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Graduate Training Program on Research Article Quality Evaluation for National and International Journal Publication in Private Universities, Thailand

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Abstract

This study aims to: 1. examine the effectiveness of a training program on the evaluation of research article quality for publication in national and international journals among graduate students in private universities in Thailand; 2. develop a practical training model that enhances participants' knowledge, analytical skills, and ability to assess research article quality; and 3. evaluate participants' satisfaction with the training program. A mixed-methods approach was employed, integrating both quantitative and qualitative research. Research instruments included questionnaires and semi-structured interviews. The sample comprised 150 graduate students selected through the Taro Yamane formula at a 0.05 error level using accidental sampling. Quantitative data were analyzed using descriptive statistics (percentage, mean, and standard deviation) and inferential statistics (t-test and F-test), while qualitative data were analyzed using content analysis from interviews and document reviews. The findings revealed that: 1) the training program significantly enhanced participants' understanding of quality assessment criteria and standards for research article publication; 2) the developed model effectively improved participants' analytical and evaluative competencies; and 3) participants expressed a high level of satisfaction, highlighting the interactive and practice-oriented format as beneficial to their learning. These results suggest that similar training programs can serve as effective tools for improving academic and research evaluation competencies among graduate students in higher education institutions.

Keywords: Research article evaluation, Publication quality, Graduate students, Training program, Academic writing, Higher education, Thailand

1. INTRODUCTION

Origin and significance of the issue

In the current era of academic globalization, the quality of research publications has become a key indicator of higher education standards and institutional reputation. In Thailand, particularly within private universities, graduate students often face challenges in preparing research articles that meet the publication criteria of national and international journals. Many research papers lack methodological rigor, academic writing quality, and alignment with the journal's scope, resulting in high rejection rates and limited international visibility.

Evaluating the quality of research articles before submission plays a crucial role in enhancing academic standards. However, evidence suggests that many graduate students and early-career researchers lack the knowledge and skills to assess article quality based on academic and ethical criteria such as originality, research design

validity, clarity of argument, citation accuracy, and publication ethics. This gap hinders the improvement of research outputs and reduces opportunities for publication in high-quality journals indexed in TCI, Scopus, and Web of Science.

Therefore, it is essential to develop a training program on research article quality assessment tailored to graduate students in private universities in Thailand. Such a program can foster critical evaluation skills, promote academic writing competence, and encourage adherence to international publication standards. This initiative not only supports the development of quality research but also strengthens the academic profile and competitiveness of private universities in the global higher education landscape.

Research Objectives

1 To examine the current conditions, problems, and needs related to the development of knowledge and skills in research article quality assessment among graduate students in private universities in Thailand.

2. To design and develop a Training Program Model focusing on research article quality evaluation for publication in national and international journals.

3 To implement and evaluate the effectiveness of the developed training program model in enhancing participants' knowledge, understanding, and skills in assessing research article quality.

4 To investigate the participants' satisfaction with the structure and processes of the training program.

Research Hypotheses

1 After participating in the training program, graduate students will demonstrate significantly higher post-training scores in knowledge and skills related to research article quality assessment than pre-training scores at the .05 level of statistical significance.

2 Participants will report a high to very high level of satisfaction with the training model and its implementation process.

2. LITERATURE REVIEW

2.1 Concepts and Theories Related to Research Article Quality Evaluation

Research article quality evaluation is a crucial process in the academic publishing system, aiming to ensure that published works are accurate, credible, and of scholarly value (Bornmann, 2011; Elsevier, 2020. Typically, the evaluation framework comprises five major dimensions: Originality- Examines the novelty and innovativeness of research ideas and findings (Smith, 2018).

Methodological Rigor – Assesses the appropriateness of research design, instruments, and data analysis (APA, 2020). Clarity and Organization – Evaluates the logical structure and coherence of presentation (Day & Gastel, 2012). Citation and Ethics - nsures accurate referencing, prevention of plagiarism, and adherence to academic integrity (COPE, 2019).Journal Scope and Relevance – Determines whether the article aligns with the journal's aims, objectives, and readership (Springer, 2021).

In the Thai context, journals indexed in the Thai Journal Citation Index (TCI) have established comprehensive evaluation criteria concerning structural quality,

editorial management, and ethical standards to elevate publication quality toward international benchmarks (TCI, 2023). These guidelines form a critical foundation for designing the current training program.

