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How Teens Navigate School During COVID-19

A majority of teens prefer in-person over virtual or hybrid learning. Hispanic and lower-income teens are particularly likely to fear they've fallen behind in school due to COVID-19 disruptions

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How we did this

Pew Research Center conducted this study to understand teens' and parents' experiences with schooling, virtual learning and the digital divide amid the coronavirus pandemic. For this analysis, we surveyed 1,316 pairs of U.S. teens and their parents – one parent and one teen from each household. The survey was conducted online by Ipsos from April 14 to May 4, 2022.

Ipsos invited one parent from each of a representative set of households with parents of teens in the desired age range from its KnowledgePanel, a probability-based web panel recruited primarily through national, random sampling of residential addresses, to take this survey. For some of these questions, parents were asked to think about one teen in their household (if there were multiple teens ages 13 to 17 in the household, one was randomly chosen). At the conclusion of the parent's section, the parent was asked to have this chosen teen come to the computer and complete the survey in private.

The survey is weighted to be representative of two different populations: 1) parents with teens ages 13 to 17 and 2) teens ages 13 to 17 who live with parents. For each of these populations, the survey is weighted to be representative by age, gender, race, ethnicity, household income and other categories.

Here are the [questions used for this report](#), along with responses, and [its methodology](#).

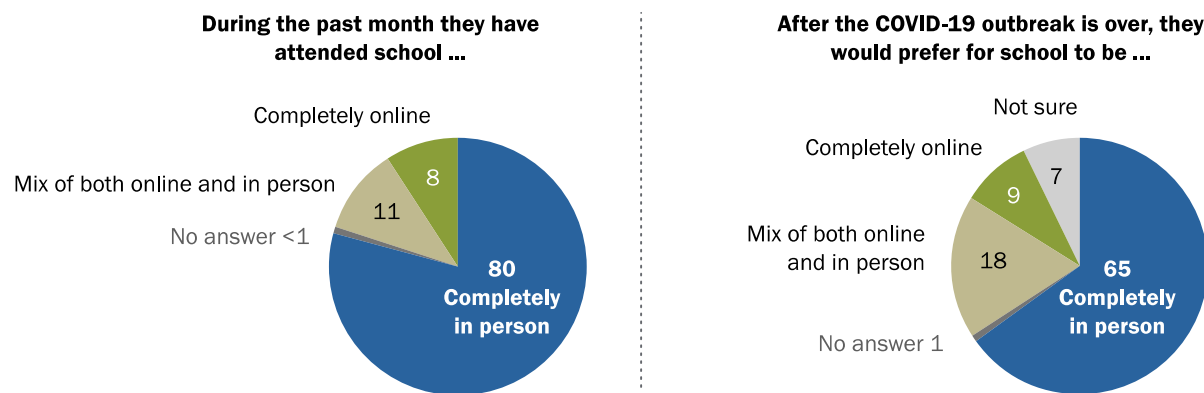
How Teens Navigate School During COVID-19

A majority of teens prefer in-person over virtual or hybrid learning. Hispanic and lower-income teens are particularly likely to fear they've fallen behind in school due to COVID-19 disruptions

More than two years after the [COVID-19 outbreak](#) forced school officials to shift classes and assignments online, teens continue to navigate the pandemic's impact on their education and relationships, even while they experience glimpses of normalcy as they return to the classroom.

80% of teens reported attending school completely in person over past month when surveyed; a majority prefer for school to only be in person after pandemic is over

% of U.S. teens who say ...



Note: Teens refer to those ages 13 to 17. Figures may not add up to 100% due to rounding.

Source: Survey conducted April 14-May 4, 2022.

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Eight-in-ten U.S. teens ages 13 to 17 say they attended school completely in person over the past month, according to a new Pew Research Center survey conducted April 14-May 4. Fewer teens say they attended school completely online (8%) or did so through a mix of both online and in-person instruction (11%) in the month prior to taking the survey.

When it comes to the type of learning environment youths prefer, teens strongly favor in-person over remote or hybrid learning. Fully 65% of teens say they would prefer school to be completely in person after the COVID-19 outbreak is over, while a much smaller share (9%) would opt for a completely online environment. Another 18% say they prefer a mix of both online and in-person instruction, while 7% are not sure of their preferred type of schooling after the pandemic.

