



## REVIEW OF THE MASTER'S THESIS EXTERNAL REVIEWER

Student's name: Samuel Ryckenberg .....

Thesis title: The Impact of Socioeconomic Status and Social Exclusion on Higher Education ..

Name of the thesis external reviewer: Martin Zeleny .....

	1	2	3	4
<b>Assessment of the topic itself</b> (irrespectively of the student):				
1.1 To what extent is the topic current and significant?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.2 How challenging is the topic in respect of theoretical knowledge?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.3 How challenging is it in respect of practical experience or fieldwork?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.4 How difficult is it to get background materials?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>2. Evaluation of the thesis structure and logical cohesion:</b>				
2.1 To what extent is the thesis structure logical and transparent?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.2 To what extent does the author use current/ suitable sources?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.3 How properly did the author select methods in respect of the topic?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.4 How sufficiently and functionally did the author use in the thesis original charts, tables, data, annexes, etc.?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.5 What is the compatibility level for the thesis basic line elements: topic – thesis assignment – objective – structure – conclusions?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>3. Assessment of the thesis text quality:</b>				
3.1 How well – in terms of depth and quality – did the author analyze the topic?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.2 Did the author formulate the thesis objective clearly and with logical structure?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.3 Did the author fulfill the defined thesis objective and approved assignment of the thesis that contains the objective?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3.4 How well – in terms of depth and quality – did the author cover the theoretical part of the thesis?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.5 How well – in terms of depth and quality – did the author cover the practical/ analytical part of the thesis?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.6 To what extent are the thesis conclusions logically structured and show quality, and what is their added value?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>4. Assessment of the thesis form and style:</b>				
4.1 What is the formal layout of the thesis?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.2 What is the quality of citations and references? Are sources identifiable?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.3 What is the stylistic level of the thesis, particularly the use of correct economic terminology?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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## 5. Overall assessment:

The thesis is well structured and has proper format, without any major deficiencies. The introductory part provides appropriate overview of the topic and proposed analysis. In the application part of the text, the author proves his ability to work with complex survey microdata and apply them in selected methods relevant for his topic.

I have some reservations towards the formulating of the conclusions. Some formulations, indicating that the significant results in the context of the data analysis performed and the found differences between the two groups of households as they are created for the purpose of the analysis can be taken as a proof of motivation of individuals in general to enter higher education, are in my view too strong. It would have been better to put the found differences between the two groups of households more in the context and limitations of the datasets and the performed analysis. Connected to that, while appropriate level of attention is paid to the statistical properties and assumptions of the methods, it is not so when it comes to the aspects of data preparation and creation of the sub-sample for the analysis and the two reference groups of households to compare – issues like selection of the household head to represent household level characteristics like education level, classification of the households with both higher and lower education students, omission of the households where the student herself/himself is the head of the household. These, while justified by the needed data format for the analysis, might well have impact on the results – for example for the Swedish case, where – as rightly mentioned in the text – are the one person households of students much more common than in the other two countries.

More precise description of how the occupational classes were created for the analysis is missing, even though this is later compared with other studies in the literature.

## 6. Questions and remarks to the defense:

What effect may the necessary adaptations of the data file for the analysis have on the composition of the households data file used for analysis and what impact this may have on the conclusions drawn from the analysis?

**Proposed grade: 2**

Date: 1.6.2018

Martin Zeleny

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Signature of the Thesis External Reviewer