area are positioned competitively against international journals.

Keywords: : Reviewer. Role conflict. Role ambiguity. Reviewer satisfaction.

1. Introduction

Several actors are present in the communication of knowledge, such as editorial board members, editors, article reviewers, technical editorial assistants, providers of publishing, revision, and translation services, and readers. It is a complex ecosystem in which the agents (the author, the reviewer and the reader) stand out for being complementary and interconnected in academic publication, being fundamental to perceive the extent and quality of the knowledge communication system. The combination of the three provides the relationship that the community demands for knowledge to be created and communicated with credibility (Moizer, 2009).

Among reviewers and authors, blind review prevails, avoiding the constraint of knowing who did what. Behind blind review, the reviewer becomes powerful, although his/her role is advisory during the selection and improvement process of the articles (Moizer, 2009)Berk et al., 2017). Even so, the relationship between the three agents is unbalanced, disproportionately different and almost always tense. Telling the reviewer that the suggestion is inappropriate, useless and pretentious is not something that may seem possible in the evaluation system of contemporary academic articles.

On the other hand, by the way the community operates, a reviewer can use an article (s)he reviewed, just like an author can review an article by a reviewer, or a reader can be called upon to review a new work by an author he usually uses for new knowledge. In summary, collaborative combination is dynamic, hardly controllable, and the publication model demands the intense participation of the three agents with some perception of win/win. These types of tensions can strongly affect the agents' performance, creating wear that affects the willingness to develop their roles.

The gap found is the lack of research, especially in Brazil and in the area, on this relationship, especially with regard to the reviewers' satisfaction in developing their work, which is fundamental for the communication of innovation. The importance of understanding the interaction between the three agents in different environments demands this type of field research, because the area coexists with environments with different levels of maturity, knowledge and expectations in terms of the relationship between the agents.

The objective of the research is to understand their pressures and rewards, the latter translated by the concept of the satisfaction of being a reviewer. In this sense, the research innovates by using a role conflict and ambiguity approach to satisfaction (Katz & Kahn, 1970), previously used within the business environment, but not in the editorial ecosystem. Thus, the contribution consists in providing the agents who participate in the publishing ecosystem with a better understanding of elements that affect the role of the reviewer, allowing the editor to take actions in terms of the importance of clear instructions, valuing elements that lead to the loyalty of the reviewers, beyond the mere acceptance of the work, making efforts for the quality of the analysis itself. The impact of these contributions is linked to the potential to improve the quality of the articles accepted and published and, to some extent, to increase the citations of the articles.

The guiding question of the research is: **What are the elements that positively and negatively affect the satisfaction of the reviewers involved in the communication of academic research**?

To answer this question, a conceptual model was developed with three predictors of reviewer satisfaction: motivation, role ambiguity and role conflict, which was tested by modeling structural equations from data obtained from researchers/reviewers in the area of accounting and administration. The results did not confirm the impact of role conflicts, but confirmed the impacts of role ambiguity (-0.233, $p<0.01$) and motivation (0.387, $p<0.01$), resulting in an adjusted R^2 equal to 23.3%.

2. The Agents in the Communication of Knowledge

The **reader** is an end user when he receives and uses what he learns in the area of Applied Social Sciences. Nevertheless, that person can also be the user who filters the knowledge for the purpose of application. After all, from the perspective of the academic area, the application in the field that provided the body for the development of the research is not always a relevant concern. There is an expected benefit for the readers though, of a communication that can be dimensioned with regard to the implementation of innovations as well as the improvement of the educational and management environment(Van De Ven & Johnson, 2006).

Through a methodological approach accepted by the same community, the **author** communicates innovation through the research developed, which is often challenging and complex for the reviewer and can entail the rejection of the article by the editor(Berk, Harvey, & Hirshleifer, 2017). Communication within the community is done through journals and goes through a process of legitimization that the knowledge offered is relevant, contributes and was developed following the appropriate method. The author needs to clearly provide his/her point of view on the topic discussed(Reuber, 2010) and depends on the positioning and support provided by the reviewers. Thus, the author is a user and knowledge provider, departing from communicated knowledge to be able to do so as well. In a study in the area of economics, it was verified that the current articles, when compared with the articles of some decades ago, are more extensive, probably due to the complexity of the problems treated as well as the need to meet the demand of the reviewers or demands for greater clarity (Berk et al., 2017). An effective contribution from a reviewer will impact the author's life in terms of citations and prestige.

The **editors** are responsible for defining both the direction (what will be done) and the depth (extent of the advancement) of the research, ensuring that the optimal relationship between both is reached based on a balance between the three logics: terminology, epistemology and methodology (Trzesniak, Plata-Caviedes, & Córdoba-Salgado, 2012). Among the activities necessary for them to perform their duties, the choice of the reviewers is one of the most relevant. In several areas of knowledge, it has been noticed that the amount of articles generated is very large in relation to the potential knowledge addition(Anderson, 1997). Many articles without contribution have been generated for other reasons than the communication of some innovation, and this increases the work of editors and reviewers, without benefitting the readers. Journal editors are expected to provide authors with information to "educate" them in terms of procedures, including ethics(Anderson, 1997).

Finally, the **reviewer** is the agent who analyzes, refines, proposes changes in the articles to be published. Usually invited by the editor, the reviewer should be trustworthy from the editorial group's perspective and provide support to the editors to structure the documents in which the decisions are informed (Sharma, 2016).

In some areas, the authors suggest names of reviewers of their articles(Rivara, Cummings, Ringold, Bergman, Joffe, & Christakis, 2007), but that is not the rule, as neutrality is relevant and its guarantee can be considered in different ways in the various areas of knowledge. Moizer (2009) indicates that the role of the reviewer is to evaluate the manuscripts in terms of professional competence, quality of presentation, relevance of the subject and the importance of contributing to the literature. Reviewers are expected to adopt an approach that is both critical and constructive (Rigo & Ventura, 2019).

The review is a collaborative activity that attracts researchers due to various reasons, depending on how the editors use the relationship to attract good reviewers who, in many cases, practically rebuild articles, dialoguing with the authors and recommending changes. Ultimately, the role of the reviewer is advisory and the final decision on whether or not to accept the article is the responsibility of the editor(Coniam, 2012). The practice of evaluating the reviewers' performance is already quite common in several areas, to the extent that even *rankings* exist for this purpose(Rivara et al., 2007).