2.2 Publication Standards at the National and International Levels

Publishing high- quality academic articles requires a clear understanding of journal standards and procedures across different indexing systems: National level: Journals indexed in TCI (Thai Journal Citation Index Centre), categorized into Tier 1 and Tier 2 based on academic rigor and editorial quality. International level: Journals indexed in Scopus, Web of Science (WoS), and DOAJ, all of which employ a rigorous peer- review system. Key indicators used in evaluating international journals include Impact Factor, CiteScore, and Indexing Criteria, emphasizing transparency, editorial credibility, and article quality (Elsevier, 2021; Clarivate, 2023). For graduate students, understanding these publication standards enhances their ability to critically evaluate research articles and prepares them to publish their own works effectively in reputable academic outlets.

2.3 Concepts of Training Program Development

According to Joyce and Weil (2011) and Kirkpatrick (1998), an effective training program should include four sequential components: Reaction: Participants exhibit positive responses and engagement toward the content and activities. Learning: Participants acquire new knowledge and skills. Behavior: Participants apply acquired knowledge to real- world contexts. Results: The learning outcomes contribute to measurable academic or institutional improvements. For the training program on Research Article Quality Evaluation, these principles were adapted through methods such as:Workshops and case-based learning, allowing participants to analyze authentic research articles. Peer evaluation and feedback sessions, enhancing scholarly critique and communication skills. Pre- test and post- test assessments, measuring learning outcomes and performance gains.

2.4 Research and Academic Writing Competency Development at the Graduate Level

Previous studies (e.g., Boonrangsri, 2020; Chaisiripoom, 2022; Hallinger, 2023) have revealed that many Thai graduate students face challenges in several key areas, including:Limited understanding of journal publication standards. Inadequate research design and methodological rigor. Insufficient analytical and interpretive skills. Weaknesses in academic language and scholarly writing. As a response, several universities have initiated targeted training programs focusing on research article evaluation and academic writing for publication. Such initiatives aim to cultivate academic literacy and publication competency, enabling graduate students to meet international academic standards and contribute to the global research community.

2.5 Research Conceptual Framework

Fundamental Principles and Theoretical Foundations

The development of a training program aimed at enhancing graduate students' competencies in research article quality evaluation is grounded on three main theoretical perspectives:

Theories of Learning and Training Development

Based on Kirkpatrick's Four-Level Model (1998), which includes:
Reaction – participants' satisfaction with the training.
Learning – acquisition of knowledge and skills.
Behavior – observable changes in participants' academic practices.
Results – measurable outcomes and impact of the training.
Informed by Joyce & Weil (2011), emphasizing that effective training requires active learning and continuous assessment throughout the program.

Research Quality Evaluation Framework

Developed from guidelines and frameworks provided by COPE (2019), Elsevier (2020), and TCI (2023), which define five key dimensions of research article quality:

Originality – the novelty and innovativeness of the research.

Methodological Rigor – the appropriateness and robustness of the research design and methods.

Clarity of Writing – the coherence, organization, and comprehensibility of the manuscript.

Relevance – alignment of the manuscript with the scope and objectives of the target journal.

Publication Ethics – adherence to ethical standards, including proper citation and prevention of plagiarism.

Graduate Competency Development Framework

Guided by UNESCO (2021) and the Office of the Higher Education Commission (OHEC, Thailand), which highlight three essential domains of graduate-level competencies:

Cognitive Skills – knowledge acquisition and analytical abilities.

Practical Skills – application of research and professional techniques.

Ethical and Attitudinal Skills – awareness and adherence to academic integrity and ethical standards.

Structure of the Research Conceptual Framework

This study adopts an Input–Process–Output–Outcome (IPOO) model, as illustrated below:

Input (**Resources and Antecedents**)

Training Curriculum Content:

Knowledge of research article quality criteria.

Standards of national **(**TCI**)** and international journals **(**Scopus, WoS**).**
Publishing ethics and guidelines **(**COPE**).**
Participant Characteristics**:**
Graduate students enrolled in private universities in Thailand**.**
Foundational knowledge of research methodology and academic writing**.**

Process (Training Implementation)

Academic lectures and knowledge sharing**.**
Hands-on workshops on article evaluation**.**
Case study analysis of authentic research manuscripts**.**
Pre-test and post-test assessments to measure learning gains**.**
Peer review and group discussions to foster critical evaluation skills**.**

Output (Immediate Learning Outcomes)

