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Examining the Relationship between Academic Adaptation and Life Domain Issues among Working University Students in Estonia

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Abstract. Juggling work, personal responsibilities, and academic obligations can be challenging for many students who work while studying, potentially leading to difficulties in adapting to academic demands and compromising academic success. This study aims to evaluate the relationship between life domain (e.g., work, personal, and university) obstacles and academic adaptation among working university students in Estonia. Using data from the Eurostudent-VII survey, the study estimated quantitative measures of association. The findings suggest that work-related issues negatively affect academic adaptation, while concerns related to childcare and financial situation did not have a statistically significant impact. In contrast, issues with inapt and demanding academic programmes were found to significantly affect academic adaptation for working students. This study sheds light on the challenges faced by working students and the manner in which these obstacles can affect academic experiences, underscoring the need for support for employed university students in Estonia. Such knowledge can be put to further research use, and it can also inform initiatives aimed at assisting students who are simultaneously working and pursuing higher education.

Keywords: academic adaptation; Eurostudent survey; life domain; student employment; working student

1. Introduction

The issue of working students struggling to balance employment, personal responsibilities, and academic obligations has become increasingly prevalent due to the rise in the cost of living and the introduction of fee-based education (Kroupova et al., 2021). As a result, investigating the relationship between life domain difficulties and academic adaptation among working students has become an important topic of research (Applegate & Daly, 2016). Job-related stress and weariness can make it challenging for working students to maintain a healthy

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work-life balance, making it harder to identify the sources of academic challenges (Kremer, 2016). Given that working students come from diverse backgrounds and have various resources at their disposal, it is crucial to understand how their work and academic commitments affect their academic outcomes (Beerkens et al., 2011; Dahm & Lauterbach, 2016). However, research on the effects of work, personal, and university obligations on academic adjustment among working students in Estonia is limited.

Estonia has undergone significant changes in its higher education system since gaining independence in 1991, resulting in a more diverse student population and an increase in working students (Beerkens et al., 2011; Vinter, 2021). With over 60% of adults aged 25-64 having completed some form of higher education (Aug, 2022), it is important to examine factors that may affect academic adaptation, particularly for working students. Understanding academic adaptation among Estonian university students could inform policies and interventions aimed at supporting working students academically.

To address this issue, this study uses Eurostudent-VII data and several measures of association metrics to examine the interplay between work, personal, and university obligations and academic adaptation among Estonian working students. The study extends previous research in this area and sheds light on the difficulties experienced by working students and how they can affect academic adaptation. The rest of the work is structured into four parts: literature review, method, discussion, and conclusion.

2. Literature Review

2.1. Conceptual Clarification

Academic adaptation is an essential component of academic success and the process of becoming familiar with and capable of meeting educational requirements (Gonta & Bulgac, 2019; Orlov et al., 2018; Shamionov et al., 2020). In this study, academic adaptation refers to the process by which students become accustomed to the academic environment of a university, including academic standards, expectations, and the rigours of higher-level coursework. Among the many psychological, social, and academic aspects it covers are the maturation of one's study abilities and accomplishments, the expansion of one's social circle, and the integration into the university's unique academic and cultural milieu (Yerken & Luu, 2022).

Study work integration, also known as juggling study and work, is the combination of work and education for university students; this might include working either part-time or full-time while attending university (Kroupova et al., 2021; Mitola et al., 2018). As the definition of working students can vary from country to country and from law to law, and as it would be impossible to include all aspects in the context of this study, working students are defined for the purposes of this study as university students who work while pursuing their higher education.