Usually the routine of the journal includes wear between the agents, such as a situation in which the author does not accept a recommendation from a reviewer and considers it rude, or a complaint of an ethical issue, moving the reviewer to issue an opinion (Sharma, 2016). The study by Berk, Harvey and Hirshleifer (2017) indicates the reviewers' dissatisfaction with regard to evaluating articles that they would consider appropriate for immediate rejection and that are sent to several reviewers. This is a problem of understanding the limits of the reviewer's responsibility. In any case, the reviewers' work gives rise to the support for the editor to take a stance on the acceptance, or not, of the academic article(Berk et al., 2017), demanding the editor's trust in the analysis and critical positioning.

It is fundamental that reviewers strike a balance between the desire for a perfect article and a possible article with a contribution(Berk et al., 2017). In terms of work, some journals require one or two reviews (Berk et al., 2017) from the reviewers and others more than that, which causes a substantial workload, as well as a possible feeling of potential antagonism, now not only between reviewer and author, but also between reviewer and editor. What is hardly explored, and not always perceived, is all agents' potential learning from the editorial process.

One of the relevant properties of the review process stems from being able to provide the authors with feedback so that they can improve their research and respective communications (Coniam, 2012). Therefore, the ability to communicate, although filtered by the editor, should be a characteristic of a good reviewer. In fact, much more than that, there is no universally consolidated and consistent "code of ethics" in the area as far as the responsibilities of the reviewer are concerned (Bailey, Hermanson, & Louwers, 2008). Some studies identify authors' positive and negative perceptions regarding the reviewers' performance and activity (Bailey et al., 2008).

Oler and Pasewark (2016) discuss the reviewers' roles, who deal with two different and not always confluent dimensions at the same time, which are: (1) help journal editors fulfill their role of "gatekeeper" and (2) help authors in improving their research. Thus, the activity is highly conflicting and constantly demands the reviewer and the authors cited to consistently take a stance and indicate agency problems, because reviewers are anonymous to the authors and, often, there is a shortage of qualified reviewers (Gilmore, Carson, & Perry, 2006), which makes the review process vulnerable, as some reviewers may believe that they can require the authors to do what they want (Moizer, 2009). Although the reviewers' role is considered relevant, questions exist regarding the process in which they are involved and its effectiveness (Bailey et al., 2008). Still, despite the difficulties, no better alternative to the traditional review process is known and, at the moment, no relevant journal has proposed a substitute.

Academics are interested in ensuring that the review process is efficient and effective, highlighting the importance of conducting quality reviews. Reviews made and inappropriately communicated harm a magazine's reputation, frustrate editors, and discourage new research. In contrast, good reviews strengthen a journal's reputation, make the work of the editor easier and encourage innovative and interesting research (Oler & Pasewark, 2016).

Of the three agents, the reviewer is the one who has the least to gain and has the least recognition for his/her work and contribution. Although it is very relevant to the construction of knowledge and requires time and energy from the reviewers, the tradition of most journals takes into account that the work is not remunerated (Oler & Pasewark, 2016). In these conditions, understanding what can affect the reviewers' satisfaction becomes fundamental for their loyalty in the academic communication system.

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3. Role Conflict

In the seminal work by Katz and Kahn (1970, p. 415), job satisfaction was considered as an individual's perception as to his/her current situation as responsible for an organizational position, as well as the perception that derives from the understanding of the content of the requirements to develop those work processes for which (s)he is responsible. Therefore, satisfaction is something that allows reviewers to develop their work in a perennial, continuous manner, and the conflicts they experience can cause satisfaction not to occur.

The role conflict emerges from the occurrence of two or more functional requirements in a way that provokes difficulties to perform or even the impossibility to fulfill the other person's requirement (Katz & Kahn, 1970; Fisher, 1995).

Operationally (Rizzo, House, & Lirtzman, 1970), role conflict can be understood as a result of the congruence/incongruence or compatibility/incompatibility between: (i) the patterns or values of the individual and the behavior defined for a role, (ii) the time, resources or capabilities of the individual, and the behavior defined to perform a role, (iii) the various roles that a single individual has to play, and (iv) the various organizational *inputs* in the policies, rules, and suggestions of people linked to the individual's role. An example of role conflict, item II above, a given reviewer receives an invitation to analyze an article with too little time for the complexity he will face.

In the case of this research, the role of reviewer may conflict with that of author and editor because they master the same type of knowledge, not always harmoniously. As an example (type iv above), we can cite the analysis of an article that intends to discuss the best alternative costing method for pricing by two reviewers with extensive experience in costs and who have different understandings about the direct method and the variable.

Mihalek (1989) specifies three opportunities in which role conflict can occur. The role conflict can arise on occasions when changes provoke situations when organizational goals are established that are incongruous with one of them over another. This can happen when a professional has a goal related to the time to develop an activity and another related to the quality of the same activity. If they are very challenging, the role conflict can actually happen for the professional. In the reviewer's case, a complex or even difficult to understand text can take a lot of time, challenging his ability to be efficient. Unlike operating within a company, for example, the support structures in the editorial ecosystem are more fluid, flexible and, at times, vague.

Another form of facing a role conflict (Tarrant, 2008) happens when new functions emerge in the professional activity, demanding a professional profile that is different from the customary. Similarly, the requirement for new skills to perform a given function will have a similar impact. This can be even more impacting if the professional does not have a professional background that permits adaptation in his/her career development. In this research, this element can flourish when someone invited to analyze a theoretical perspective has to take into account a statistical technique, for example, which (s)he is not comfortable with. Moizer (2009) indicates an important reality, because the reviewer learns by doing, which makes the feedback fundamental for his/her improvement. After all, what is the limit of his/her responsibility and what does the reviewer consider possible to make clear to the editor?

The author wants to publish as soon as possible and would like the reviewer not to profoundly change his/her work. The latter, in turn, has no commitment to the stability of what has been offered and his/her consultative logic occurs because (s)he is acknowledged as someone who knows, studies and knows how to contribute to the addition of knowledge, which is innovation.

A very demanding reviewer or who expects to turn the article into something award-winning can challenge the author beyond the expectation he would hold (Moizer, 2009). On the other hand, the interaction between the reviewer and the journals affects his/her posture and the way of looking at his/her own articles: a chance for unstructured learning. Another possible occurrence affecting comparability and motivation: starting from the rejection of a reviewer's work, affecting his/her mood as to the review of an article (s)he considers inferior to his/her own, for example.