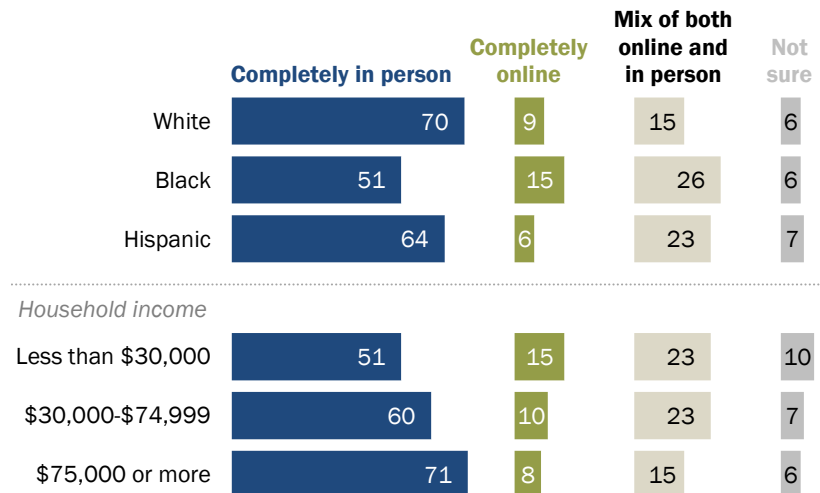
Across major demographic groups, teens favor attending school completely in person over other options. Still there are some differences that emerge by race and ethnicity and household income.

While 70% of White teens and 64% of Hispanic teens say they would prefer for school to be completely in person after the COVID-19 outbreak is over, that share drops to 51% among Black teens. At the same time, Black or Hispanic teens are more likely than White teens to prefer a mix of both online and in-person instruction post-pandemic.

In addition, 71% of teens living in higher-income households earning \$75,000 or more a year report they prefer for school to be completely in person after the pandemic is over. That share drops to six-in-ten or less among those whose annual family income is less than \$75,000. Preference for hybrid schooling is also more common among teens living in households earning less than \$75,000 a year than among teens in households earning more.

Teens prefer in-person learning post-pandemic, but views vary by race, ethnicity and household income

% of U.S. teens who say, after the coronavirus outbreak is over, they would prefer for school to be ...



Note: Teens refer to those ages 13 to 17. White and Black teens include those who report being only one race and are not Hispanic. Hispanics are of any race. Those who did not give an answer are not shown.

Source: Survey conducted April 14-May 4, 2022.

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Teens and parents express their views about virtual learning and the pandemic's impact on educational achievement

From [declining test scores](#) to widening [achievement gaps](#), teachers, parents and advocates have raised concerns about the negative impact the pandemic may have had on students. Beyond academic woes, experts also warn that these disruptions could have [lingering effects](#) on young people's mental and emotional well-being.

Teens hold mixed views of how their schools tackled remote schooling. Some 28% of teens say they are extremely or very satisfied with the way their school has handled virtual learning, while a similar share report being only a little or not at all satisfied with their school's performance. Some teens fall in the middle of the spectrum, with 33% saying they are somewhat satisfied with this. (Another 9% state their school has not had virtual learning.)

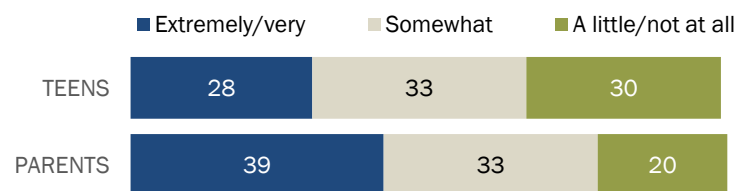
In addition to having teens weigh in on these subjects, the Center also asked parents of these same teens about their child's experience with school during the pandemic. The

survey finds that parents, too, hold somewhat divided views on remote learning, though they offer a somewhat more positive assessment than their children. About four-in-ten parents of teens (39%) say they are extremely or very satisfied with the way their child's school has handled virtual learning; 33% say they are somewhat satisfied about this, while 20% report being only a little or not at all satisfied by this.

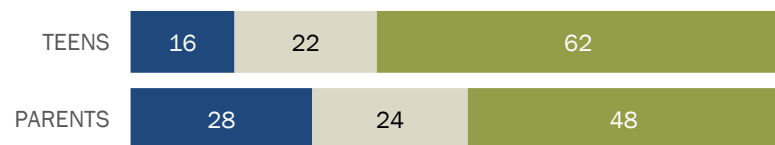
16% of teens are extremely or very worried they may have fallen behind in school due to COVID-19 – and 28% of their parents say the same about their teen

% of U.S. teens/parents of teens who say they ...

Are __ **satisfied** with the way their/their teen's school has been handling virtual learning



Are __ **worried** they/their teen might have fallen behind in school because of disruptions caused by COVID-19



Note: Teens refer to those ages 13 to 17. Those who did not give an answer are not shown. For the question about satisfaction with how the teen's school has handled virtual learning, those who say the teen's school never went virtual are not shown.

