

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

Endogenous variables

<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*).