4. Role Ambiguity

Role ambiguity is the uncertainty about what the person responsible for a specific activity should do (Kahn, Wolfe, Quinn, Snoek, & Rosenthal,1964; Fichter, 2010). This uncertainty can be materialized by a lack of definitions about the responsibilities, expectations and expected behaviors of an executive in a position, or the lack of information about the scope of his functions, which can create role ambiguity (Singh & Rhoads,1991).

Fisher (1995) discusses, and refines the treatment of the potential stimulators of role ambiguity, while maintaining: (i) the relevant expectations for the performance of a function, but extending it with the inclusion of the value of the rights, duties, and responsibilities thereof, (ii) including the essential activities to be effective in the functions characteristic of the position, as well as the steps or the best way to do it, and (iii) the consequences of the execution and non-execution of the roles; and (iv) behavior that is rewarded, or punished, the nature of rewards and punishments, or the behavior that is satisfying or frustrating in the performance of that function, and, finally, (v) the opportunities for advancement. In the case of this study, the lack of clarity, the extension of the analysis, and even the scope can stimulate the perception of ambiguity.

In the case of the three agents' relationship, when sending the article to the journal, the author cannot assess what kind of recommendation from the reviewer would be indisputable and which recommendation would require a justification for its maintenance. The reviewer may experience a huge effort, arguing that the article is inappropriate and seeing the editor give another opportunity to the authors, frustrating his/her expectations. This can happen when the reviewer ignores that his/her main role is advisory. To analyze a paper that goes through the deadlock of broken communication, a new reviewer can give both himself and the author the feeling that the work never ends, increasing the tension in the process, affecting the role ambiguity concerning the expected responsibility or true impact in the process.

Particularly with regard to the rights, duties and responsibilities of the reviewer, when an editor insists on once again reviewing a given article, the reviewer may feel undervalued, given his/her effort to analyze and propose the rejection of a paper. This is an example of expectation as to the outcome of the reviewer's work, who would expect that his/her recommendation of rejection would be put in practice. This tension will probably affect the response to a future invitation to review a study. On the other hand, it could also provoke a reflection in the reviewer in terms of adjusting his/her way of valuing different elements of a given study, perceived by the editor.

5. Conflict, Role Ambiguity and Satisfaction

Several studies have related role conflict and ambiguity with satisfaction in the work environment. Gregson and Wendell (1994) studied the relationship between variables, self-esteem, role conflict, role ambiguity and job satisfaction in a sample of 216 executives. The study concluded that role conflict and ambiguity were directly and negatively related to job satisfaction, with -0.19 and -0.57, respectively.

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Another study by Karadal and Cuhadar (2008, pp. 179-180), in a sample of 219 employees from public and private sector companies in Turkey, showed that role ambiguity and conflict were negatively related to job satisfaction with -0.34 and -0.37, respectively, while organizational commitment showed a positive and strong relationship of 0.67 with the variable job satisfaction. According to the authors, these results are a consequence of poor management in the establishment of positions, delegation of authority, definition of responsibilities and roles, which consequently create these two types of tensions.

Tarrant (2008), in turn, based on a sample of nursing professionals, when assuming new responsibilities in their positions, found moderate levels of role conflict and ambiguity in relation to job satisfaction. The causes of the levels of tension derived from the perceived acknowledgement and opportunity to participate in new activities.

Montgomery (2011) discussed the constructs related to role conflict and ambiguity in organizations, in an organizational scenario where workers indicated to be responsible for various role, and where they cited not being sure about how to balance the various organizational needs required of them, which competed structurally according to priorities and objectives requested by more than one immediate manager of their position. The author concluded that role conflict and ambiguity were negatively related to job satisfaction, corroborating previous research.

Palomino and Frezatti (2016) Those studies addressed the subject with a focus on the controller of Brazilian organizations and the conclusions indicated that Brazilian controllers perceive role conflict and ambiguity in performing their roles. Role ambiguity affects the controllers' job satisfaction more intensely than role conflict but, despite noticing these two tensions, the executives are moderately satisfied with their current working conditions.

Satisfaction enters the research environment, similar to what occurs in the organizational environment (Katz and Kahn, 1970) as an element that permits addressing the reward for engaging in reading, reviewing, or even authorship. Low satisfaction can entail consequences ranging from not accepting an invitation to analyze a study or even doing it in a hardly committed manner (Berk, Harvey & Hirshleifer, 2017). Particularly with regard to the reviewer's role, this question becomes fundamental, as much of the quality of publications depends on the involvement and effort of the reviewer.

There is great difference in the treatment of the topic within a results-oriented organization and an entity that relies on the collaborative work of people who often will never meet. A review of an article can take a few hours or even weeks, depending on the complexity and the intended scope of analysis. It is a collaborative relationship that has no time dimension, nor a formal agreement on the quantity to be delivered. Even less so in terms of formal career, besides a dissipation of hierarchy and an obligation to answer for something that is accepted on a case-by-case basis, as the editor invites a reviewer for each article, depending on his/her skill. A senior reviewer or seminal author is acknowledged in the community that hosts them, but it is something that lies more in the perception than in a formal model.

6. Motivation to Accept the Role of Reviewer

Acceptance and experience in the role of the reader, the author and the reviewer stem from some kind of motivation (adapted from Katz and Kahn, 1970), related to aspects that can provide satisfaction for practicing the role. Some of the elements were objectively recognized in the literature (synthesis in Table 1 and detailing in Appendix 1). The Delphi method was applied to validate the assertions that permit capturing the concepts that operationalize the elements of the constructs, regarding role conflict as well as role ambiguity, motivation and satisfaction. Researchers were invited who possessed expertise in research and in the review of academic articles. Details of the elements and contents are displayed in Appendix 1.

Table 1

Criteria considered in the structure of the questionnaire

Element and reference framework
External assessment: Trzesniak,Plata-Caviedes e Córdoba-Salgado (2012); Harzing e Van der Wal(2008)
Qualitative assessment: EngerseGans (1998)
Article features: EngerseGans (1998); Coniam (2012)
Perceived benefit: Tarrant (2008); EngerseGans (1998); Cabral (2018); Katz and Kahn (1970)
Support and relationship interest: Moizer (2009)

Source: elaborated by the authors.

Considering the need to customize the elements for the research theme, additional work was done to characterize and confirm the clusters. The criteria clusters were created based on the researchers' identification, legitimized by a series of opinions by community members, inspired by the Delphi technique (Wright & Giovinazzo, 2000), in which a group of experts opined. In this case, the authors and five invited researchers played the roles of coordinators and experts, who were submitted to the process in order. After the first expert had opined, departing from an initial base of basic criteria, the second specialist received the new set, with the changes provided by the first group, and so on. The choice of researchers took into account the experience as authors, reviewers and readers of academic publications.