Increased knowledge and understanding of research article evaluation**.**
Enhanced critical evaluation and analytical skills**.**
Adoption of academic behaviors aligned with publishing ethics**.**

Outcome (Long-term Impact)

Improved quality of graduate students**'** research manuscripts**.**
Increased publication rates in national and international journals**.**
Strengthened academic reputation and standards of private universities in Thailand**.**

Table 1 Research Variables

Variable Type	Description	Indicators
Independent Variable	Training program: *"Research Article Quality Evaluation for National and International Journal Publication"*	- Training activity design and structure - Curriculum content - Duration and intensity of training sessions
Dependent Variables	Outcomes for participants	1. Knowledge and understanding of research article evaluation 2. Academic analysis and writing skills 3. Attitudes and awareness of publication ethics 4. Participant satisfaction with the training
Intervening Variables	Personal factors such as prior research experience, English proficiency, and motivation for publication	- Pre-training academic competence - Level of engagement in training activities

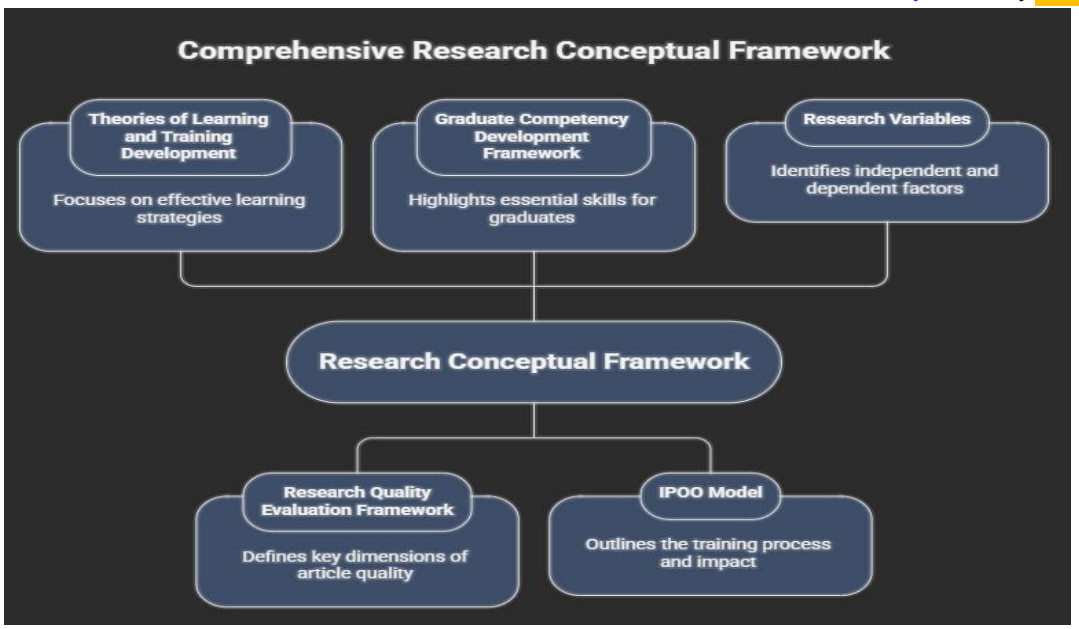


Figure 1. Conceptual framework Graduate Training Program on Research Article Quality Evaluation for National and International Journal Publication in Private Universities, Thailand
(Source: Ntapat Worapongpat, 2025)

3. RESEARCH METHODOLOGY

This study employed a Research and Development (R&D) design, comprising four main phases:

Phase 1: Needs Assessment and Situational Analysis

Conducted a literature review of previous studies, guidelines, and frameworks for evaluating research article quality based on national (TCI) and international (Scopus, WoS) journal standards.

Collected perceptions and feedback from graduate students and academic advisors at private universities in Thailand regarding their knowledge, skills, and needs for research article evaluation.

Phase 2: Design and Development of the Training Program

Analyzed collected data to determine the essential components of the training program, including:

Underlying principles and theoretical framework of the program.

Training objectives aligned with graduate-level competencies.

Curriculum content, covering topics such as:

Research article evaluation criteria

Publication ethics

Peer review standards

Learning activities, including workshops and case study analyses.

Evaluation methods, including pre- and post-training assessments.

Phase 3: Implementation and Evaluation

Conducted the training program with a sample of 100 participants, comprising graduate students and faculty members from private universities.

Administered pre-test and post-test assessments to measure knowledge and skills in research article evaluation.

