

Most frequent general quality problems occurring in the Master's theses¹

1. The actuality of the topic is in general justified and the current experience has been critically analysed, but the *research questions have not been formulated*.
2. *The applicability of the work results is described in too few words*, both in introduction as well as in the principal part of the thesis.
3. There are *no introductions at the beginning of the chapters and subchapters, summaries at the end and introductions to the next chapter/subchapter* which would help the author to follow the setup of the objective of the paper. Therefore the theses include (sub)chapters that are not related to the objective of the paper and the paper is not a whole, as the (sub)chapters are not coherent.
4. The objectives of the thesis have been set, but the *problem, objective of the paper and research questions* are not adequately complied.
5. The theoretical part of the thesis is dominantly reviewing; thereby *the personal viewpoints of the author have not been submitted*. The author's own contribution can be assessed as to the theory only based on the relations of different viewpoints.
6. *The theoretical part has no summary*, thus the reader's task is to understand what the outcome of the theory is and how this Master's thesis supports the achievement of the objective. Neither overview has been provided nor relevant theories (if existent) analysed.
7. *The thesis proceeds quite little from scientific literature* (incl e-magazines), quite a lot it is referred to the non-academic web sources.
8. *The choice of the used research methods is not reasoned*, thus it could be said that the thesis is not demonstrating the knowledge of methodology.
9. The theses based on the analysis of empirical data *often do not include the reason of sample, describe the data analysis procedure or assess the reliability of received results*; the validity and reliability of results have also not been assessed.
10. The theses having used the quantitative research methods *include no different possible relations*.
11. Although the achieved basic results have been in general clearly provided, *the resulting conclusions have not been presented*. Thus it is not clear how the results achieved contribute to the solution of the problem(s) having been the basis for the thesis.
12. Most theses have two different parts – theory and empirics – *the connections between which have not been created* or these have been too weakly presented.
13. Many papers have not paid attention to *the main definitions of the thesis and explanations of the connections between them*, more attention should be also drawn to the *linguistic correctness of the thesis* – compound words, commas, structure of the sentence; diagrams could be coloured.
14. *The referring is often non-compliant with the rules* – it is not understandable whether the whole section or sentence is referred to.
15. Some Master's thesis included new information in the summary which had neither been handled in the theoretical nor empirical part.

¹ The list of problems is based on the analysis of Master's theses performed by Birgit Vilgats.