Source: Survey conducted April 14-May 4, 2022.

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When asked about the effect COVID-19 may have had on their schooling, a majority of teens express little to no concern about falling behind in school due to disruptions caused by the outbreak. Still, there are youth who worry the pandemic has hurt them academically: 16% of teens say they are extremely or very worried they may have fallen behind in school because of COVID-19-related disturbances.

Parents tend to express more concern than their children. Roughly three-in-ten parents report they are extremely (12%) or very (16%) worried their teen may have fallen behind in school due to the pandemic.

The level of concern about falling behind in school varies by race and ethnicity – for both teens and their parents.

Roughly three-in-ten Hispanic teens (28%) say they are extremely or very worried they may have fallen behind in school because of disruptions caused by the coronavirus outbreak, compared with 19% of Black teens and 11% of White teens.¹ This pattern is present among parents as well. Hispanic parents (42%) are more likely than their White (25%) or Black counterparts (23%) to report being extremely or very worried their teen may have fallen behind in school during this time.

Worries about falling behind in school due to COVID-19 disruptions more common among Hispanic and lower-income teens, parents

% of U.S. teens/parents of teens who say they are ___ worried they/their teen may have fallen behind in school because of disruptions caused by COVID-19

	Teens			Parents		
	Extremely	Very	NET	Extremely	Very	NET
White	4		11	10		25
Black	5		19	7		23
Hispanic	11		28	22		42
<i>Household income</i>						
Less than \$30,000	10		27	26		44
\$30,000-\$74,999	6		19	15		30
\$75,000 or more	5		13	8		24

Note: Teens refer to those ages 13 to 17. White and Black teens and parents include those who report being only one race and are not Hispanic. Hispanics are of any race. Those who did not give an answer or who gave other responses are not shown.

Source: Survey conducted April 14-May 4, 2022.

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¹ There were not enough Asian American respondents in the sample to be broken out into a separate analysis. As always, their responses are incorporated into the general population figures throughout the report.

Teens and parents from lower-income households are also more likely to express concern about the pandemic's negative impact on schooling. For example, 44% of parents living in households earning less than \$30,000 a year say they are extremely or very worried their teen has fallen behind in school because of COVID-19 disruptions, but this falls to 24% among those whose annual household income is \$75,000 or more. Teens from households making less than \$75,000 annually are also more likely than those from households with higher incomes to express concern about falling behind in school.

More than four-in-ten teens report feeling closer to their parents or guardians since the start of the pandemic

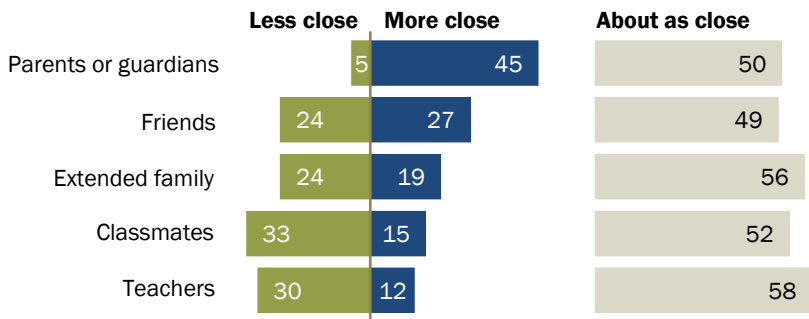
With recent research pointing to the [negative impacts](#) the coronavirus outbreak has had on adolescents' social connections, teens were asked to share how their relationships may have changed since the start of the COVID-19 outbreak.

Some 45% of teens say they feel more close to their parents or guardians compared with before the beginning of the coronavirus outbreak. A smaller share says the same for their friends, extended family, classmates or teachers.

At the same time, some teens express feeling less connected to certain groups. Roughly one-third say they feel less close to classmates (33%) or teachers (30%), while 24% each feel this way about their friends or extended family. Just 5% of teens say they feel less close to their parents or guardians than they did before the pandemic.

More than four-in-ten teens say they feel closer to their parents now compared with before COVID-19

% of U.S. teens who say, compared with before the beginning of the coronavirus outbreak, they feel ___ than/as before to each of the following



Note: Teens refer to those ages 13 to 17. Those who did not give an answer are not shown. Source: Survey conducted April 14-May 4, 2022.

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Still, the most common responses to these questions hint at social stability. Roughly half or more teens say they are about as close to their friends, parents or guardians, classmates, extended family or teachers as they were before the beginning of the COVID-19 outbreak.

