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# **THE ROLE OF INSTRUCTIONAL MODALITY ON CLIMATE AND WORKING CONDITIONS IN VIRGINIA'S SCHOOLS**

SUPPLEMENT 1 TO THE 2021 VIRGINIA SCHOOL SURVEY  
OF CLIMATE AND WORKING CONDITIONS

# SUPPLEMENT 1

## INSTRUCTIONAL MODALITIES DURING COVID-19

In March 2020, the coronavirus (COVID-19) pandemic abruptly changed the way K-12 students received educational instruction across the United States. In the Commonwealth of Virginia, public schools during the 2020-2021 school year continued to experience disruptions to fully-in-person classes as many of Virginia's children were educated in a fully-remote or hybrid environment. From January through April of 2021, the Virginia Department of Criminal Justice Services (DCJS) and the Virginia Department of Education (VDOE) jointly administered the 2021 Virginia School Survey of Climate and Working Conditions (the Virginia School Survey) to middle school students (typically grades six through eight), classroom instructors, and staff in all Virginia public schools. COVID-19 and its impact on public education informed the survey design and administration, as the survey respondents answered questions about whether they were working or learning from home and/or school. They also answered questions about the impact of COVID-19 on changes in school climate and working conditions. When the survey administration opened, 42 divisions were fully remote, with the remaining 90 divisions offering at least some in-person instruction. When survey administration closed, three divisions remained fully remote.<sup>1</sup>

These unexpected changes to instructional modalities—whether learning or teaching in-person, remotely, or some combination of these environments—can provide a lens through which to examine how school climate and working conditions differ based on students' and teachers' experiences during the pandemic. While classroom instructors and staff may have felt momentarily empowered as they quickly built expertise in adapting to these new modalities, the longer term impacts are still relatively unknown. Researchers hypothesized about the impact of COVID-19 and its necessary modifications to instructional modalities on teacher retention—noting that distance learning could be a threat to both teacher satisfaction and teacher retention, and the switch to online instruction could decrease student enrollments in the long-term, thereby decreasing the number of teaching positions at a school (Lachlan, Kimmel, Mizrav & Holdheide, 2020). Dilberti and Kaufman (2020) reported that only one-third of teachers were satisfied with the decisions their schools or divisions made around instruction during the pandemic. Additionally, classrooms instructors may now feel the burden of addressing the learning loss encumbered by the early school closures in the first two years of the pandemic.

The purpose of this brief is to summarize classroom instructors', staff members', and students' perceptions of school climate and working conditions by instructional modality.

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<sup>1</sup> See data for January 26th and April 5th at [https://www.doe.virginia.gov/support/health\\_medical/office/reopen-status.shtml](https://www.doe.virginia.gov/support/health_medical/office/reopen-status.shtml).

## KEY FINDINGS

The 2021 Virginia School Survey of Climate and Working Conditions asked students, classroom instructors (teachers and aides), and staff (licensed and non-licensed staff) to indicate their perceptions of school climate and working conditions and the extent to which COVID-19 influenced their experiences. We analyzed their responses.

- Students' perceptions of school climate did not differ based on instructional modality. Classroom instructors who taught in-person only and staff who worked in some combination of those environments rated their overall school climate and working conditions most highly.
- Students largely believed that school climate stayed the same or became better in the last two years. In particular, students who attended school in-person only more frequently indicated that the climate became better.
- Both classroom instructors and staff also generally believed that school climate had stayed the same or became better in the last two years. Classroom instructors who worked either in-person only or remote-only and staff who worked in-person only most frequently endorsed that climate became better.
- Students who believed school climate became worse in the past two years and attended school both in-person and remotely most frequently endorsed that COVID-19 was the reason for this change.
- Classroom instructors and staff who believed that their working conditions became worse and worked both in-person and remotely, more frequently indicated that the pandemic was either very much or the only reason for that change in working conditions.

## REPORTING ON INSTRUCTIONAL MODALITY

The 2021 Virginia School Survey asked classroom instructors, staff, and students to self-report how they delivered and received instruction or services during the school year. For the purposes of this research brief, these working and learning environments are referred to as instructional modality. The survey team did not validate these self-reported responses with school division or school instructional plans during the pandemic.

Classroom instructors and staff were asked to indicate how they provided instruction or worked during the 2020-2021 school year. Respondents were given the opportunity to select all response options that applied, whether they provided instructions or services to students in person, remotely from the school building, or remotely from somewhere else. For the purposes of this analysis, data from respondents were collapsed into three categories. If the respondent indicated they worked in-person only and did not select either remote category, then their instructional modality was coded as in-person only. If the respondent selected in-person only and any or all remote categories, their response was coded as in-person and remote. If the respondent indicated they worked either remotely from the school

building and/or remotely from somewhere else, their response was coded as remote only.

For both classroom instructors (50.2 percent) and staff (49.0 percent), the majority of respondents either taught or worked in some combination of in-person and remotely during the school year. Fewer classroom instructors worked in-person only (9.2 percent) compared to staff (26.0 percent), however more classroom instructors worked remote only (40.5 percent) when compared to staff (25.0 percent) working in those environments.