Life domains refer to various aspects of an individual's life that can include personal factors such as physical and mental health, relationships, financial stability, family and living conditions, as well as societal and cultural factors such as employment, social support, and access to resources (Gonta & Bulgac, 2019; VanderWeele, 2017). In the context of this research, life domains relate to those various personal and societal factors that can affect Estonian university students' ability to adapt to the academic demands of their studies. To be more precise, this study examines the life domain from three vantage points, including work, personal, and academic. Through the perspective of work difficulties, such as weekly working hours and job obligations, it is feasible to comprehend the time and energy demands placed on students outside of the classroom. However, personal difficulties such as financial responsibilities, childcare, and pregnancy can cause significant stress and hinder students' ability to fully engage in academic activities. Lastly, university concerns such as scheduling conflicts, mandatory attendance requirements, and demanding academic programmes with rigorous exams and papers can impede students' ability to properly adapt to academic life. By considering these three perspectives, this study can provide a more thorough picture of the academic adaptation issues faced by working students.

2.2. Previous Studies and Hypotheses Formulation

There are several factors to consider while analysing the relationship between employment and academic success, including work hours and difficulties at the workplace (Kroupova et al., 2021). It has been argued that students who work more hours per week have lower grades, are less likely to persist in college, and are more likely to drop out than students who work fewer hours per week (Pusztai et al., 2022; Zhang et al., 2019). Academic performance and the likelihood of encountering academic problems were shown to be lower among students who worked more than 20 hours per week compared to those who worked less than 20 hours per week (Applegate & Daly, 2016; Zhang & Yang, 2020). In addition, students who work more hours per week are more likely to have difficulty balancing their work and academic responsibilities, which can have negative effects on students' academic performance (Kroupova et al., 2021; Tyler, 2003; Zhang & Yang, 2020).

Problems at work can have a significant effect on a student's ability to concentrate, motivation, and well-being, all of which can have knock-on effects on the student's ability to adapt academically (Beatson et al., 2021; Kroupova et al., 2021). Researchers found that working students who experience work-related difficulties, such as conflicts with supervisors or co-workers, are more likely to experience stress and have lower levels of academic achievement (Bhui et al., 2016; Schaufeli & Taris, 2005). Work-life conflict is associated with lower academic attainment and an increased likelihood of burnout among adult students (Kremer, 2016). Researcher (Kremer, 2016) also found that adult students who experience work-related difficulties are more likely to have lower levels of engagement in coursework, which can further influence academic performance. In light of the aforementioned literature, at least two hypotheses can be proposed:

Hypothesis 1: There is an association between work length per week and academic adaptation, such that increased work duration (more than 20 hours per week) is associated with decreased academic adaptation among working students.
Hypothesis 2: There is an association between work responsibilities and academic adaptation, such that increased difficulties due to the obligation of a paid job are associated with decreased academic adaptation among working students.

Personal factors, such as work-family conflict and family obligations, have been theorised by researchers to have a negative impact on academic life (Roy et al., 2018). For working students, the additional responsibilities associated with family obligations, such as childcare or managing a pregnancy can make it even more challenging to balance academic and personal obligations. In addition, researchers (Broer et al., 2019) have discovered a link between students' socioeconomic status and their adaptability to new environments, suggesting that financially struggling students may find it harder to learn new material. Additionally, research by Robotham (2009) suggests that students who work while studying may have lower academic success. These arguments indicate that personal factors of working students, such as childcare or managing pregnancy, financial pressures, and limited access to resources, may be related to their academic adaptation. Therefore, the following hypotheses have been proposed:

Hypothesis 3: There is an association between family obligation and academic adaptation, such that increased difficulties stemming from the obligation to provide childcare are correlated with decreased academic adaptation.
Hypothesis 4: There is an association between academic adaptation and personal situation, such that increased difficulties due to financial challenges are correlated with decreased academic adaptation.

For the academic adaptation of working students, another life domain aspect to consider is the nature of their academic programme, such as an inapt academic programme or a demanding academic programme. Conflict with the course's structure, the attendance requirement, the number of students in each class, and the crowded classrooms may all lead to low academic contentment (Willems et al., 2021). Students who struggled to keep track of their schedules and other school needs tended to have poorer levels of academic adaptation (Gonta & Bulgac, 2019). Students in overcrowded courses do worse academically and are less satisfied with their educational experience (Shirley, 2017). In addition, the transition to the rigours of higher education presents its own specific difficulties, as has been demonstrated by the prior research (Knoster & Goodboy, 2020). Similarly, research (Zhang & Yang, 2020) indicated that working students had a harder time juggling employment and school, which in turn created challenges for them to adapt to the rigours of their programmes. Exams and papers, which are staples of rigorous academic programmes, can be particularly taxing on working students who are already struggling to juggle their employment and school responsibilities. Based on the aforementioned research, two hypotheses can be proposed.

