

**Online Appendix: The relevance of study program structures for flexible learning: an empirical analysis.
Results of SEM and T-Tests**

| <i>Endogenous variables</i> | | | | | | |
|--|---|---|--|---|---|---|
| <i>Exogenous Variables</i> | Fit: needs and structures <i>Fit_structure</i> | Problems to spend self-learning time <i>problem_learning</i> | Problems to attend courses regularly <i>problem_attending</i> | Overlap: obligations & courses <i>problem_WLLB</i> | Problems, postponing exams <i>postpone_exams</i> | Satisfaction with study conditions <i>satisfaction</i> |
| <i>Scale</i> | <i>latent</i> | <i>5 point likert scale</i> | | | <i>latent</i> | |
| Employment <i>employment_kat</i> | 0.26*** (0.04) | | | | | |
| Children <i>children_dummy (no/yes)</i> | 0.14** (0.04) | | | | | |
| Care responsibilities <i>care_dummy (no/yes)</i> | 0.08* (0.03) | | | | | |
| Disability <i>Disabled_dummy (no/yes)</i> | 0.15*** (0.04) | | | | | |
| Fit: needs and structures <i>Fit_structure (latent)</i> | | 0.74*** (0.05) | 0.69*** (0.05) | 0.68*** (0.04) | | |
| Teaching hours > 20h/ week <i>sws_high</i> | | 0.02 (0.03) | | 0.12*** (0.03) | 0.08* (0.03) | |
| Electives < 10% <i>electives_low</i> | | 0.06* (0.02) | | 0.07 (0.03) | | |
| More than 2 exams variance <i>irregular_exams</i> | | | | | 0.11** (0.03) | |
| Problems to attend courses regularly <i>problem_attending</i> | | | | | 0.21*** (0.04) | 0.21*** (0.05) |
| Problems spend self-learning time <i>problem_learning</i> | | | | | 0.07* (0.04) | 0.10* (0.04) |
| Better study conditions <i>sz_bed1</i> | | | | | | 0.77*** (0.02) |
| <i>Exogenous Variables</i> | Fit: needs and structures | Problems to spend self-learning time | Problems to attend courses regularly | Overlap: obligations & courses | Problems, postponing exams | Satisfaction with study conditions |

| | <i>Fit_structure</i> | <i>problem_learning</i> | <i>problem_attending</i> | <i>problem_WLLB</i> | <i>postpone_exams</i> | <i>satisfaction</i> |
|---|----------------------|-------------------------|--------------------------|---------------------|-----------------------|---------------------|
| Little focus on students' needs <i>sz_bed2</i> | | | | | | 0.66*** (0.02) |
| Frustrating circumstances <i>sz_bed3</i> | | | | | | 0.68*** (0.02) |
| Konstante | / | 2.46 | 1.77 | 2.19 | 0.94 | / |
| r-squared | 0.18 | 0.49 | 0.54 | 0.46 | 0.08 | 0.12 |

Index of the three variables *problem_learning* *problem_attending* *problem_WLLB* building the latent construct *fit_structures*: (cronbachs alpha = 0.79).

Significance is tested using t-tests and accepted above the 5 % level. The results show that students with children (mean = 3.24*) and care responsibilities (mean = 3.33***) score the fit between their needs and study structures at least 0.4 points lower on a 5-point scale than students without these characteristics (mean = 2.84). The correlation between disabilities and the structural fit is even higher (2.8 vs. 3.33***). Students who work from 11 up to 20 hours (mean = 3.1***) or work more than 21 hours a week (mean = 3.3***) rate the fit much more critical, than non-working students (mean = 2.7) or students who work up to 10 hours (mean = 2.8*).