Teens' views about how their relationships may have evolved during the pandemic share similar sentiments across many of the demographic groups explored in the study. There are, however, some modest differences by race and ethnicity. For example, Hispanic and Black teens are more likely than White teens to say they feel less close to their friends than before the pandemic.

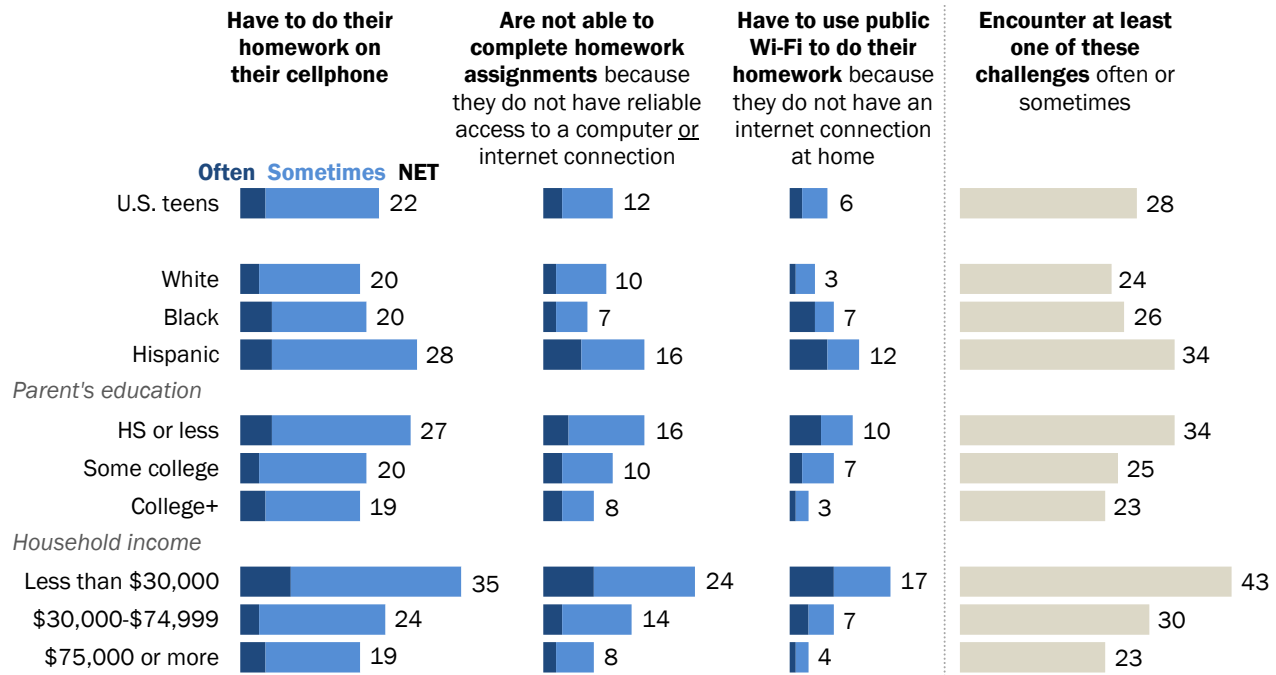
About three-in-ten teens face at least one challenge related to the 'homework gap'

Even prior to the COVID-19 outbreak, [some teens faced problems](#) completing their homework because they lacked a computer or internet access at home – a phenomenon often referred to as the “[homework gap](#).” And as students [pivoted to virtual learning](#), and later [shifted between](#) online and in-person classes, access to technology and reliable internet connectivity continued to be crucial to student success.

The new survey reveals some teens – especially those from less affluent households – face digital challenges to completing their schoolwork. About one-in-five teens (22%) say they often or sometimes have to do their homework on a cellphone. Some 12% say they at least sometimes are not able to complete homework assignments because they do not have reliable access to a computer or internet connection, while 6% say they have to use public Wi-Fi to do their homework at least sometimes because they do not have an internet connection at home. (Respondents were not specifically asked to think about the pandemic when asked these questions.)

24% of teens living in lower-income households often or sometimes are unable to complete homework due to lack of reliable computer or internet access

% of U.S. teens who say they *often* or *sometimes* ...



Note: Teens refer to those ages 13 to 17. White and Black teens include those who report being only one race and are not Hispanic. Hispanics are of any race. Those who did not give an answer or who gave other responses are not shown.

Source: Survey conducted April 14-May 4, 2022.