Hypothesis 5: There is an association between academic adaptation and inapt academic programme, such that increased difficulties due to the organisation of the schedule, space restrictions in classes, and mandatory attendance are correlated with decreased academic adaptation.
Hypothesis 6: There is an association between academic adaptation and a demanding academic programme, such that increased difficulties due to standard of work in the study programme (e.g., demanding exams, papers, etc.) are correlated with decreased academic adaptation.

3. Method

3.1. Source of Data

This study utilises Estonian data from the Eurostudent-VII survey (Cuppen et al., 2021). The survey received a total of 2760 responses from students in Estonia, of which 1902 were working university students. The Eurostudent survey is a valid and reliable source of data regarding the social and economic circumstances of higher education students in Europe, including Estonia (Cuppen et al., 2021; Hauschildt et al., 2021). It is a large-scale survey that has been regularly conducted, and it gives useful information on numerous aspects of student life, such as academic performance, socioeconomic background, living conditions, and student mobility.

In Estonia, statistics on the relationship between adaptation and life domain difficulties of working students are scarce. Eurostudent data can assist address this void by giving statistics on the prevalence of employment among university students, the types of employment they have, and the extent to which their employment interferes with their education. Data from Eurostudent can also be used to detect the unique obstacles faced by working students, including work-family conflict, financial difficulties, and a lack of access to resources, which can have an impact on their academic adaptation.

Table 1 presents the characteristics of the working student sample used in this research. For example, in terms of age, the majority of working students are over 30 years old (35.9%), followed by those aged 22 to under 25 years (24.3%), those aged 25 to under 30 years (21.3%), and those up to 21 years old (18.5%). In terms of gender, the majority of working students are female (76.9%) and male working students account for 23.1% of the total. In terms of education level, more than half of the working students have a bachelor's degree (57.7%), followed by those with a master's degree (36.6%), and those with a long national degree (5.6%). In terms of academic disciplines, the most common are social sciences, journalism and information (13.3%), business, administration and law (19.3%), and health and welfare (15.4%). Other academic disciplines include education, arts and humanities, natural sciences, mathematics and statistics, ICTs, engineering, manufacturing and construction, agriculture, forestry, fisheries and veterinary, and services.

Table 1. Sample Characteristics

Demographic variable		Frequency	Percent
Age			
	up to 21 years	351	18.5
	22 to <25 years	463	24.3
	25 to <30 years	405	21.3
	30 years or over	683	35.9
Gender			
	Female	1463	76.9
	Male	439	23.1
Education level			
	Bachelor	1098	57.7
	Master	697	36.6
	Long national degree	107	5.6
Academic Disciplines			
	Education	212	11.1
	Arts and humanities	316	16.6
	Social sciences, journalism & information	253	13.3
	Business, administration & law	367	19.3
	Natural sciences, mathematics & statistics	122	6.4
	ICTs	151	7.9
	Engineering, manufacturing & construction	95	5.0
	Agriculture, forestry, fisheries & veterinary	15	0.8
	Health & welfare	293	15.4
	Services	75	3.9
	Total	1899	99.8
	No answer	3	0.2
	Total	1902	100.0

Source: Calculated by author based on empirical data

3.2. Analytical Technique

Cross-tabulation, also known as a contingency table or cross-tab, is a method used in statistics to investigate the relationship between two or more categorical variables (Stockemer, 2019). Somers'*d* and Kendall's tau are both also measures of association in cross-tabular data, which are used to determine the strength and direction of the relationship between two variables (Metsämuuronen, 2020). Somers'*d* is a non-parametric measure of association that is used to quantify the

strength of the relationship between two categorical variables. Both of these measures range from -1 to 1, with values close to 1 indicating a strong positive association, values close to -1 indicating a strong negative association, and values close to 0 indicating a weak or no association. Kendall's tau is another non-parametric measure of association that is used to quantify the strength and direction of the relationship between two ordinal variables. The Chi-square test is an inferential statistical technique used to determine whether there is a significant association between two categorical variables and is commonly used to test hypotheses about the relationship between two variables, such as whether there is a difference between two groups or whether there is a relationship between two variables.