**Table 1. Instructional Modality Rates for Classroom Instructors and Staff**

Instructional Modality	Classroom Instructors		Staff	
	N	Percent of Respondents	N	Percent of Respondents
In-person only	7,476	9.2%	5,421	26.0%
In-person and remote	40,578	50.2%	10,225	49.0%
Remote only	32,775	40.5%	5,208	25.0%

Students were asked to report how they attended classes during the 2020-2021 school year. They were instructed to only select one option: that they only attended classes in-person, in-person and remotely (e.g., at home), or remotely (e.g., at home). Most students attended classes only in remote environments (57.6 percent), while 37.0 percent attended in some combination (in-person and remotely) and only 5.4 percent only attended classes in-person.

**Table 2. Instructional Modality Rates for Students**

Instructional Modality	N	Percent of Respondents
I have only attended classes in-person.	5,528	5.4%
I have attended classes in-person and remotely (e.g., at home).	37,985	37.0%
I have only attended classes remotely (e.g., at home).	59,079	57.6%

## GLOBAL PERCEPTIONS OF SCHOOL CLIMATE AND WORKING CONDITIONS

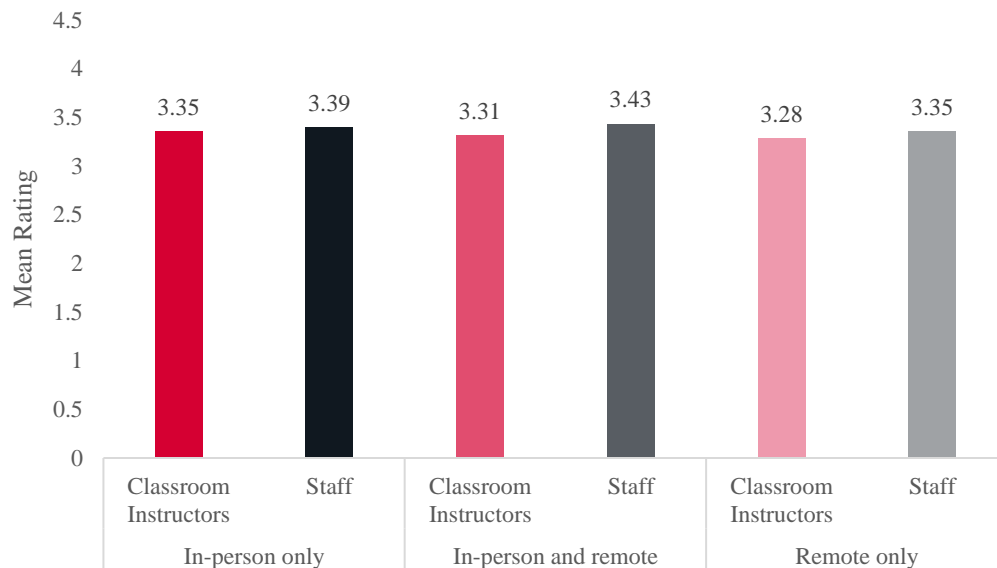
The Virginia School Survey poses several questions to students to assess global perceptions of school climate and to classroom instructors and staff to assess global perceptions of working conditions. Responses to these items provide a snapshot of students', classroom instructors', and staff's overall impressions of their school. Appendix A provides all tables for the data presented in this brief, with mean ratings and percentage of respondents who selected each response option. For the purposes of this report, the data presented focuses only on mean ratings for each question.

Figure 1 summarizes responses to the global climate and working conditions questions by instructional modality and respondent type.

In order to calculate the mean, points were awarded to each response on a four-point scale for the student survey (i.e., *Strongly Disagree*–1, *Disagree*–2, *Agree*–3, *Strongly Agree*–4) and on a six point scale for the classroom instructor and staff survey (i.e., *Strongly Disagree*–1, *Disagree*–2, *Somewhat Disagree*–3, *Somewhat Agree*–4, *Agree*–5, *Strongly Agree*–6). Mean responses at 2.50 or above for students and 4.50 or above for classroom instructors and staff are generally considered positive. Several items presented to classroom instructors and staff have a six-point scale while parallel questions for students have a four point scale response. To aid in comparisons among respondent groups, the *Somewhat Agree* and *Agree* categories and the *Somewhat Disagree* and *Disagree* categories were collapsed and the mean scores rescaled from a six-point scale to a four-point scale.

In response to the prompt, “Overall, my school is a good place to work and learn,” classroom instructors who worked in-person only (Mean rating ( $M$ ) = 3.35) rated their environment more positively than those who worked remotely ( $M$  = 3.31) and in some combination ( $M$  = 3.31) of these modalities. Staff rated their perceptions of their schools more positively when compared with classroom instructors, with those who worked in some combination of in-person and remote rating their working conditions most positively ( $M$  = 3.43).