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As in [previous Center studies](#), parents' socioeconomic status matters when it comes to homework gap challenges.²

Some 24% of teens who live in a household making less than \$30,000 a year say they at least sometimes are not able to complete their homework because they do not have reliable access to a computer or internet connection, compared with 14% of those in a household making \$30,000 to \$74,999, and 8% of those in a household making \$75,000 or more. Teens whose parent reports an annual income of less than \$30,000 are also more likely to say they often or sometimes have to do

² A [2018 Center survey](#) also asked U.S. teens about technology challenges related to the homework gap. Due to differences in the ways that survey was conducted versus this analysis, direct comparisons cannot be made across the two surveys to understand change over time. Still, there are common patterns between the two separate surveys; for example, teens living in lower-income households are more likely to experience homework gap-related problems than those in higher-income households.

homework on a cellphone or use public Wi-Fi for homework, compared with those living in higher-earning households.

There are similar patterns by parental education: Larger shares of teens whose parent has a high school diploma or less say they at least sometimes face each of the three challenges the survey asked about, compared with those whose parent has a bachelor's or advanced degree.

When it comes to racial and ethnic differences, Hispanic teens are more likely than both Black and White teens to say they at least sometimes are not able to complete homework because they lack reliable computer or internet access, and they are more likely than White teens to say the same about having to do their homework on a cellphone or using public Wi-Fi for homework. Black and White teens are equally likely to report at least sometimes experiencing each of the three problems the survey covered.

All told, 28% of teens experience *at least one* of these three homework-related challenges often or sometimes. Some 43% of teens living in a household with an annual income of less than \$30,000 report at least sometimes facing one or more of these challenges to completing homework – about twice the share of teens from households making \$75,000 or more annually and 13 percentage points higher than the share of teens in a household making \$30,000 to \$74,999 annually who say so. And 34% of Hispanic teens have experienced the same – 10 points higher than the share of White teens who have experienced at least one of these challenges at least sometimes, but statistically equivalent to the share of Black teens who report this.

For some youth, these challenges have made it harder to keep up with their homework. Among those who have not been able to complete homework often or sometimes due to lack of reliable computer or internet access, 36% say it has made keeping up with their homework a *lot* harder. About one-in-five of those who at least sometimes have to do homework on their cellphone say the same.

Majority of teens who at least sometimes have to do their homework on their cellphone say it's made keeping up with homework harder



22% of U.S. teens often or sometimes have to do their homework on their cellphone

Among that group, % who say overall, this has made keeping up with their homework ...



12% of U.S. teens are often or sometimes not able to complete homework assignments because they do not have reliable access to a computer or internet connection

Among that group, % who say overall, this has made keeping up with their homework ...



Note: Teens refer to those ages 13 to 17. Those who did not give an answer are not shown.
Source: Survey conducted April 14-May 4, 2022.
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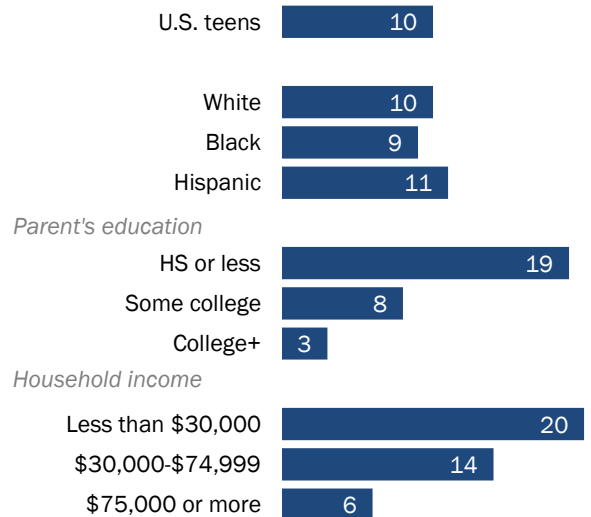
Teen computer access at home differs by parent's level of education, household income

While most teens say they have a home computer, there are some – particularly those living in households with lower incomes or whose parent has a high school education or less – who do not have this technology at home. One-in-ten teens report not having access to a desktop or laptop computer at home.

This rises to one-in-five for those living in a household with an annual income of less than \$30,000, and to a similar share (19%) for teens whose parent has a high school diploma or less formal education.

One-in-five teens living in lower-income households say they don't have access to a computer at home

*% of U.S. teens who say they **do not** have or have access to a desktop or laptop computer at home*



Note: Teens refer to those ages 13 to 17. White and Black teens include those who report being only one race and are not Hispanic. Hispanics are of any race. Those who did not give an answer are not shown.

Source: Survey conducted April 14-May 4, 2022.
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Acknowledgments

This report is a collaborative effort based on the input and analysis of the following individuals. Find related reports online at [pewresearch.org/internet](https://www.pewresearch.org/internet).