Table 2. List of Variables

Item code	Variable name	Relevant items utilised in operationalisation
Y	Academic adaptation	Assessment of the study setting and content: It is often hard to discover what is expected of me in my current study programme
X1	Work duration per week	Number of hours students working.
X2	Work responsibilities	Difficulties due to obligations of paid job
X3	Financial obligation	Difficulties due to financial difficulties
X4	Family	Difficulties due to childcare obligations/pregnancy
X5	Inapt academic programme	Difficulties due to organisational issues at HEI (e.g., organisation of schedule, space restrictions in classes, mandatory attendance, etc.)
X6	Demanding academic programme	Difficulties due to standard of work in study programme (e.g., demanding exams/papers, etc.)

Source: Derived from Eurostudent-VII (Cuppen, et al., 2021)

3.3. Operationalisation

In order to operationalise the role of life domain (e.g., work, personal, and university programme) issues on academic adaptation among university students, it is necessary to define a number of variables from the Eurostudent-VII survey. For the sake of simplicity in describing the variables, they were coded as Y and X (see Table 2), where Y represents academic adaptation and X represents different life domain challenges. All of the variables provided in Table 2 are categorical variables, with their respective categories listed in Tables 3 and 4. The computations were conducted using Statistical Programme for the Social Sciences (SPSS) version 23.

4. Results

4.1. Life domain issues faced by working students

Figure 1 displays the percentage distribution of responses to survey questions identifying problems in working students' current study programmes as a result of several life domain issues. The difficulties are grouped into five distinct types: difficulties related to paid job obligations, financial difficulties, childcare obligations, organisational issues at the higher education institution, and the standard of work in the study programme. The responses are divided into two categories, ''No'' and ''Yes'', indicating the presence or absence of student challenges in each category.

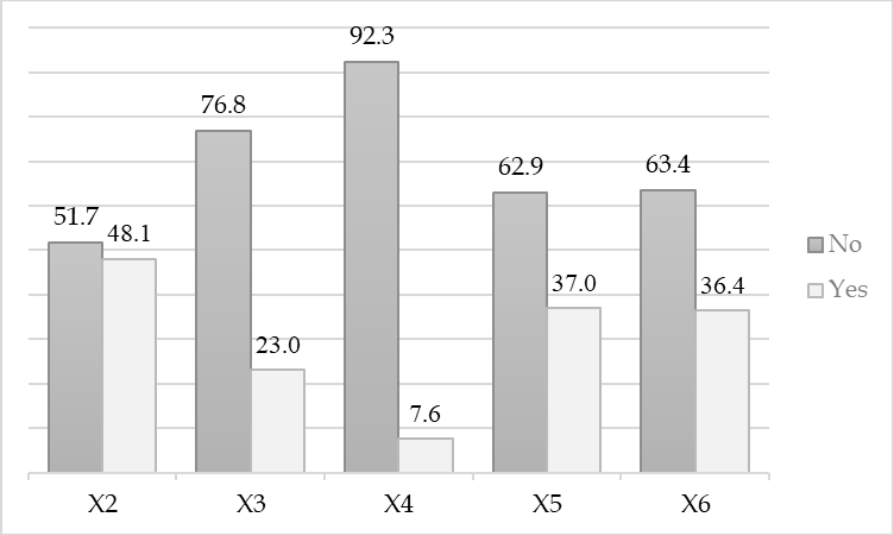

Figure 1. Life Domain Challenges Faced by Working Students (N= 1902)

Note: **All data labels are in percentage form**

Figure 1 reveals that the highest percentage of ''Yes'' responses are for difficulties related to paid job obligations (48.1%), followed by organisational issues at higher education institutions (37.0%), difficulties related to the quality of work in the study programme (36.4%), financial difficulties (23%), and childcare obligations/pregnancy (7.6%).