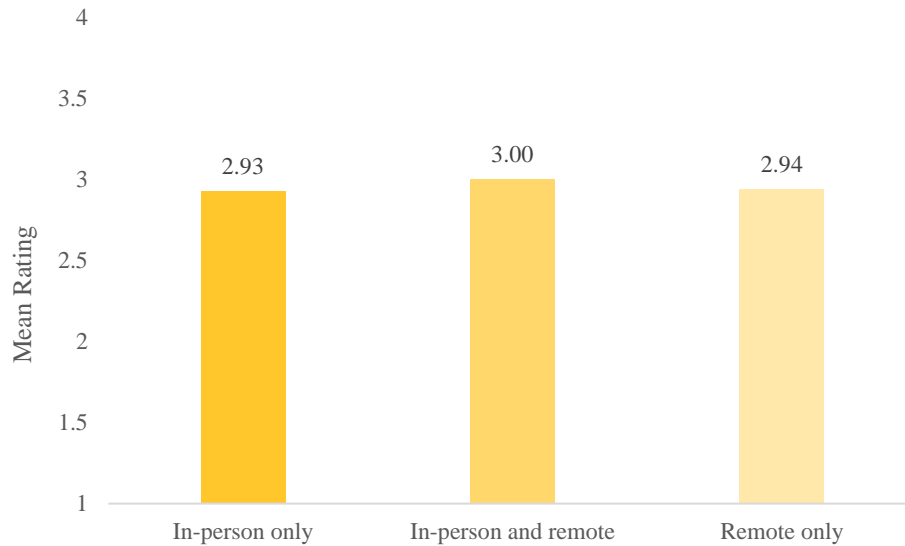
**Figure 1. Global Perceptions of School Climate and Working Conditions for Classroom Instructors and Staff By Instructional Modality**



Students were asked to rate their perceptions of school climate by responding to the question: *How positive or negative is the atmosphere of the school?* They largely did not differ in their perceptions of school climate by instructional modality (see Figure 2). Those who experienced some combination of in-person and remote learning reported having the most positive perceptions of school climate ( $M$  = 3.00),

followed by those who attended school remote only ( $M = 2.94$ ) and in-person only ( $M = 2.93$ ).

**Figure 2. Student Perceptions of School Climate By Instructional Modality**



In the remainder of this brief, we focus on the three respondent groups (classroom instructors, staff, and students) and their perceptions of the impacts of COVID-19 on school climate and working conditions by their reported instructional modalities. We also include how classroom instructors and staff reported their perceptions of how well their schools and school divisions managed their response to COVID-19.

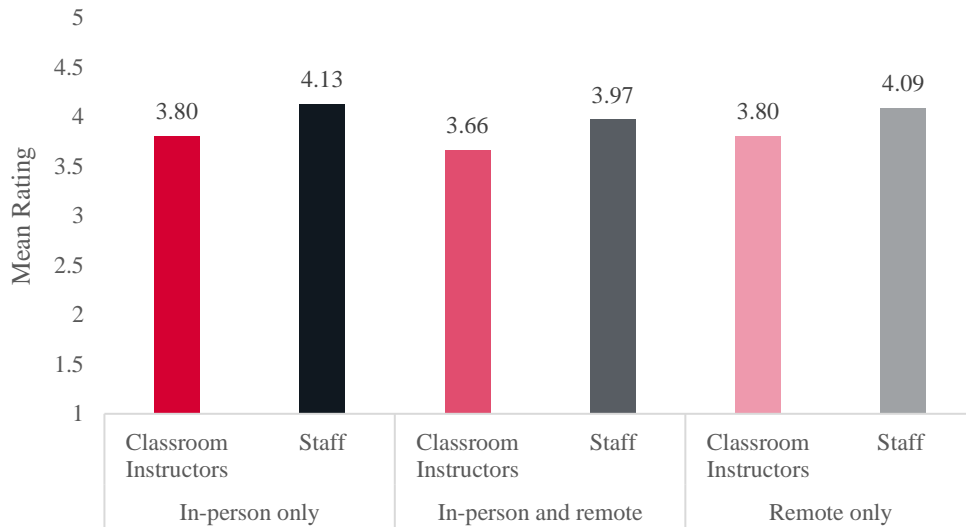
## IMPACT OF COVID-19 ON SCHOOL CLIMATE AND WORKING CONDITIONS

The Virginia School Survey included several new questions for the 2021 administration to understand the impact of COVID-19 disruptions on respondents' perceptions of school climate and classroom instructors' and staff's perceptions of working conditions. Respondents were asked to first reflect on whether the climate or working conditions in their school had become better or worse. Then, each respondent group was asked to identify the extent to which the COVID-19 pandemic contributed to a perceived change in climate or working conditions.

**School Climate.** Respondents were asked to indicate whether they believed the school climate became *Much Worse*—1, *Somewhat Worse*—2, *Same*—3, *Somewhat Better*—4, or *Better*—5. Classroom instructors and staff were also able to select a “no opinion” option. Respondents who indicated that they had *no opinion* were excluded from this analysis. Overall, adults most frequently indicated that their school climate remained about the same, regardless of the instructional modality. Respondents

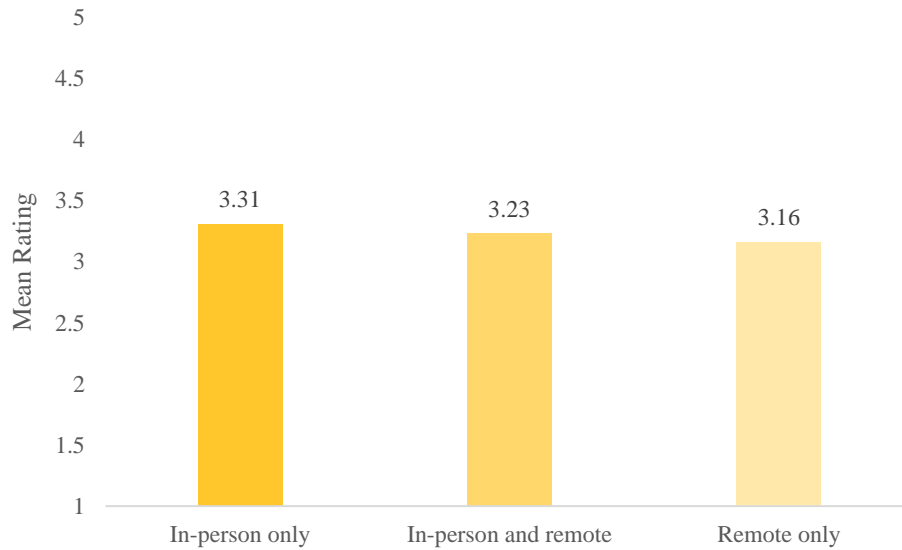
across all three groups were also more likely to report that school climate was “somewhat better” or “much better” than “somewhat worse” or “much worse”. Classroom instructors showed little variation across learning modality, but those who worked in-person only most often endorsed the climate had become better ( $M = 3.35$ ). Staff who worked in some combination of these modalities more frequently endorsed that the school climate became better ( $M = 3.43$ ; see Figure 3).

