**Supplementary Material (SM)**

**Factor Analysis for the Scale of Pandemic-Related Difficulties in Adolescents**

Before conducting the factor analysis, we verified that the data was suitable for it. The Kaiser-Meyer-Olkin measure of .82 was high and Bartlett's test of sphericity was significant, Chi2(120) = 1927.26, *p* < .001. Thus, the data was adequate for factor analysis. We conducted an exploratory factor analysis with an oblique (oblimin) rotation first and examined the component correlation matrix. As the correlations between the components were not particularly high (.12-.44), we used the varimax rotation in the main analysis. Results of this analysis showed that eigenvalue was greater than 1.0 for four factors; the scree plot also suggested four factors. These four factors explained 64% of the total variance (Table S1). We deleted the three questions with high cross-loadings and conducted the factor analysis again. Results of this analysis showed that eigenvalue was greater than 1.0 for three factors; the scree plot also suggested three factors. These three factors explained 61% of the total variance (Table S2): (i) Household and school relationship difficulties that covers being overloaded by everyday duties, problematic relationships at home and at school, difficulties in coming back to stationary education (4 items, α = .726), (ii) Difficulties related to limited social connections, extracurricular and recreational activities due to COVID-19 restrictions (6 items, α = .836), and (ii) Fear and uncertainty related to pandemic course and the Covid-19 infection (3 items, α = .786).

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Table S1. Factor Loadings from an initial Exploratory Factor Analysis of the Scale of Pandemic-Related Difficulties in Adolescents

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Component | | | |
| 1 | 2 | 3 | 4 |
| Limitations in the possibility of practicing physical activity | **.848** |  |  |  |
| Closure of gyms/cinemas/theaters/restaurants/pubs | **.817** |  |  |  |
| Restrictions in pursuing passions and interests | **.791** |  |  |  |
| Limited or no real meetings with friends/acquaintances/loved ones | **.709** |  |  | .329 |
| The inconvenience of having to maintain social distancing and restrictions on gatherings | .581 |  |  | .497 |
| The inconvenience of wearing masks | .523 |  |  | .418 |
| Increased number of daily duties |  | **.752** |  |  |
| Difficult relationships with loved ones at home (feeling that we are getting on each other's nerves) |  | **.709** |  |  |
| Return to stationary learning |  | **.665** |  |  |
| Difficult relationships with teachers |  | **.646** |  |  |
| Fear of infection of a family member / other close person with coronavirus |  |  | **.894** |  |
| Fear of getting infected with the coronavirus |  |  | **.857** |  |
| Uncertainty about the current situation and about the near future |  |  | **.668** |  |
| Remote learning |  |  |  | **.726** |
| More frequent use of the computer/telephone for rest/as a way to spend free time |  | .348 |  | **.646** |
| Boredom, the monotony of days |  | .473 |  | .566 |

*Note:* Method was a principal component analysis and varimax rotation with Kaiser normalization. Values smaller than ± .30 are not presented.

Table S2. Factor Loadings from the final Exploratory Factor Analysis of the Scale of Pandemic-Related Difficulties in Adolescents

|  |
| --- |
|  |
| 1 | 2 | 3 |
| Limitations in the possibility of practicing physical activity | **.842** |  |  |
| Restrictions in pursuing passions and interests | **.833** |  |  |
| Limited or no real meetings with friends/acquaintances/loved ones | **.808** |  |  |
| Closure of gyms/cinemas/theaters/restaurants/pubs | **.732** |  |  |
| More frequent use of the computer/telephone for rest/as a way to spend free time | **.542** | .352 |  |
| Remote learning | **.534** |  |  |
| Increased number of daily duties |  | **.749** |  |
| Return to stadiony learning |  | **.719** |  |
| Difficult relationships with loved ones at home (feeling that we are getting on each other's nerves) | .345 | **.718** |  |
| Difficult relationships with teachers | .302 | **.641** |  |
| Fear of infection of a family member / other close person with coronavirus |  |  | **.905** |
| Fear of getting infected with the coronavirus |  |  | **.850** |
| Uncertainty about the current situation and about the near future |  |  | **.697** |

*Note:* Method was a principal component analysis and varimax rotation with Kaiser normalization. Values smaller than ± .30 are not presented.