4.2. Assessment from Hypotheses

The result (see Table 3) of the first hypothesis test, Chi-square = 5.057 with 4 degrees of freedom and a *p*-value of 0.282, suggests that there is no statistically significant difference between the groups of working students with varying weekly work hours. A high *p*-value (more than 0.05) indicates that the difference is likely due to chance, and the finding does not support the prediction that students who work more hours per week will demonstrate less academic adaptability. The negative values of both statistics (Somers'*d* = -0.049 and Kendall's tau-*b* = -0.045, respectively) imply that the amount of academic adaptability decreases slightly as the number of working hours per week grows. The *p*-values of 0.074 for both statistics, however, show that the association is not statistically significant. Hence, there is insufficient evidence to accept the hypothesis that there is a relationship between work duration per week and

academic adaptation, such that increased work duration (more than 20 hours per week) is related to decreased academic adaptation among working students.

Table 3. Association between Life Domain Issues and Academic Adaptation

X		Y						Measures of association
		Strongly agree	-	-	-	Don't agree at all	Total	
X1	1-20h	47	124	126	224	152	673	$\chi^2 = 5.057$, $df = 4$, p = 0.282;
		7.0	18.4	18.7	33.3	22.6	100%	
	>20 h	90	226	261	371	231	1179	Somers'd = -0.049, p = 0.074;
		7.6	19.2	22.1	31.5	19.6	100%	
	Total	137	350	387	595	383	1852	Kendall's tau-b = -0.045, p = 0.074
		7.4	18.9	20.9	32.1	20.7	100%	
X2	No	63	166	207	313	230	979	$\chi^2 = 13.442$, $df = 4$, p = 0.009;
		6.4	17.0	21.1	32.0	23.5	100%	
	Yes	80	188	188	293	165	914	Somers'd = -0.087,
		8.8	20.6	20.6	32.1	18.1	100%	p = 0.001;
	Total	143	354	395	606	395	1893	Kendall's tau-c = -0.087, p = 0.001
		7.6	18.7	20.9	32.0	20.9	100%	
X3	No	101	266	302	474	313	1456	$\chi^2 = 5.638$, $df = 4$, p = 0.228;
		6.9	18.3	20.7	32.6	21.5	100%	
	Yes	42	88	93	132	82	437	Somers'd = -0.066,
		9.6	20.1	21.3	30.2	18.8	100%	p = 0.032;
	Total	143	354	395	606	395	1893	Kendall's tau-c = -0.047, p = 0.032
		7.6	18.7	20.9	32.0	20.9	100%	
X4	No	130	329	368	553	370	1750	$\chi^2 = 2.980$, $df = 4$, p = 0.561;
		7.4	18.8	21.0	31.6	21.1	100%	
	Yes	13	25	27	53	25	143	Somers'd = -0.016,
		9.1	17.5	18.9	37.1	17.5	100%	p = 0.746;
	Total	143	354	395	606	395	1893	Kendall's tau-c = -0.004, p = 0.746
		7.6	18.7	20.9	32.0	20.9	100%	

% within X

Source: Calculated by author based on empirical data

In support of the second hypothesis, the metric (see Table 3) shows a statistically significant difference between the groups of working students experiencing and not experiencing work-related issues (Chi-square = 13.442 with 4 degrees of freedom and a p-value of 0.009). Somers'd and Kendall's tau-c indicate a negative correlation (-0.087) between work challenges and academic adaptation. This implies that as problems at work intensify, students' adaptability to the curriculum may decrease. The p-value of 0.001 for the two statistics supports the claim, indicating that there is a significant association. Thus, the findings provide

sufficient support for the hypothesis that there is an association between work responsibilities and academic adaptation, such that increased difficulties due to the obligation of a paid job are associated with decreased academic adaptation among working students.