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Methodology

The analysis in this report is based on a self-administered web survey conducted from April 14 to May 4, 2022, among a sample of 1,316 dyads, with each dyad (or pair) comprised of one U.S. teen ages 13 to 17 and one parent per teen. The margin of sampling error for the full sample of 1,316 teens is plus or minus 3.2 percentage points. The margin of sampling error for the full sample of 1,316 parents is plus or minus 3.1 percentage points. The survey was conducted by Ipsos Public Affairs in English and Spanish using KnowledgePanel, its nationally representative online research panel.

KnowledgePanel members are recruited through probability sampling methods and include both those with internet access and those who did not have internet access at the time of their recruitment. KnowledgePanel provides internet access for those who do not have it and, if needed, a device to access the internet when they join the panel. KnowledgePanel's recruitment process was originally based exclusively on a national random-digit-dialing (RDD) sampling methodology. In 2009, Ipsos migrated to an address-based sampling (ABS) recruitment methodology via the U.S. Postal Service's Delivery Sequence File (DSF). The Delivery Sequence File has been estimated to cover as much as 98% of the population, although some studies suggest that the coverage could be in the low 90% range.³

Panelists were eligible for participation in this survey if they indicated on an earlier profile survey that they were the parent of a teen ages 13 to 17. A random sample of 5,580 eligible panel members were invited to participate in the study. Responding parents were screened and considered qualified for the study if they reconfirmed that they were the parent of at least one child ages 13 to 17 and granted permission for their teen who was chosen to participate in the study. In households with more than one eligible teen, parents were asked to think about one randomly selected teen and that teen was instructed to complete the teen portion of the survey. A survey was considered complete if both the parent and selected teen completed their portions of the questionnaire, or if the parent did not qualify during the initial screening.

Of the sampled panelists, 1,607 (excluding break-offs) responded to the invitation and 1,316 qualified, completed the parent portion of the survey, and had their selected teen complete the teen portion of the survey yielding a final stage completion rate of 29% and a qualification rate of 82%.⁴ The cumulative response rate accounting for nonresponse to the recruitment surveys and

³ AAPOR Task force on Address-based Sampling. 2016. ["AAPOR Report: Address-based Sampling."](#)

⁴ The 1,316 qualified and completed interviews exclude seven cases that were dropped because respondents did not answer one-third or more of the survey questions.

attrition is 1%. The break-off rate among those who logged on to the survey (regardless of whether they completed any items or qualified for the study) is 37%.

Upon completion, qualified respondents received a cash-equivalent incentive worth \$10 for completing the survey.

Panelists were assigned to take the survey in batches. Email invitations and reminders were sent to panelists according to a schedule based on when they were assigned this survey in their personalized member portal, shown in the table below. The field period was closed on May 4, 2022, and thus no further email contacts past the invitation were sent for the final set of panelists.

Invitation and reminder dates

	Panelists assigned April 14, 2022	Panelists assigned April 15, 2022	Panelists assigned April 29, 2022
Invitation	April 17, 2022	April 18, 2022	May 2, 2022
First reminder	April 20, 2022	April 21, 2022	
Second reminder	April 23, 2022	April 24, 2022	
Third reminder	April 26, 2022	April 27, 2022	

Weighting

The analysis in this report was performed using separate weights for parents and teens. The parent weight was created in a

multistep process that begins with a base design weight for the parent, which is computed to reflect their probability of selection for recruitment into the KnowledgePanel. These selection probabilities were then adjusted to account for the probability of selection for this survey which included oversamples of Black and Hispanic parents. Next, an iterative technique was used to align the parent design weights

Weighting dimensions

Variable	Benchmark source
Age x Gender	2021 March Supplement of the Current Population Survey (CPS)
Race/Ethnicity	
Census Region	
Metropolitan Status	
Education (Parents only)	
Household Income	
Household Income x Race/Ethnicity	
Total Household Size	
Language proficiency	2019 American Community Survey (ACS)

Note: Estimates from the ACS are based on noninstitutionalized adults.

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to population benchmarks for parents of teens ages 13 to 17 on the dimensions identified in the accompanying table, to account for any differential nonresponse that may have occurred.

To create the teen weight, an adjustment factor was applied to the final parent weight to reflect the selection of one teen per household. Finally, the teen weights were further raked to match the demographic distribution for teens ages 13 to 17 who live with parents. The teen weights were adjusted on the same teen dimensions as parent dimensions with the exception of teen education, which was not used in the teen weighting.

Sampling errors and tests of statistical significance take into account the effect of weighting. Interviews were conducted in both English and Spanish.