The following clusters were established (Appendix 1):

External assessment

The agents are motivated to accept their roles when journals have a favorable external assessment by an entity or institution with legal or community legitimacy(Trzesniak, Plata-Caviedes,&Córdoba-Salgado, 2012). This can mean the QUALIS *ranking*, inclusion on the list of JCR, SCIELO, SCOPUS or SPELL. This criterion should offer a relatively "objective" benefit as to the quality of the effort made(Harzing&Van der Wal, 2008).

Qualitative assessment

Derives from the agent's perception, independently of the external assessment, that exercising the role in community journals has merit.

Article characteristics

The agent's motivation may stem from journals' intrinsic characteristics.

Some of these are: clarity, simple communication, highly sophisticated content, for example; language in which the communication is offered, such as English, Portuguese and Spanish, among others. The editorial line or ontological range would also fit in here.

Perceived benefit

The agent's motivation may stem from the perception of some kind of benefit. Examples such as some kind of recognition, in the form of money or an award, journals in which one can learn something, journals in which one can teach something, can be considered.

Support and relationship interest

The agent's motivation may stem from the perception of the possibility to support an institution or person. Among several examples, we can mention: trust in the journal's editorial board, relationship with the editorial board, intention to publish in the journal, having already published in the journal.

7. Conceptual Model and Hypotheses

Deriving from the construct required to address the research problem, the conceptual model is presented in Figure 1:
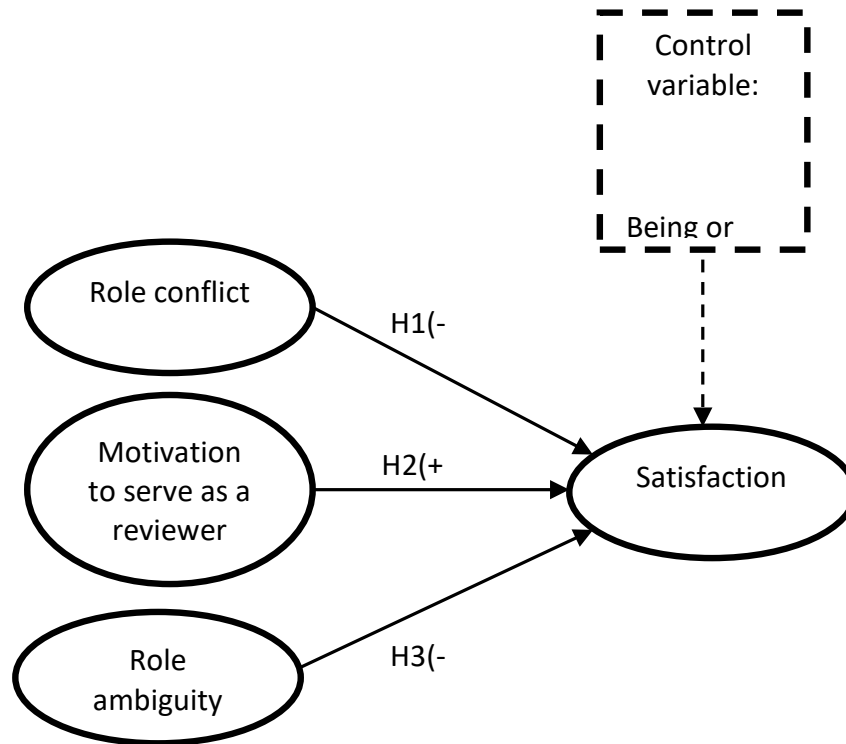

Figure 1. Conceptual model of the research.

Source: elaborated by the authors.

To structure the research and its analysis, the hypotheses developed were as follows:

- **H1. The role conflict negatively affects the satisfaction with being a reviewer of an academic journal article.**

It is related to the role conflict affecting the reviewer's function. The structure of the assertions that represent the variables stems from the reference framework (Montgomery, 2011; Karadal & Cuhadar, 2008, pp. 179-180; Gregson & Wendell, 1994; Palomino & Frezatti, 2016).

- **H2. Motivation positively affects the satisfaction with being a reviewer of an academic journal article.**

It is related to the motivation for the role to be accepted, affecting the reviewer's role (Katz & Kahn, 1970; Gregson & Wendell, 1994; Palomino & Frezatti, 2016).

- **H3. The role conflict negatively affects the satisfaction with being a reviewer of an academic journal article.**

It is related to the role ambiguity, affecting the reviewer's function. The structure of the assertions that represent the variables stems from the reference framework (Montgomery, 2011; Karadal & Cuhadar, 2008, pp. 179-180; Gregson & Wendell, 1994; Palomino & Frezatti, 2016).

8. Data collection and analysis

8.1 Data collection

The identification of the population was a relevant part of the research process, as there is no available source that could be used immediately. The authors built it from the combination of congress and journal databases. In total, invitations were identified and sent by e-mail to about 8,000 researchers working in journals and accounting and business administration congresses. Data collection took place between June and August 2017. Three hundred answers were received and, in function of the elimination of incomplete answers, 153 were considered valid. *Missing values* were treated as follows: even after eliminating the cases that contained more than 14% of missing values, the indicators conf_r_4 and conf_r_5 still presented 18% and 16% of missing values and, after some allocation attempts, their factor loadings were also low. Therefore, they were excluded from the model. For the other cases and variables, Little's test indicated that the distribution of the missing values was MCAR (*Missing Completely at Random*), which permitted allocating the average (Little, 2013). As a consequence of the construction presented, a convenience sample was used.

This quantitative research was developed through a survey applied to the accounting and administration research community. The questionnaire was elaborated based on the available constructs (role conflict and role ambiguity), validated in Portuguese by Palomino and Frezatti (2016) and the complement related to the motivation to serve as a reviewer. Researchers in the area validated the compliance variables using the Delphi technique (Appendix 1).

The pretest was applied by forwarding the questionnaire to five researchers with a background as authors and reviewers of academic articles. To validate reviewers, their background should have occurred in accounting and/or business administration journals. The argument for this practice is linked to the fact that the reviewers, regardless of their degree (Accounting, Administration, Economics, Production Engineering, Psychology, Mathematics etc.) can act in both Accounting and Administration journals over time. In addition, some area segments can be found in Accounting as well as in Business Administration (Finance, Public, Management etc.). This procedure was also applied when structuring the Delphi and inviting the respondents. The elements the invitees considered were: (i) potential response with and without identifying the respondent; (ii)aspects linked to the clarity of the questionnaire; (iii) other alternative items that could motivate/affect the actions. The return of the questionnaires was awaited, the elements that could possible serve as characteristics were adjusted and sent to another researcher from another research center and state, who did not suggest new revisions.