Regarding the third hypothesis, the results (see Table 3) show that there is no significant difference between the groups of working students with and without childcare (Chi-square = 5.638 with 4 degrees of freedom and a *p*-value of 0.228). The result does not lend support to the hypothesis that the presence of difficulties derived from the obligation to provide childcare would reduce academic adaptation, and the *p*-value is large ($p > 0.05$), suggesting that the difference is likely to have occurred by chance. Both the Somers'*d* and Kendall's tau-*c* statistics show a weak negative correlation between childcare and academic adaptation (-0.066 and -0.047, respectively). Consequently, the findings do not give sufficient evidence to accept the hypothesis that there is an association between difficulties of childcare and academic adaptation, such that the presence of difficulties stemming from the need to provide childcare would reduce academic adaptation.

In regards to the fourth hypothesis, the results (see Table 3) show that there is no significant difference between the groups of working students experiencing varying degrees of financial difficulty (Chi-square = 2.980 with 4 degrees of freedom and a *p*-value of 0.561). The findings do not support the hypothesis that working students with financial challenges will show less academic adaptability ($p > 0.05$). Both the Somers'*d* and Kendall's tau-*c* statistics have values close to zero, suggesting there is little to no correlation between socioeconomic status and academic adaptation. Both measures' *p*-values of 0.746 suggest that the correlation is not significant.

For the fifth hypothesis, the results (see Table 4) show that there is a statistically significant difference between the groups of working students experiencing varying degrees of difficulty with schedule organisation, space restrictions in classes, and mandatory attendance (Chi-square = 109.789 with 4 degrees of freedom and a *p*-value of 0.000). Working students who struggle with scheduling, class size, and mandatory attendance are predicted to show a poorer level of academic adaptation, and this finding is supported by a *p*-value (less than 0.05), indicating that the difference is highly unlikely to have occurred by coincidence. In the same manner as the previous four hypotheses, the Somers'*d* and Kendall's tau-*c* were both calculated. The results of -0.278 and -0.259 show a moderate to significant negative correlation between an inapt academic programme and academic adaptation, respectively. The *p*-values less than 0.05 for both statistics suggest that the association is statistically significant. Therefore, based on the results, there is sufficient evidence to accept the hypothesis that there is an association between academic adaptation and inapt academic programme, such that increased difficulties due to the organisation of the schedule, space restrictions in classes, and mandatory attendance are correlated with decreased academic adaptation.

Results (see Table 4) for the sixth hypothesis show that there is a statistically significant difference between the groups of working students experiencing varying levels of difficulty as a result of the standard of work in their study programme (Chi-square = 68.621, 4 degrees of freedom, p < = 0.001). The two measures of association (Somers'd = -0.211 and Kendall's tau-c = -0.196) between a demanding academic programme and students' academic adaptation are moderately negative. Both measures of association have p-values less than 0.001, indicating that they are statistically significant. Therefore, the results provide credible evidence to accept the hypothesis that there is an association between academic adaptation and a demanding academic programme, such that increased difficulties due to standard of work in study programme (e.g., demanding exams, papers, etc.) are correlated with decreased academic adaptation.

Table 4. Association between Life Domain Issues and Academic Adaptation

X		Y: Strongly agree	-	-	-	Don't agree at all	Total	Measures of association
X5	No	60	182	223	411	316	1192	χ^2 = 109.789, df = 4, p < 0.001; Somers'd = -0.278, p < 0.001; Kendall's tau-c = -0.259, p < 0.001
		5.0	15.3	18.7	34.5	26.5	100%	
	Yes	83	172	172	195	79	701	
		11.8	24.5	24.5	27.8	11.3	100%	
	Total	143	354	395	606	395	1893	
		7.6	18.7	20.9	32.0	20.9	100%	
X6	No	65	195	243	389	309	1201	χ^2 = 68.621, df = 4, p < 0.001; Somers'd = -0.211, p < 0.001; Kendall's tau-c = -0.196, p < 0.001
		5.4	16.2	20.2	32.4	25.7	100%	
	Yes	78	159	152	217	86	692	
		11.3	23.0	22.0	31.4	12.4	100%	
	Total	143	354	395	606	395	1893	
		7.6	18.7	20.9	32.0	20.9	100%	