In addition to sampling error, one should bear in mind that question wording and practical difficulties in conducting surveys can introduce error or bias into the findings of opinion polls.

The following tables show the unweighted sample sizes and the error attributable to sampling that would be expected at the 95% level of confidence for different groups in the survey:

Group	Unweighted sample size	Plus or minus ...
Teens (ages 13-17)	1,316	3.2 percentage points
<i>Teen race/ethnicity</i>		
White, non-Hispanic	599	4.5 percentage points
Black, non-Hispanic	138	9.2 percentage points
Hispanic	407	6.0 percentage points
<i>Household income</i>		
Less than \$30,000	212	8.1 percentage points
\$30,000-\$74,999	370	6.0 percentage points
\$75,000 or more	734	4.2 percentage points
Note: This survey includes oversamples of Black and Hispanic respondents. Unweighted sample sizes do not account for the sample design or weighting and do not describe a group's contribution to weighted estimates. See the sections above for details.		

Group	Unweighted sample size	Plus or minus ...
Parents of teens (ages 13-17)	1,316	3.1 percentage points
<i>Parent race/ethnicity</i>		
White, non-Hispanic	671	4.2 percentage points
Black, non-Hispanic	154	8.5 percentage points
Hispanic	393	5.9 percentage points
<i>Household income</i>		
Less than \$30,000	212	7.9 percentage points
\$30,000-\$74,999	370	5.8 percentage points
\$75,000 or more	734	4.1 percentage points
Note: This survey includes oversamples of Black and Hispanic respondents. Unweighted sample sizes do not account for the sample design or weighting and do not describe a group's contribution to weighted estimates. See the sections above for details.		

Sample sizes and sampling errors for other subgroups are available upon request.

Dispositions and response rates

The tables below display dispositions used in the calculation of completion, qualification and cumulative response rates.⁵

Dispositions	
Total panelists assigned	5,580
Total study completes (including nonqualified)	1,607
Number of qualified completes	1,316
Number of study break-offs	949
Study Completion Rate (COMPR)	29%
Study Qualification Rate (QUALR)	82%
Study Break-off Rate (BOR)	37%
Cumulative response rate calculations	
Study-Specific Average Panel Recruitment Rate (RECR)	8.4%
Study-Specific Average Household Profile Rate (PROR)	58.5%
Study-Specific Average Household Retention Rate (RETR)	80.9%
Cumulative Response Rate	1.4%

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⁵ For more information on this method of calculating response rates, see Callegaro, Mario & DiSogra, Charles. 2008. "Computing response metrics for online panels." Public Opinion Quarterly 72(5). pp. 1008-1032.

Topline questionnaire: Parents Survey

**2022 PEW RESEARCH CENTER'S TEENS SURVEY
APRIL/MAY 2022
FINAL TOPLINE
APRIL 14-MAY 4, 2022
PARENTS OF TEENS AGES 13-17 N=1,316**

THE QUESTIONS PRESENTED BELOW ARE PART OF A LARGER SURVEY CONDUCTED ON THE IPSOS KNOWLEDGEPANEL. OTHER QUESTIONS ON THIS SURVEY ARE BEING HELD FOR FUTURE RELEASE.

NOTE: ALL NUMBERS ARE PERCENTAGES UNLESS OTHERWISE NOTED. THE PERCENTAGES LESS THAN 0.5% ARE REPLACED BY AN ASTERISK (*). ROWS/COLUMNS MAY NOT TOTAL 100% DUE TO ROUNDING.

	Sample size	Margin of error at 95% confidence level
U.S. parents of teens ages 13-17	1,316	+/- 3.1 percentage points

ASK ALL:

PVLSAT Overall, how satisfied are you with the way your teen's school has been handling virtual learning?

April 14-May 4, 2022

10	Extremely satisfied
29	Very satisfied
33	Somewhat satisfied
11	A little satisfied
9	Not at all satisfied
7	My teen's school never went virtual
*	No answer

ASK ALL:

PCOVSCHL4 How worried are you that your teen might have fallen behind in school because of disruptions caused by the coronavirus outbreak?

April 14-May 4, 2022

12	Extremely worried
16	Very worried
24	Somewhat worried
19	A little worried
30	Not at all worried
*	No answer

Topline questionnaire: Teens Survey

2022 PEW RESEARCH CENTER'S TEENS SURVEY
 APRIL/MAY 2022
 FINAL TOPLINE
 APRIL 14-MAY 4, 2022
 TEENS AGES 13-17 N=1,316

THE QUESTIONS PRESENTED BELOW ARE PART OF A LARGER SURVEY CONDUCTED ON THE IPSOS KNOWLEDGE PANEL. OTHER QUESTIONS ON THIS SURVEY ARE BEING HELD FOR FUTURE RELEASE.