In total, 153 valid questionnaires were received, with the characteristics presented in Table 2. Fifty-five (36%) respondents are or were journal editors and 77 (50%) are Ph.D. graduates who work in teaching and research, and therefore have sufficient experience to properly answer what was questioned.

Table 2

Training and activities of the respondents

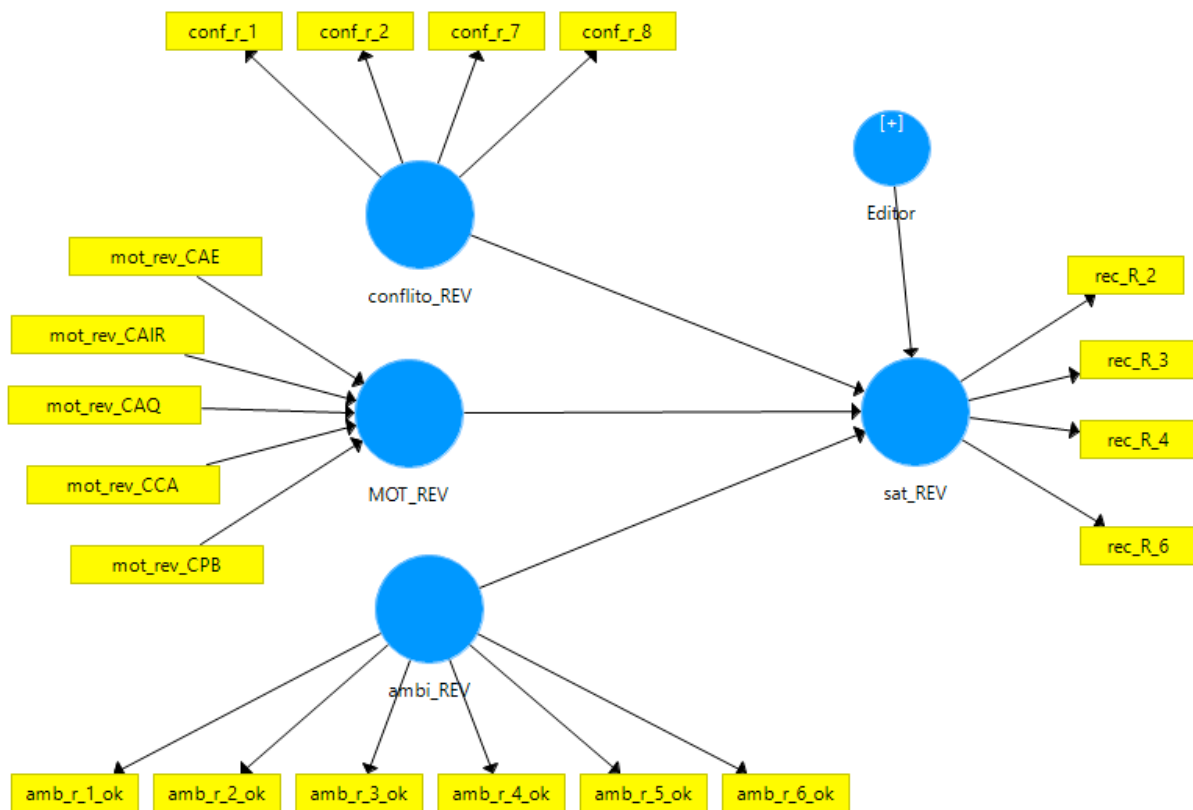| Training and activities	Total	
	n	%
Editor (was or is)	55	36%
Ph.D. active in teaching	92	60%
Ph.D. active in research	85	56%
Ph.D. active in teaching and research	77	50%
Ph.D. obtained abroad	5	3%
Ph.D. obtained outside the place of activity	47	31%
M.Sc. active in teaching	23	15%
M.Sc. active in research	**7**	**5%**
Ph.D. candidate	**25**	**16%**
M.Sc. candidate	**3**	**2%**
Total	153	100%

Source: Research results.

The structural equations models can be estimated using methods based on covariances with software such as AMOS, LISREL and MPLUS, but the main restrictions to their use in this case are: (i) complexity of the model, with second-order VL, (ii) presence of formative VL (Hair Jr. et al., 2016), so it was decided to estimate the model by partial least squares (PLS-SEM), using SmartPLS 3 *software* (Ringle, Wende, & Becker, 2015).

8.2 Evaluation of the measurement model

The motivation to act as a reviewer (MOT_REV) was modeled as a 2nd-order formative latent variable, which was measured by five 1st-order reflexive latent variables (LV) (Appendix 1), namely:
- mot_rev_EAC = external assessment criteria;
- mot_rev_SRIC = support and relationship interest criteria;
- mot_rev_QAC = qualitative assessment criteria;
- mot_rev_ACC = article characteristics criteria (language);
- mot_rev_PBC = perceived benefit criteria.

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Obs. 1: The indicators of the motivation to act as a reviewer (MOT_REV) are factorial scores, which is known as a two-step approach (Hair Jr. et al., 2016) to measure the second-order LV.
Obs. 2: Jarvis, Mackenzie, Podsakoff (2003, p. 205) classify models with a first-order reflexive and second-order formative LV as Type II.
Obs. 3: the figure contains less indicators than the Appendix, as some were excluded during the analysis due to very low factor loadings (under 0.35).

Figure 2. Model estimated using partial least squares (PLS-SEM).

Source: Elaborated by the authors.

In a first round, we used the approach of repeating the indicators of the first-order LV in the second-order LV (HairJr., Hult, Ringle, & Sarstedt, 2016), but this procedure proved to be inappropriate for two reasons:

- As the indicators in the first-order VL were also present in the 2nd order VL, all factorial weights were significant (p<0.05), that is, the relationships between the second-order VL and its first-order VL. This indicates the relative importance of the five dimensions, but the doubt that remained was whether this result was reliable or occurred due to the repetition of the indicators (endogeny).
- As EAC contained more indicators than the other dimensions (5 out of 17 indicators repeated in the second-order LV), its factorial weight was much higher than that of the other dimensions, i.e., 0.87, against 0.11 to 0.14 for the other dimensions.