**Figure 3. Classroom Instructors and Staff Perceptions of Change in School Climate By Instructional Modality**



Students largely believed that the climate had stayed the same over the past two years. For those students who believed that their school climate had changed, they most frequently endorsed that the school climate was “somewhat better” or “much better” than “somewhat worse” or “much worse”. Students who attended school in-person most often endorsed that there was a positive change in school climate ( $M = 3.31$ ; see Figure 4).

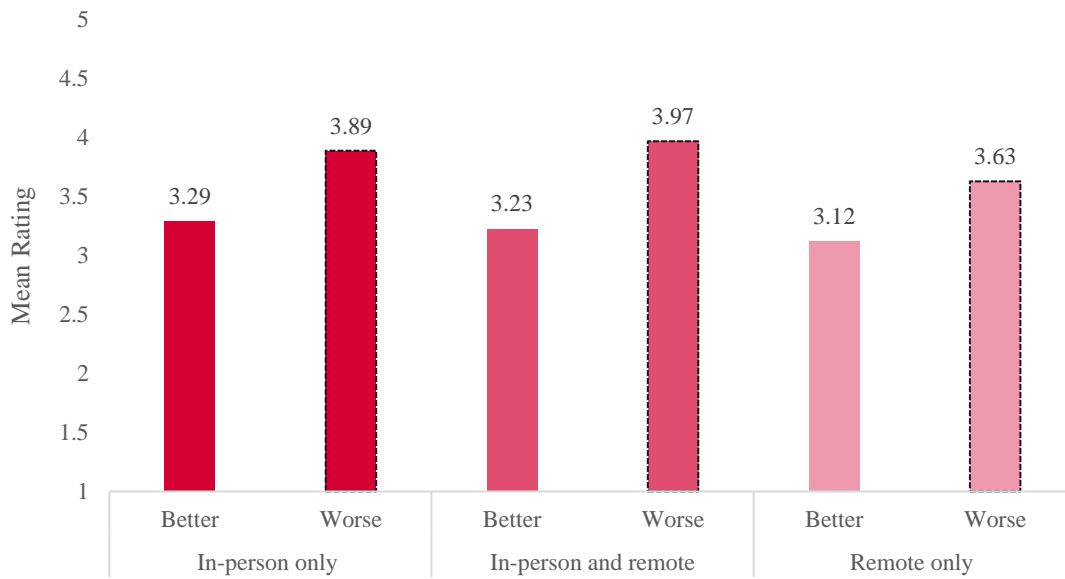
**Figure 4. Students' Perceptions of Changes in School Climate By Instructional Modality**



**School Climate and the Impact of COVID-19.** Classroom instructors perceptions of COVID-19’s impact on changes in school climate differed depending on whether the classroom instructors believed that the climate changed for the better or the worse (see Figure 5). Respondents were asked to rate the extent to which COVID-19 impacted the change on a five-point scale: *Not at All (1)*, *Very Little (2)*, *Some (3)*, *Very Much (4)*, and *The Only Reason (5)*. Classroom instructors who taught in some combination of instructional modalities and believed the climate became worse, most frequently endorsed that COVID-19 was very much or the only reason for the change ( $M = 3.97$ ). By comparison, those classroom instructors who taught remote only and believed the climate became better were less likely to report that that COVID-19 was very much or the only reason for the change ( $M = 3.12$ ).