Collected participant satisfaction data using a 5- point Likert scale questionnaire.

Quantitative data analysis included percentages, means, standard deviations, and paired-sample t-tests.

Phase 4: Summary, Interpretation, and Policy Recommendations

Conducted qualitative analysis through interviews with participants and experts to capture insights on program effectiveness.

Developed recommendations for continuous program improvement and potential applications in other private higher education institutions in Thailand.

Sample Group

The study targeted graduate students and faculty members from private universities in Thailand (n = 100). Participants were selected using purposive sampling from networks of private institutions in the fields of social sciences, humanities, and business administration.

3.2 Research Instruments

Expert Interview Guide: To evaluate the appropriateness and relevance of the training program model.

Knowledge Assessment Test: Pre- and post-training test measuring understanding of research article evaluation.

Participant Satisfaction Questionnaire (5-point Likert scale): Assessing four aspects of the program:

Content

Instructors

Training process

Perceived benefits

Data Analysis

Quantitative Analysis:

Descriptive statistics: mean and standard deviation.

Inferential statistics: paired- sample t- tests to compare pre- and post- training knowledge and skills.

Qualitative Analysis:

Content Analysis of expert interviews and participant feedback to identify patterns, insights, and recommendations for program improvement.

4. RESEARCH FINDINGS

Objective 1: To investigate the training model that promotes graduate students' competencies in evaluating research article quality for national and international journals

Based on the analysis of relevant literature, previous studies, and interviews with three experts (journal editors, research scholars, and academic evaluation specialists), the draft training model to enhance competencies in research article evaluation was developed. The model consists of nine core components:

1. Origin of the model
2. Guiding principles
3. Objectives of the model
4. Training modules
5. Practical learning activities
6. Knowledge assessment procedures
7. Skill assessment in article analysis and evaluation
8. Assessment of academic attitudes and publication ethics
9. Learning environment and supporting resources

Expert evaluation indicated that all components were highly suitable for practical implementation, with Item-Objective Congruence (IOC) values of 1.00 for all items.

Table 2 Expert Evaluation of the Training Model Components

Component	Expert 1	Expert 2	Expert 3	IOC	Interpretation
Origin of the model	+1	+1	+1	1.00	Suitable
Guiding principles	+1	+1	+1	1.00	Suitable
Objectives	+1	+1	+1	1.00	Suitable
Training modules	+1	+1	+1	1.00	Suitable
Practical activities	+1	+1	+1	1.00	Suitable
Knowledge assessment	+1	+1	+1	1.00	Suitable
Skill assessment	+1	+1	+1	1.00	Suitable
Academic attitudes and ethics	+1	+1	+1	1.00	Suitable
Learning environment	+1	+1	+1	1.00	Suitable
Overall mean	-	-	-	1.00	Suitable

Objective 2: To develop a training model to enhance graduate students' competencies in evaluating research article quality for national and international journals

The developed training model, named QAR-T Model (Quality Article Review – Training Model), comprises the nine components identified in section 4.1, and follows five sequential stages of implementation:

1. Preparation Stage – Provide foundational knowledge on research article quality criteria (e.g., originality, methodological rigor, proper referencing).
2. Analysis Stage – Practice analyzing actual research articles from national and international journals.
3. Evaluation Stage – Simulate article scoring according to standard criteria (e.g., TCI, Scopus, DOAJ).
4. Discussion Stage – Engage in collaborative discussion and reflection with experts.
5. Reflection Stage – Summarize key learnings and develop personalized evaluation strategies.

Participant evaluations (n = 10) indicated that the model was highly appropriate, with an overall mean score of $\bar{x} = 4.68$, S.D. = 0.56.

Table 3 Participant Evaluation of the QAR-T Model

Dimension	$\bar{x}$	S.D.	Level
Competency determination stage	4.70	0.64	Highest
Content and training methods	4.60	0.52	Highest
Knowledge transmission	4.65	0.58	Highest
Practical exercises and article evaluation	4.80	0.42	Highest
Assessment and reflection	4.65	0.60	Highest
Overall mean	4.68	0.56	Highest

Evaluation of Training Manuals and Supplementary Materials

Expert and participant evaluations (n = 10) indicated that the training manuals and supporting materials were highly appropriate ($\bar{x}$ = 4.70, S.D. = 0.53). Items with the highest scores included:

Content aligned with training objectives
Clear instructions and evaluation steps in the manuals
Easy-to-read and comprehensible supplementary materials