Based on these results, the two-step approach was chosen (Hair Jr. et al., 2016), which consists in obtaining the factorial scores for the first-order LV in the first stage and then using these scores as indicators of the second-order LV (second stage). This procedure was developed in SPSS (v. 20) by analyzing the main components of one LV at a time, the results of which are presented in Table 3, being considered appropriate from the perspective of convergent validity and reliability.

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Table 3

Factor loadings of the first-order LV of the motivation to act as a reviewer

mot_rev_CAE			mot_rev_CAIR			mot_rev_CPB	
items	factor loadings		items	factor loadings		items	factor loadings
ac_av_1	0,780		ac_av_15	0,54		ac_av_11	excluído
ac_av_2	0,955		ac_av_16	0,689		ac_av_12	0,433
ac_av_3	0,897		ac_av_17	0,829		ac_av_13	0,841
ac_av_4	0,958		ac_av_18	0,786		ac_av_14	0,847
ac_av_5	0,906		ac_av_19	excluded			
AVE	**0.812**		**AVE**	**0.518**		**AVE**	**0.537**
CR	**0.956**		**CR**	**0.807**		**CR**	**0.764**

mot_rev_ACC			mot_rev_QAC	
items	factor loadings		items	factor loadings
ac_av_8	0.811		ac_av_6	0.925
ac_av_9	0.837		ac_av_7	0.925
ac_av_10	0.699			
AVE	**0.616**		**AVE**	**0.856**
CR	**0.827**		**CR**	**0.922**

Obs. 1: all LV presented appropriate convergent validity (AVE>0.5), composite reliability (CR>0.7) (Hair Jr. et al., 2016), as well as one-dimensionality (1st eigenvalue > 1 and 2nd eigenvalue < 1).

Obs. 2: in the principal component analysis, the factor scores were saved and then imported into SmartPLS 3.2.8 to be used as indicators of the second-order LV.

Legend: mot_rev_EAC = external assessment criteria; mot_rev_SRIC = support and relationship interest criteria; mot_rev_QAC = qualitative assessment criteria; mot_rev_ACC = article characteristics criteria; mot_rev_PBC = perceived benefit criteria.

Source: elaborated by the authors.

With the scores obtained in the first stage, the model presented in Figure 3 could be estimated (second stage). Below, the results of the measurement of the LV in the structural model are presented.

Starting with the Motivation to act as a reviewer, Table 4 shows that all indicators had a significant factorial weight of 5%, except for mot_rev_SRIC (criteria for support and relationship interest), which indicates that it has no relative importance (when using the five indicators for measurement), but absolute importance, as its factor loading was equal to 0.46 (p = 0.022) (Hair Jr. et al., 2016). In addition, in formative models, the removal of indicators causes a change in the definition of the construct, so Bido et al. (2010) recommend maintaining all items, even those without statistical significance.

Table 4

Measurement of the formative construct (motivation to act as a reviewer)

1st-order LV (scores)	weights (outer weights)	p-value of weights	loading (outer loadings)	p-value of loadings	VIF
mot_rev_EAC	0.383	0,069	0,453	0,019	1,097
mot_rev_SRIC	0.326	0,116	0,460	0,022	1,060
mot_rev_QAC	-0.455	0,004	-0,260	0,073	1,085
mot_rev_ACC	0.531	0,016	0,548	0,016	1,050
mot_rev_PBC	0.459	0,011	0,582	0,000	1,025

Obs. 1: All VIF (*VarianceInflationFactor*) coefficients are close to 1, indicating practically no multicollinearity.
Legend: mot_rev_EAC = external assessment criteria; mot_rev_SRIC = support and relationship interest criteria; mot_rev_QAC = qualitative assessment criteria; mot_rev_ACC = article characteristics criteria; mot_rev_PBC = perceived benefit criteria.

Source: Elaborated by the authors.

As the other LV in the model (Figure 2) are reflexive, Tables 4 and 5 were prepared, which show that the convergent and discriminant validity are appropriate at the level of the constructs (Table 5) and at the level of the indicators (Table 6), as well as the composite reliability, which is higher than 0.7.

Table 5

Correlation matrix between the model constructs

Variável	1	2	3	4	5
1 – Editor	–				
2 - mot_REV	-0,146	–			
3 - ambi_REV	0,123	-0,188	**0,769**		
4 - conflict_REV	0,168	0,025	0,263	**0,754**	
5 - sat_REV	-0,232	0,425	-0,319	-0,115	**0,784**
CompositeReliability	–	–	0,895	0,837	0,864
AverageVarianceExtracted	–	–	0,591	0,568	0,615

Legend: Editor is a *dummy* variable (1 = is or has served as an editor of an academic journal). sat_REV = satisfaction with being a reviewer of an academic journal. mot_REV = Motivation to Accept the Reviewer Role. conflict_REV = role conflicts. ambi_REV = role ambiguity.
Obs. 1: The coefficients on the diagonal are the square root of the AVE (*AverageVarianceExtracted*). As these coefficients are higher than the correlations between the constructs (coefficients outside the diagonal), discriminant validity exists (Hair Jr. et al., 2016).
Obs. 2: Correlations equal or superior to |0.188| are significant at 5%.
Obs. 3: The reviewer's motivation (MOT_REV) is a formative latent variable. Therefore, the AVE and CR (*CompositeReliability)* coefficients were not presented for both variables.

Source: elaborated by the authors.

Table 6

Cross-loading matrix for the reflexive constructs

	Editor	ambi_REV	conflict_REV	sat_REV
editor	**1,000**	0,123	0,168	-0,232
amb_r_1_ok	0,128	**0,746**	0,194	-0,338
amb_r_2_ok	0,128	**0,824**	0,220	-0,137
amb_r_3_ok	0,104	**0,598**	0,277	-0,169
amb_r_4_ok	0,092	**0,724**	0,215	-0,132
amb_r_5_ok	0,054	**0,847**	0,148	-0,299
amb_r_6_ok	0,075	**0,845**	0,220	-0,234
conf_r_1	0,104	0,230	**0,605**	-0,039
conf_r_2	0,045	0,297	**0,737**	-0,050
conf_r_7	0,191	0,168	**0,694**	-0,026
conf_r_8	0,171	0,193	**0,939**	-0,139
rec_R_2	-0,257	-0,265	-0,202	**0,775**
rec_R_3	-0,221	-0,179	-0,096	**0,826**
rec_R_4	-0,085	-0,295	0,038	**0,816**
rec_R_6	-0,181	-0,247	-0,124	**0,715**

Legend: Editor is a *dummy* variable (1 = is or has served as an editor of an academic journal). sat_REV = satisfaction with being a reviewer of an academic journal. mot_REV = Motivation to Accept the Reviewer Role. conflict_REV = role conflicts. ambi_REV = role ambiguity.