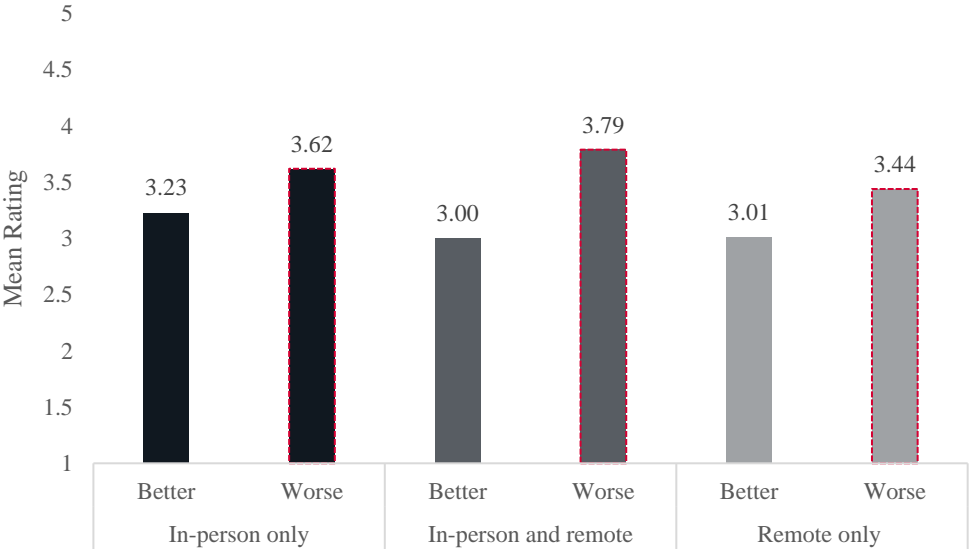


**Figure 5. Classroom Instructors' Perceptions of the Degree to Which COVID-19 Influenced Changes in School Climate By Instructional Modality**



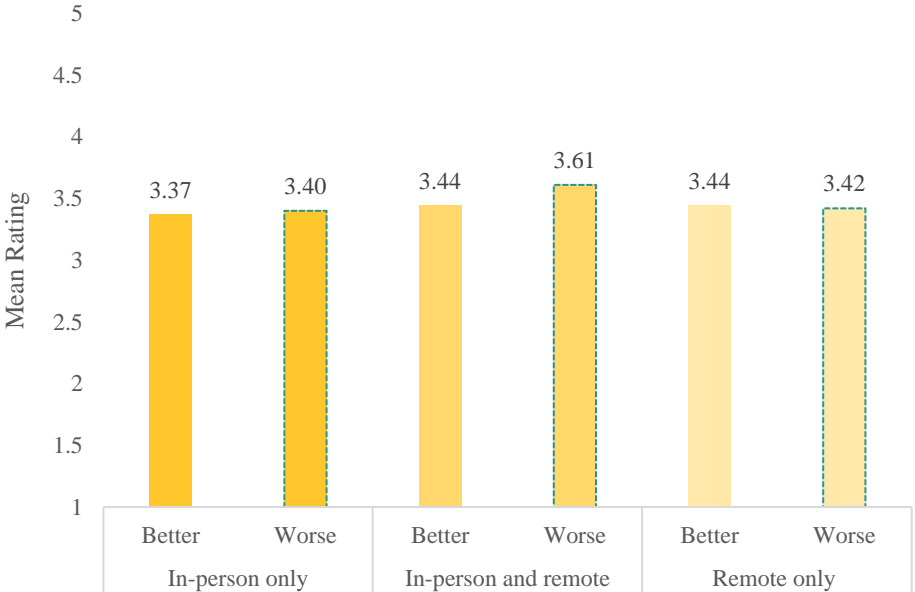
Similar to classroom instructors, staff who worked in some combination of the instructional modalities and reported that school climate had gotten worse most frequently endorsed ( $M = 3.79$ ) that COVID-19 was very much or the only reason for this change (see Figure 6). By comparison, staff who worked in person only and believed that the climate had gotten better ( $M = 3.23$ ) most frequently indicated COVID-19 was very much or the only reason this change in climate occurred.

**Figure 6. Staff's Perceptions of the Degree to Which COVID-19 Influenced Changes in School Climate By Instructional Modality**



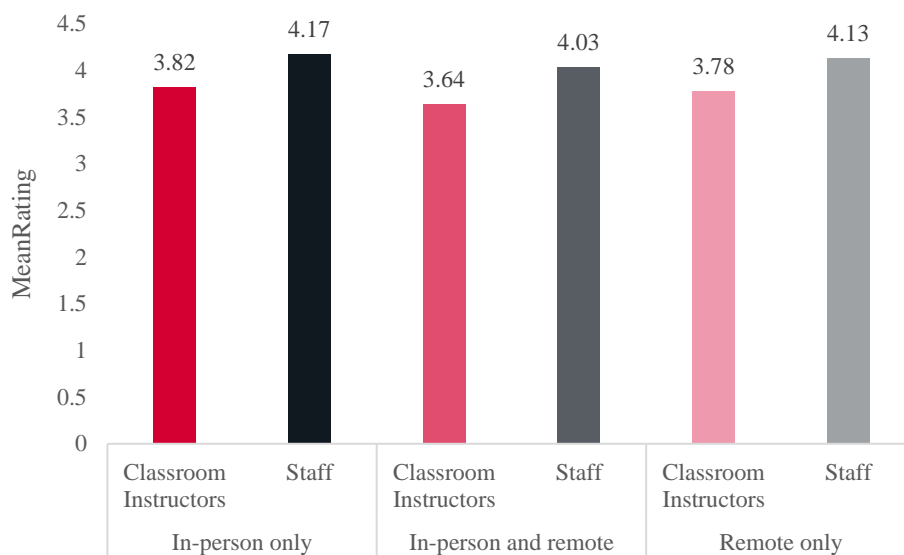
Students' perceptions of whether COVID-19 influenced changes in school climate differed only slightly depending on whether the climate became worse or better (see Figure 7). Those students who attended school in some combination of in-person and remote learning and reported that the climate became worse most often indicated that the change was very much or entirely attributed to COVID-19 ( $M = 3.61$ ). Across all other conditions, students were not as inclined to endorse COVID-19 as the reason for this change.