NOTE: ALL NUMBERS ARE PERCENTAGES UNLESS OTHERWISE NOTED. THE PERCENTAGES LESS THAN 0.5% ARE REPLACED BY AN ASTERISK (*). ROWS/COLUMNS MAY NOT TOTAL 100% DUE TO ROUNDING.

U.S. teens ages 13-17	Sample size 1,316	Margin of error at 95% confidence level +/- 3.2 percentage points
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ASK ALL:

DEVICE At home, do you have or have access to ... **[RANDOMIZE ITEMS]**

	<u>Yes, I do</u>	<u>No, I do not</u>	<u>No answer</u>
c. A desktop or laptop computer April 14-May 4, 2022	90	10	*

ASK ALL:

HOMEWORK How often, if ever, do you experience each of the following? **[RANDOMIZE ITEMS]**

	<u>Often</u>	<u>Sometimes</u>	<u>Rarely</u>	<u>Never</u>	<u>No answer</u>
a. Having to use public Wi-Fi to do your homework because you do not have an internet connection at home April 14-May 4, 2022	2	4	11	82	*
b. Having to do your homework on your cellphone April 14-May 4, 2022	4	18	27	51	0
c. Not being able to complete homework assignments because you do not have reliable access to a computer or internet connection April 14-May 4, 2022	3	8	20	69	0

ASK IF OFTEN OR SOMETIMES EXPERIENCE AT LEAST ONE TECH CHALLENGE IN DOING HOMEWORK (HOMEWORKa-c=1,2):

HOMEWORK2 Overall, would you say having to do each of the following has made keeping up with your homework ...

	<u>A lot harder</u>	<u>A little harder</u>	<u>Made no difference</u>	<u>No answer</u>
b. ASK IF OFTEN OR SOMETIMES HAVE TO DO HOMEWORK ON THEIR CELLPHONE (HOMEWORKb=1,2) [N=295]: Having to do your homework on your cellphone April 14-May 4, 2022	21	41	38	1
c. ASK IF OFTEN OR SOMETIMES NOT ABLE TO COMPLETE HOMEWORK BECAUSE THERE IS NO RELIABLE COMPUTER OR INTERNET AT HOME (HOMEWORKc=1,2) [N=146]: Not being able to complete homework assignments because you do not have reliable access to a computer <u>or</u> internet connection April 14-May 4, 2022	36	40	24	0

ASK ALL:

TCLOSENESS Compared with before the beginning of the coronavirus outbreak, how close do you feel with the following people in your life? **[RANDOMIZE ITEMS] [RANDOMIZE RESPONSE OPTIONS 1 AND 2, WITH OPTION 3 ALWAYS LAST]**

	<u>Less close than before</u>	<u>More close than before</u>	<u>About as close as before</u>	<u>No answer</u>
a. Your parents or guardians April 14-May 4, 2022	5	45	50	*
b. Your friends April 14-May 4, 2022	24	27	49	*
c. Your teachers April 14-May 4, 2022	30	12	58	*
d. Your extended family April 14-May 4, 2022	24	19	56	*
e. Your classmates April 14-May 4, 2022	33	15	52	*

ASK ALL:

TVLSAT Overall, how satisfied are you with the way your school has been handling virtual learning?

April 14-May 4, 2022

9	Extremely satisfied
19	Very satisfied
33	Somewhat satisfied
17	A little satisfied
13	Not at all satisfied
9	My school never went virtual
*	No answer

ASK ALL:

TCOVSCHL4 How worried are you that you may have fallen behind in school because of disruptions caused by the coronavirus outbreak?

April 14-May 4, 2022

6	Extremely worried
11	Very worried
22	Somewhat worried
19	A little worried
43	Not at all worried
*	No answer

ASK ALL:

ATTNDSCHL During the past month, which of following best describes how you attended school?
[RANDOMIZE RESPONSE OPTIONS 1 AND 2, WITH 3 ALWAYS LAST]

April 14-May 4, 2022

8	Completely online
80	Completely in person
11	A mix of both online and in person
*	No answer

ASK ALL:

SCHLPREF After the coronavirus outbreak is over, would you prefer for school to be ... **[DISPLAY RESPONSES 1 AND 2 IN SAME ORDER AS ATTNDSCHL, WITH OPTIONS 3 AND 4 ALWAYS LAST]**

April 14-May 4, 2022

9	Completely online
65	Completely in person
18	A mix of both online and in person
7	Not sure
1	No answer