Table 4. Evaluation of Training Manuals and Supplementary Materials

Item	$\bar{x}$	S.D.	Level
Comprehensive content	4.70	0.67	Highest
Easy to understand and applicable	4.60	0.52	Highest
Well-structured content	4.60	0.70	Highest
Clear steps and instructions	4.80	0.42	Highest
Flexible for learners	4.60	0.70	Highest
Complete supplementary content	4.60	0.70	Highest
Graphics and examples enhance understanding	4.50	0.71	Highest
Content aligns with objectives	4.80	0.42	Highest
Easy-to-read layout	4.60	0.70	Highest
Font size appropriate	4.80	0.42	Highest
Overall mean	4.70	0.53	Highest

Objective 3: To compare learning outcomes before and after training

Comparison between the experimental group (trained using the QAR-T Model) and the control group (trained via conventional methods) revealed that the experimental group achieved significantly higher post-training scores ($p < .05$).

Table 5. Comparison of Learning Outcomes between Experimental and Control Groups

Group	$\bar{x}$	S.D.	n
Group A (QAR-T Model)	90.80	5.94	15
Group B (Conventional training)	74.40	2.03	15

Objective 4: To examine participant satisfaction with the QAR-T Model

Participant evaluations (n = 15) indicated high satisfaction, with an overall mean of $\bar{x}$ = 4.84, S.D. = 0.38. The highest-rated aspects included:

- Opportunities for discussion and questions
- Clear and understandable training materials
- Appropriate training duration
- Worksheets and activities enhancing evaluation skills

Table 6. Participant Satisfaction with QAR-T Model

Item	$\bar{x}$	S.D.	Satisfaction Level
Content aligned with graduate curriculum	4.87	0.40	Highest
Content covers article evaluation criteria	4.67	0.41	Highest
Clear and sequential knowledge transmission	4.87	0.37	Highest
Opportunities for discussion and questions	4.93	0.38	Highest
Overall training appropriateness	4.80	0.39	Highest
Materials are easy to understand	4.93	0.39	Highest
Media used are appropriate	4.60	0.42	Highest
Practical activities are appropriate	4.87	0.29	Highest
Training duration is appropriate	4.93	0.25	Highest
Worksheets enhance understanding and skills	4.93	0.26	Highest
Overall mean	4.84	0.38	Highest

The QAR- T Model effectively enhances graduate students' competencies in evaluating research articles for publication in national and international journals, particularly in critical analysis, methodological assessment, and academic ethics, while achieving the highest level of participant satisfaction, supporting its scalability for other private universities in Thailand.

4. DISCUSSION

The study titled "Training Program on Research Article Quality Evaluation for Graduate Students in Private Universities in Thailand: National and International Journal Publication" aimed to: Investigate training models that enhance competencies in evaluating research article quality, Develop an effective and appropriate training model, Compare learning outcomes before and after the training, and Examine

participant satisfaction with the training model. A mixed-methods research design was employed, involving 150 participants from private universities in Thailand. Participants were selected via accidental sampling. Data were collected using questionnaires and interviews, and analyzed through descriptive statistics, inferential statistics (t-test, F-test), and qualitative content analysis. The key findings can be summarized as follows: The developed training model, QAR-T Model (Quality Article Review – Training Model), consists of nine core components, all rated as highly appropriate by experts (IOC = 1.00 for all items). Expert and participant evaluations confirmed that the model effectively enhanced analytical skills, quality assessment competencies, and the application of journal evaluation criteria. Pre- and post-training comparisons demonstrated a statistically significant improvement in participants' learning outcomes ($p < .05$). Participants reported very high satisfaction with the training ($\bar{x} = 4.84$, S.D. = 0.38), particularly regarding practical activities, collaborative learning, and understanding of article evaluation criteria. In conclusion, the QAR-T Model successfully enhances graduate students' competencies in evaluating research articles, promotes awareness of academic ethics, and strengthens readiness for high-quality publication in national and international journals.