**Figure 7. Students' Perceptions of the Degree to Which COVID-19 Influenced Changes in School Climate By Instructional Modality**



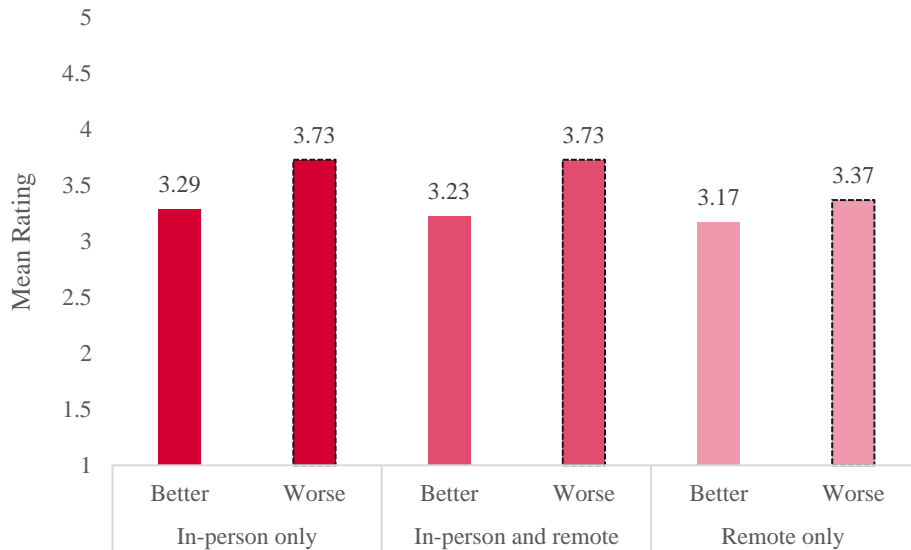
**Working Conditions.** Adult respondents were asked to indicate whether they believed their working conditions became *Much Worse*–1, *Somewhat Worse*–2, *Same*–3, *Somewhat Better*–4, or *Better*–5. Classroom instructors and staff were also able to select a “no opinion” option, but those respondents were excluded from this analysis. The adults surveyed most often believed that their working conditions remained the same across the past two years. Classroom instructors ( $M = 3.82$ ) and staff ( $M = 4.17$ ) who worked in person only rated their working conditions most positively (see Figure 8). Those classroom instructors ( $M = 3.64$ ) and staff ( $M = 4.03$ ) who worked in some combination of modalities reported their conditions were less positive. Staff members, regardless of the modality in which they worked, rated their working conditions more positively compared to classroom instructors.

**Figure 8. Classroom Instructors and Staff Perceptions of Changes in Working Conditions By Instructional Modality**



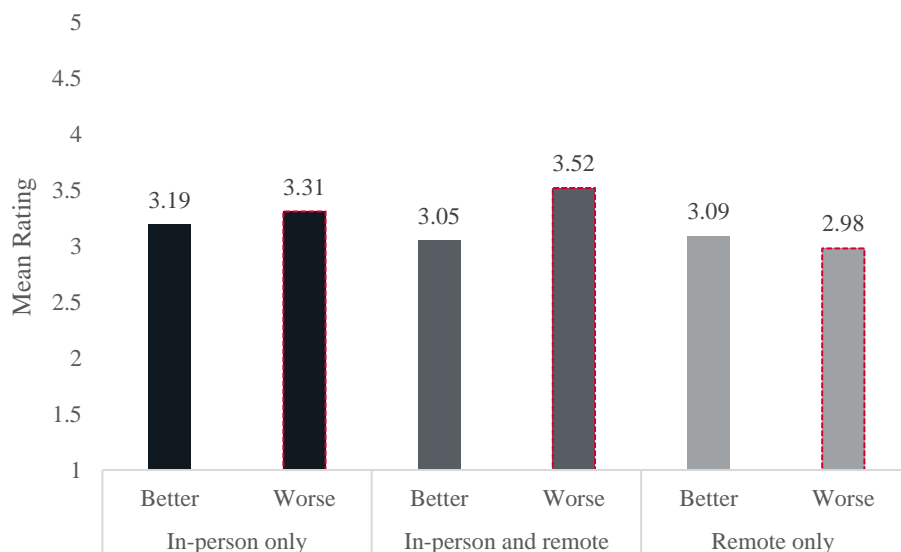
**Working Conditions and the Impact of COVID-19.** Classroom instructors who believed that their working conditions had changed for the worse more often attributed that change to the COVID-19 pandemic (see Figure 9). Those classroom instructors who worked either in-person only or in some combination of these modalities and believed their conditions changed for the worse, most frequently endorsed COVID-19 as the reason for the changes in working conditions.

**Figure 9. Classroom Instructors' Perceptions of the Degree To Which COVID-19 Influenced Changes in Working Conditions By Instructional Modality**



Compared to the classroom instructors, staff members attributed changes in their working conditions to COVID-19 less frequently (see Figure 10). Staff members working in some combination of the modalities and believed that their working conditions became worse more frequently attributed the changes in working conditions to the pandemic ( $M = 3.52$ ). There was little difference among the other conditions, as staff did not differ in the degree to which COVID-19 influenced changes in working conditions.