Obs. 1: All factor loadings are significant at 5%.

Obs. 2: All indicators have higher factor loadings in their respective constructs than in any other construct. Therefore, discriminant validity exists at the indicator level (Hair Jr. et al., 2016).

Obs. 3: Editor is a *dummy* variable (Are you or have you served as an editor of an academic journal? yes/no).

Source: elaborated by the authors.

8.3 Evaluation of the structural model

Table 7 shows the results of the structural model estimated in three stages: model 1 = only the control variable, model 2 = complete model with the control variable, and model 3 = model without the control variable.

After discounting the effect of the control variable, the model explains 17.4% of the variance in the reviewer's satisfaction, which is considered a medium-sized effect in Cohen's classification (1988).

Hypothesis H1 was not confirmed: conflict is not related with the reviewer's satisfaction, even after controlling for the effect of being/having served as an editor (in models 3 and 2: $f^2 = 0.004$ and 0.002, respectively, which means an effect equal to zero for practical purposes; and non-significant structural coefficient – $p > 0.10$).

Hypothesis H2 was confirmed: the motivation to be a reviewer is positively related with the reviewer's satisfaction, with an average effect size ($f2 = 0.168$ and the standardized structural coefficient is equal to 0.363, $p < 0.01$).

Hypothesis H3 was confirmed: role ambiguity is negatively related with reviewer satisfaction, with a small effect size for practical purposes ($f2 = 0.060$ and the standardized structural coefficient is equal to -0.222, $p < 0.01$).

These results are discussed in the next section.

Table 7

Results of the structural model

Model	Structural relationship	Hypothesis	f²	Structural coefficient	Standard error	t-value	p-value	Adjusted R²
1	Editor → sat_REV	control	0,074	-0,262	0,063	4,15	0,000	6,9%
2	Editor → sat_REV	control	0,027	-0,145	0,071	2,03	0,042	24,3%
	conflict_REV → sat_REV	H1(-)	0,002	-0,042	0,110	0,38	0,705	
	mot_REV → sat_REV	H2(+)	0,168	0,363	0,061	5,96	0,000	
	ambi_REV → sat_REV	H3(-)	0,060	-0,222	0,072	3,11	0,002	
3	conflict_REV → sat_REV	H1(-)	0,004	-0,060	0,108	0,55	0,582	23,3%
	mot_REV → sat_REV	H2(+)	0,191	0,387	0,060	6,48	0,000	
	ambi_REV → sat_REV	H3(-)	0,064	-0,233	0,070	3,33	0,001	

Legend: The abbreviations for the construct names follow the definitions in the footnote to Table 5.
f^2 = Cohen's effect size (1988), with the following classification: $f^2 = 0.02$ = small; $f^2 = 0.15$ = medium; $f^2 = 0.35$ = large.
Obs.: for model 1, there was no adjustment in R^2.

Source: elaborated by the authors.

9. Discussion of the Results and Conclusions

The explanatory power of the model was considered appropriate according to Cohen's classification (1988). With regard to the analysis of the hypotheses, we need to consider:

- **H1. The role conflict negatively affects the satisfaction with being a reviewer of an academic journal article.**

The hypothesis was not statistically validated, similar to what was obtained by Palomino and Frezatti (2016). The variables considered in the analysis, related to disagreeing from the way things are done ("*I have to do things that should be done differently*"), developing the analysis without personal resources for development ("*I get tasks without the knowledge AND/OR time AND/OR experience needed to complete them*"), developing the analysis without resources ("*I get an assignment without the proper materials and systems to execute it*"), inappropriate time demand ("*I spend time working on unnecessary things*"), were not relevant to indicate that role conflict negatively affects the reviewers' satisfaction. This result strengthens the understanding that the issues intrinsic to participating in a review are part of the "package", being tolerated by those who propose to do so. As a finding, in a practical sense from the point of view of the editor managing the process, it is valuable, as it allows to understand that a reviewer would not fail to accept an invitation for issues related to the role conflict.

- **H2. Motivation positively affects the satisfaction with being a reviewer of an academic journal article.**

The hypothesis was validated. Although the five Elements (External assessment, Qualitative assessment, Characteristic of the article, Perceived benefit and Support and relationship interest) influence the reviewer's satisfaction, the first element being the most relevant.

In summary, reviewing an article in a journal that is included in Qualis' A1 list provides more satisfaction than a B4, for example. Receiving an invitation to review an article for a journal that figures on the JCR list motivates a reviewer more than receiving the same invitation from a journal that does not. In conclusion, the editors should communicate their success in the various *ranking*, so as to attract not only authors, but mainly reviewers. In this line of reasoning, a better *ranking* could lead reviewers to some adjustment from the perspective of attractiveness to serve as an article reviewer. Finally, no improvement or position in the *ranking* was captured, but rather those that most affect the researcher's life.

- **H3. The role conflict negatively affects the satisfaction with being a reviewer of an academic journal article.**

The hypothesis was validated. The variables considered take into account aspects that editors can manage and concern definitions and communications of editors to reviewers, reducing the ambiguity (Kahnet al.,1964; Fichter, 2010; Montgomery, 2011). We can separate at least two groups on the list of elements: the definition of the **reviewer's role and his/her autonomy** ("*My authority in the development of my work is clear*", "*The objectives of my work are clear*", "*I know that I will distribute my time accordingly in order to perform different tasks*", "*I know what my responsibilities are*", "*I know exactly what is expected of me,*" "*It is clear to me what needs to be done*") and **the product that is expected from the review** ("*I know exactly what is expected of me*", "*It is clear to me what needs to be done*"). The message that can be extracted is that information that lessens the ambiguity and uncertainty about what to expect can provide greater satisfaction. The reflection that remains concerns the form and intensity of how to communicate.

Experience as a current or past academic journal editor negatively affects the satisfaction with being a reviewer of an academic journal article. The set of questions does not permit identifying the cause itself and the possible causes are merely speculative, and can be tested in another research. One of these may mean that the academic journal editor or former editor does not value his or her time spent on a review because (s)he considers that it is a step already overcome in his or her trajectory. (S)he may also consider that developing the analysis for another journal may involve some kind of conflict of interest that should be avoided.