Discussion of Findings. The findings align with Biggs and Tang (2011), who proposed that effective graduate-level learning requires "Constructive Alignment", i.e., the design of learning experiences that integrate objectives, content, and active student engagement. The QAR-T Model's use of hands-on article evaluation exercises fosters deep learning, enabling participants to apply theoretical knowledge to authentic academic tasks. The significant improvement in post-training scores is consistent with Suwannarat (2022), who highlighted that workshop-based learning is essential for developing graduate students' research and academic writing skills, especially when combined with collaborative learning, which facilitates the exchange of scholarly experiences. Regarding participant satisfaction, the highest-rated aspects involved opportunities for questions and discussion, supporting Knowles' (1980) Andragogy Principle, which emphasizes that adult learners achieve optimal learning when they actively engage and reflect on their experiences. Furthermore, participants' enhanced ability to evaluate article quality after the training underscores the necessity of competency-based training, as recommended by OECD (2018). This approach emphasizes the development of analytical competencies and ethical competencies, which are critical for contemporary researchers.

In summary, the QAR-T Model not only improves technical skills in article evaluation but also cultivates proper academic attitudes and a research quality mindset, which are essential for achieving high standards in international academic publishing.

Originality and Body of Knowledge

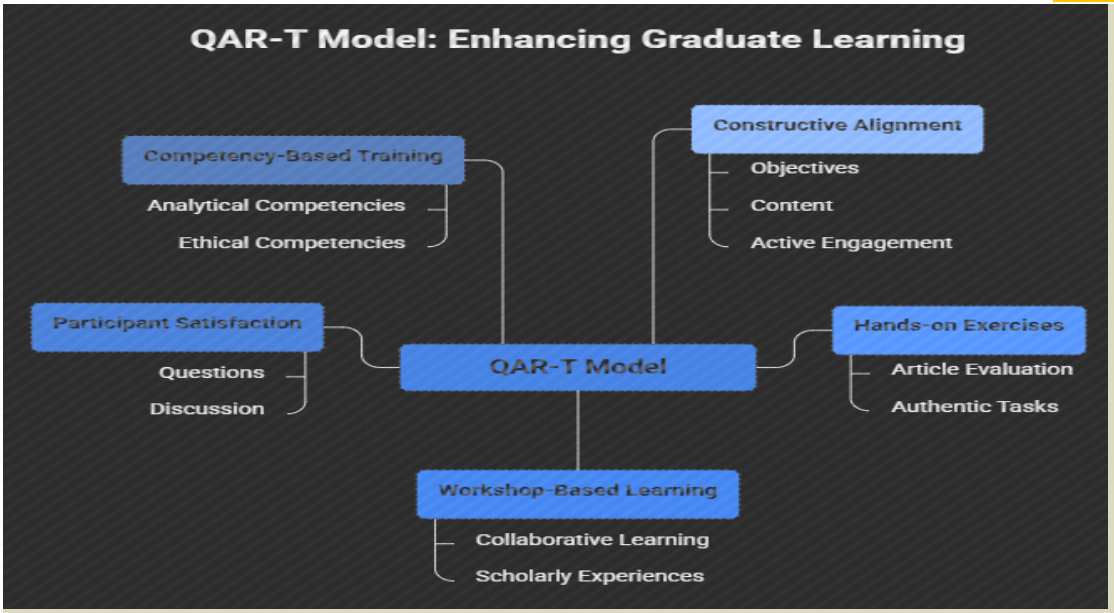


Figure 2 Graduate Training Program on Research Article Quality Evaluation for National and International Journal Publication in Private Universities, Thailand **(**Source**:** Ntapat Worapongpat, 2025**)**

6. CONCLUSION AND RECOMMENDATIONS

6.1 Policy Recommendations

Private universities should adopt the QAR-T Model as an in-house training curriculum to enhance graduate students' competencies in research article evaluation and academic writing for publication.

Regulatory and quality assurance bodies, such as the Office of the Higher Education Commission (OHEC), should encourage universities to implement mandatory training activities on research article evaluation prior to graduation.

University-affiliated academic journals should utilize the findings of this study to develop training guidelines for editors and reviewers, ensuring evaluation standards align with international benchmarks.

6.2 Practical Recommendations

Extend the duration of the training program to allow participants sufficient time to practice evaluating articles across multiple disciplines, thereby deepening their understanding of quality criteria in diverse contexts.

Implement a mentorship system following the training to provide participants with guidance on evaluating and writing actual research articles.

Integrate digital technologies, such as online platforms for article evaluation, to enhance accessibility and convenience for learners in remote locations.

6.3 Recommendations for Future Research

Expand the sample to include public universities to compare outcomes across different institutional contexts.

Conduct longitudinal studies to examine the long-term impact of the training on participants' actual publication performance.

Develop tools to assess ethical competencies in article evaluation, enabling more comprehensive qualitative evaluation of participants' professional attitudes.

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