**Figure 10. Staff Perceptions of the Degree To Which COVID-19 Influenced Changes in Working Conditions By Instructional Modality**



## CLOSING

By examining differences in school climate and working conditions based on instructional modality, Virginia school divisions may learn more about how COVID-19 impacted their schools. One limitation to these data is that it does not fully explain the underlying causes of students, classroom instructors, and staff perspectives. For instance, classroom instructors who worked in different environments may have had the opportunity to choose how they worked, and therefore might perceive working conditions differently compared to those who could not choose their working environments. The results of the 2021 Virginia School Survey point to the need for divisions to better understand the characteristics of working in these instructional modalities contributed to more positive perspectives of working conditions. Additionally, the survey findings demonstrate that students perceived school climate most positively if they learned in-person during the 2020-2021 school year. Administrators could learn from those students to find ways to leverage their experiences and find ways to infuse them into instances when remote learning might be required. Future administrations of this survey will empower divisions to monitor changes in school climate and working conditions as the pandemic response shifts and examine the corresponding changes in the usage of remote and in-person instructional modalities.

## REFERENCES

- Diliberti, M. K., Kaufman, J. H. (2020). *Will this school year be another casualty of the pandemic? Key findings from the American Educator Panels Fall 2020 COVID-19 surveys* (RAND Corporation Research Report. RR-A168-4). Retrieved from [https://www.rand.org/pubs/research\\_reports/RRA168-4.html](https://www.rand.org/pubs/research_reports/RRA168-4.html)
- Lachlan, L., Kimmel, L., Mizrav, E., & Holdheide, L. (2020). *Advancing quality teaching for all schools: Examining the impact of COVID-19 on the teaching workforce*. Washington, DC: American Institutes for Research. Retrieved from <https://files.eric.ed.gov/fulltext/ED610625.pdf>

## APPENDIX A

**Table 2. Global Perceptions of School Climate and Working Conditions Among Students, Classroom Instructors and Staff**

		Percent of Respondents				
Global Climate Measure: <i>How positive or negative is the atmosphere of the school?</i>						
Respondent	Instructional Modality	Mean	Very Negative	Negative	Positive	Very Positive
Students	In-person only	2.93	4.1	14.6	64.9	16.4
	In-person and remote	3.00	2.6	11.8	69.0	16.6
	Remote only	2.94	3.4	14.8	67.3	14.5
Global Climate Measure: <i>Overall, my school is a good place to work and learn.</i>						
Respondent	Instructional Modality	Mean	Strongly Disagree	Disagree	Agree	Strongly Agree
Classroom Instructors	In-person only	3.35*	4.2	2.8	47.0	46.1
	In-person and remote	3.31*	3.7	3.8	50.5	42.0
	Remote only	3.28*	3.3	4.3	50.0	38.4
Staff	In-person only	3.39*	5.9	1.5	39.8	52.8
	In-person and remote	3.43*	3.9	2.0	41.8	52.3
	Remote only	3.35*	4.1	2.6	47.6	45.7

\*Adult survey means are adjusted from a 6-point to a 4-point scale to aid comparison<sup>2</sup>

<sup>2</sup> This item presented to classroom instructors and staff has a six-point response scale (i.e., *Strongly Disagree, Disagree, Somewhat Disagree, Somewhat Agree, Agree, Strongly Agree*). However, the parallel question for students has a four point response scale (i.e., *Strongly Disagree, Disagree, Agree, Strongly Agree*). To aid in comparisons among respondent groups, the *Somewhat Agree* and *Agree* categories and the *Somewhat Disagree* and *Disagree* categories were collapsed and the mean scores rescaled from a six-point scale to a four-point scale.

**Table 2. Perceived Change in Climate by Instructional Modality and Respondent Type**

<i>Measure: Has the climate become better or worse?</i>								
Respondent	Instructional Modality	Mean	Percent of Respondents					No Opinion
			<i>Much Worse</i>	<i>Somewhat Worse</i>	<i>Same</i>	<i>Somewhat Better</i>	<i>Much Better</i>	
Students	In-person only	3.31	3.8	11.5	49.8	20.3	14.7	--
	In-person and remote	3.23	3.0	11.2	54.7	21.4	9.7	--
	Remote only	3.16	3.1	11.3	59.3	19.2	7.1	--
Classroom Instructors	In-person only	3.80	2.3	11.2	39.7	16.1	12.8	18.0
	In-person and remote	3.66	2.9	13.3	41.3	16.4	10.2	16.0
	Remote only	3.80	2.0	10.5	40.8	17.1	10.9	18.7
Staff	In-person only	4.13	1.2	5.4	35.5	16.5	20.7	20.9
	In-person and remote	3.97	1.2	8.2	35.5	20.2	17.0	18.0
	Remote only	4.09	1.0	6.1	35.5	18.7	18.0	20.8

\*Student sample size (*n*) is 63,005, as they only received this question if they attended this school previously.