In an environment where national journals compete with structured international vehicles, which are relatively mature and have a widely tested editorial structure, this research contributes to the editors as well as the reviewers and authors, who can improve the editorial process in terms of process quality by directing their focus at the reviewers' work. The intention to discuss a complex theme like knowledge communication is linked to the challenge it poses to the academic environment as a whole. The publication itself is the main element to evaluate the researchers and, in his/her communication, the reviewer has an important role as a driver or as a blocker, whose recognition is verified in a very limited way. Thus, understanding how to get and count on the collaboration of reviewers is vital for the management of editorial activities, for the reviewers by providing a view of the interaction between their work and the editors' management perspective, as well as the reviewers' potential questioning of the editors regarding definitions and clarifications that enhance the motivation to participate in the process. From the perspective of eliminating inhibitions, the search also allows the editor to direct his/her efforts.

Based on the logic that the reviewer's satisfaction is something relevant for the maintenance of the ecosystem model of communication of new academic knowledge, the research focuses on this theme, considering the inhibitory elements, the role conflict and ambiguity, compensated by the stimulating factor on satisfaction, which is the reviewer's motivation.

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As a result of the analysis of 153 questionnaires, two hypotheses were validated, namely that the role ambiguity negatively affects the satisfaction, while the motivation has a positive influence. In addition, analyzed separately, the fact that a reviewer is or has been an academic journal editor negatively affects the satisfaction. For the sample considered, the fact of being or having served as an academic journal editor, is something that negatively affects the reviewer's satisfaction. The causes of this perception cannot be pointed out in this article, as they would be mere speculation. Journal editors should be aware of this finding, however, when inviting the reviewers.

Role ambiguity can be managed through greater clarity in the communication with reviewers. This can be practiced through information made available on the journal portals and even through events where the topic publication is discussed.

Differently than expected, the role conflict was not validated as an element that negatively affects satisfaction, which is nevertheless relevant information for editorial management.

Regarding the limitations of this research, we can highlight the difficulty to have a database that could be used promptly and a reference framework on reviewers predominantly produced in countries with different cultural backgrounds. As for suggestions for future research, we recommend two dimensions: to deepen the understanding of the relationship between reviewers and editors and research on what editors understand as ethical in the performance of the role.

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Appendix 1. Assertions used to measure the constructs

Alternative answers: 1 = totally disagree to 5 = totally agree

Construct	Items	Assertions that cover the content
To what extent do you agree that the below elements are important to accept invitations to review articles?		
External Evaluation Criteria	ac_eval_1_EAC	Qualis ranking (prioritizing A1, A2, B1 or B2)
	ac_aval_2_EAC	Inclusion on Scielo's list
	ac_aval_3_EAC	Inclusion on JCR's list
	ac_aval_4_EAC	Inclusion on SPELL's list
	ac_eval_5_EAC	Inclusion in other bases, such as PROQUEST, REDALIC, CAPES Portal and EBSCO
Qualitative Assessment Criteria	ac_eval_6_QAC	Brazilian journals that you consider relevant to the area, regardless of inclusion in indexers or Qualis
	ac_eval_7_QAC	International journals that you consider relevant to the area, regardless of inclusion in indexers or Qualis
Article Characteristics Criteria (Language)	ac_eval_8_ACC	Articles written in Portuguese
	ac_eval_9_ACC	Articles written in English
	ac_eval_10_ACC	Articles written in Spanish
Perceived Benefit Criteria	ac_eval_11_PBC	You agree to review articles in journals that you consider to be a contribution to your area, regardless of inclusion in indexers or Qualis
	ac_eval_12_PBC	You agree to review articles in journals in which there is some kind of recognition (some form of award)
	ac_eval_13_PBC	You agree to review articles in journals that you consider to learn something
	ac_eval_14_PBC	You agree to review articles in journals that you consider to be able to teach something
Support And Relationship Interest Criteria	ac_eval_15_SRIC	You agree to review articles in journals of which you trust the Editorial board
	ac_eval_16_SRIC	You agree to review articles in function of the relationship with the Editorial board
	ac_eval_17_SRIC	You accept to review articles in a journals in which you want to publish
	ac_eval_18_SRIC	You accept to review articles in a journals in which you have published
	ac_eval_19_SRIC	**From your perspective, the activity of reviewing academic articles can bring you satisfaction**

Alternative answers: 1 = totally disagree to 5 = totally agree

Construct	Items	Assertions that cover the content
How do you feel in most cases in your activities as a reviewer?		
Role Conflict	role_conf_REVIEW_1	I have to do things that should be done differently.
	role_conf_REVIEW_2	I receive tasks without having personal resources (knowledge AND/OR time AND/OR experience) needed to complete them
	role_conf_REVIEW_3	I have to ignore and even break a rule or policy to accomplish the task entrusted to me
	role_conf_REVIEW_4	I work with two or more groups of people who act in quite different ways
	role_conf_REVIEW_5	I receive incompatible requests from several actors (editor and author) at the same time
	role_conf_REVIEW_6	I do things that are acceptable to some people and not acceptable to others
	role_conf_REVIEW_7	I get an assignment without the proper materials and systems to perform it
	role_conf_REVIEW_8	I spend time working on unnecessary things
Role Ambiguity	ambiguity_REVIEW_1_inv	My authority in the development of my task is clear
	ambiguity_REVIEW_2_inv	The goals of my work are clear
	ambiguity_REVIEW_3_inv	I know that I distribute my time appropriately to complete different tasks
	ambiguity_REVIEW_4_inv	I know what my responsibilities are
	ambiguity_REVIEW_5_inv	I know exactly what is expected of me
	ambiguity_REVIEW_6_inv	What needs to be done is clear to me
The extent to which each assertion translates the satisfaction with the REWARD for serving as a reviewer.		
Satisfaction	reward_REVIEWER_1	Remuneration for having obtained a benefit from someone else
	reward_REVIEWER_2	Accomplishment for being able to contribute to the success of others
	reward_REVIEWER_3	Pride to be engaged in function of one's competence
	reward_REVIEWER_4	Valued for influencing people
	reward_REVIEWER_5	Cash prizes
	reward_REVIEWER_6	Recognition for training

Note: the role ambiguity items are reversed.

Source: Role conflict and role ambiguity were taken from Palomino and Frezatti (2016) and the remaining items were structured based on the Delphi method.