% within X

Source: Calculated by author based on empirical data

5. Discussion

This study aimed to examine the relationship between life domain (e.g., work, personal, and academic) obstacles and academic adaption among working Estonian university students. In order to attain this objective, six relevant hypotheses were examined. The pertinent explanation regarding the relationship between these factors and academic adaptation follows.

5.1. Weekly Working Hours and Work-related Issues

Based on the rejection of the first hypothesis, it is possible to say that the amount of work hours per week has no significant effect on students' academic adaptation. This result is contrary to prior research (Applegate & Daly, 2016; Pusztai et al., 2022). There may be better ways to help working students achieve

academic success than through efforts that try to reduce student work hours (20 hours) per week. Nonetheless, the acceptance of hypothesis two indicates that work-related concerns negatively affect the academic adaptation of working students. This implies that it is essential to address and mitigate the work-related challenges faced by working students, and such measures can include promoting work environments that are accommodating to the needs of these students, as well as providing support and resources to help working students balance work and university.

5.2. Childcare and Financial Issues

The rejection of the third hypothesis suggests that the presence of difficulties resulting from the responsibility of providing childcare does not have a significant association with the academic adaptation of students and that a more holistic approach that addresses a number of obstacles experienced by working students with children may be necessary. The rejection of the fourth hypothesis suggests that there is no correlation between academic adaptation and personal circumstances, such that increased financial difficulties are not associated with decreased academic adaptation. Nonetheless, it may still be essential that policies address financial obstacles that may impede students from achieving their academic aspirations and provide support to those in need (Broer et al., 2019).

5.3. Inapt and Demanding Academic Programme

The fifth hypothesis is accepted, which implies that working students who struggle with the arrangement of their schedules, space limitations in classrooms, and mandatory attendance requirements are likely to have poorer academic adaptation levels. It suggests that efforts to enhance the academic prospects available to working students might take into account the unique challenges that these students face, such as the need to juggle work and school responsibilities, and to make exceptions such as more adaptable attendance strategies and the provision of time-management resources. Acceptance of the sixth hypothesis argues that working students who struggle with demanding academic programmes are likely to have lower levels of academic adaptation. This implies that solutions to improve working students' educational experiences may focus on the problems presented by their academic programmes and include tutoring, study groups, or extra time for preparation and revision. Working with academic departments to modify course requirements may also fall under this category and may entail adjusting the scope of assessments or assignments or making them more academically adaptable for working students.

6. Conclusion

This study uncovered the association between life domain concerns and academic adaptation among Estonian university students. The findings emphasise the significance of giving support and resources to working students in order to assist them in achieving academic success and their academic goals. This research makes an important contribution since it calls attention to the fact that working university students in Estonia need academic adaptation support. The research sheds light on the difficulties encountered by working students and the manner in which these difficulties can affect academic experiences by illuminating the

relationship between life domain concerns and academic adaptability. Such knowledge can be utilised to improve policies and practises, and it can also help direct the creation of initiatives geared towards helping students who are also working while attending university.

However, this study has a few limitations. As a case study, Estonia was chosen for this research, which may provide insight into the cultural setting in which the findings were gathered. Given that the institutional and labour market conditions in other European nations may be favourable than those in Estonia, it may be useful to draw upon the experiences of working university students in those countries in future studies. One more limitation is that the research is based on self-reported information, which can be interpreted as subjective perceptions. The exploratory nature of the study and the use of correlational analysis indicate that different analysis techniques could be employed in future research, controlling for variables including age, gender, field of study, and other academic adaptation factors.

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