**Table 4. The Impact of COVID on Climate for Students Who Indicated a Change in Climate by Instructional Modality**

Instructional Modality	Change	Mean	Percent of Respondents				
			<i>Not at All</i>	<i>Very Little</i>	<i>Some</i>	<i>Very Much</i>	<i>The Only Reason</i>
<b>To what extent do you think COVID-19 contributed to this change in the school's climate?</b>							
In-person only (n = 1,620)	<i>Better</i>	3.37	10.0	10.9	25.8	38.5	14.7
	<i>Worse</i>	3.40	12.4	10.3	19.9	40.0	17.4
In-person and remote (n = 10,732)	<i>Better</i>	3.44	6.0	10.4	29.0	43.0	11.6
	<i>Worse</i>	3.61	6.4	9.9	19.4	45.0	19.4
Remote only (n = 14,691)	<i>Better</i>	3.44	7.5	10.3	27.5	39.7	14.9
	<i>Worse</i>	3.42	11.0	11.8	19.3	40.0	17.9



**Table 5. The Impact of COVID on Climate for Classroom Instructors Who Indicated a Change in Climate by Instructional Modality**

Instructional Modality	Change	Mean	Percent of Respondents					<i>The Only Reason</i>
			<i>Not at All</i>	<i>Very Little</i>	<i>Some</i>	<i>Very Much</i>		
<b>To what extent do you think COVID-19 contributed to this change in the school's climate?</b>								
In-person only (n = 3,165)	<i>Better</i>	3.29	6.4	10.4	33.6	44.1	4.2	
	<i>Worse</i>	3.89	1.8	4.6	17.2	55.8	20.6	
In-person and remote (n = 17,353)	<i>Better</i>	3.23	8.5	10.5	35.0	42.0	4.3	
	<i>Worse</i>	3.97	2.1	4.0	14.7	53.6	25.6	
Remote only (n = 13,272)	<i>Better</i>	3.12	11.9	11.7	33.7	38.5	4.2	
	<i>Worse</i>	3.63	6.8	8.7	18.9	45.9	19.7	

**Table 6. The Impact of COVID on Climate for Staff Who Indicated a Change in Climate by Instructional Modality**

Instructional Modality	Change	Mean	Percent of Respondents					<i>The Only Reason</i>
			<i>Not at All</i>	<i>Very Little</i>	<i>Some</i>	<i>Very Much</i>		
<b>To what extent do you think COVID-19 contributed to this change in the school's climate?</b>								
In-person only (n = 2,368)	<i>Better</i>	3.23	7.6	10.6	35.7	43.0	3.0	
	<i>Worse</i>	3.62	10.5	6.5	15.5	45.5	22.0	
In-person and remote (n = 4,756)	<i>Better</i>	3.00	10.1	14.4	42.9	30.8	1.8	
	<i>Worse</i>	3.79	4.4	8.2	17.5	44.1	25.8	
Remote only (n = 2,279)	<i>Better</i>	3.01	11.8	13.7	37.9	34.4	2.2	
	<i>Worse</i>	3.44	12.8	11.1	17.4	36.4	22.3	

**Table 7. Perceived Change in Working Conditions by Instructional Modalities for Classroom Instructors and Staff Respondents**

Respondent	Instructional Modality	Mean	Percent of Respondents					No Opinion
			<i>Much Worse</i>	<i>Somewhat Worse</i>	<i>Same</i>	<i>Somewhat Better</i>	<i>Much Better</i>	
<b>Over the last two years, working conditions have become...</b>								
Classroom Instructors	In-person only	3.82	4.0	13.6	33.8	12.6	16.6	19.4
	In-person and remote	3.64	5.4	15.4	36.0	13.2	13.4	15.6
	Remote only	3.78	4.3	11.5	36.9	14.7	14.5	18.1
Staff	In-person only	4.17	1.7	6.1	31.9	14.2	26.5	19.8
	In-person and remote	4.03	1.9	8.6	32.5	16.6	22.4	17.9
	Remote only	4.13	2.0	6.7	31.3	16.5	23.6	19.9

**Table 8. The Impact of COVID-19 on Working Conditions by Instructional Modalities for Classroom Instructors Who Indicated a Change in Working Conditions**

Instructional Modality	Change	Mean	Percent of Respondents				<i>The Only Reason</i>
			<i>Not at All</i>	<i>Very Little</i>	<i>Some</i>	<i>Very Much</i>	
<b>To what extent do you think COVID-19 contributed to this change in working conditions for staff?</b>							
In-person only (n = 3,499)	<i>Better</i>	3.29	8.4	10.2	30.7	43.3	5.0
	<i>Worse</i>	3.73	3.0	8.0	19.2	52.5	17.4
In-person and remote (n = 19,249)	<i>Better</i>	3.23	9.6	10.6	32.0	42.9	4.9
	<i>Worse</i>	3.73	2.8	6.7	22.8	50.4	17.3
Remote only (n = 14,721)	<i>Better</i>	3.17	12.0	11.3	30.7	40.0	6.1
	<i>Worse</i>	3.37	7.4	11.9	28.1	41.4	11.3

**Table 9. The Impact of COVID-19 on Working Conditions by Instructional Modalities for Staff Who Indicated a Change in Working Conditions**

Instructional Modality	Change	Mean	Percent of Respondents					<i>The Only Reason</i>
			<i>Not at All</i>	<i>Very Little</i>	<i>Some</i>	<i>Very Much</i>		
<b>To what extent do you think COVID-19 contributed to this change in working conditions for staff?</b>								
In-person only (n = 2,622)	<i>Better</i>	3.19	10.0	11.5	31.0	44.2	3.3	
	<i>Worse</i>	3.31	12.1	12.6	22.1	37.9	15.2	
In-person and remote (n = 5,066)	<i>Better</i>	3.05	10.3	13.1	40.0	34.6	2.1	
	<i>Worse</i>	3.52	6.4	10.9	26.1	37.3	19.2	
Remote only (n = 2,540)	<i>Better</i>	3.09	11.4	12.3	36.0	37.1	3.3	
	<i>Worse</i>	2.98	17.7	15.7	28.5	27.4	10.6	