

# TEACHERS' KNOWLEDGE OF ADHD AND SRL: ASSOCIATIONS WITH PROFESSIONAL COMPETENCE, INSTRUCTIONAL PRACTICE, BURNOUT, TRAINING NEEDS AND WELL-BEING

## INTRODUCTION

Primary and secondary school teachers play a central role in fostering students' academic and socioemotional development, particularly through the promotion of SRL (Cleary et al., 2022; Karlen et al., 2023), a process closely linked to ADHD (Klimenko, 2009). Despite this connection, the literature has largely examined ADHD and SRL separately, without relating them to teachers' perceived competencies, instructional behaviour, burnout, training needs, and job well-being, thus limiting a comprehensive understanding of their combined impact on educational practice.

## OBJECTIVES

This study aims to:

- Analyse the relationship between in-service (primary and secondary education) and pre-service teachers' knowledge of ADHD and SRL and their perceived competencies, instructional behaviour, burnout, training needs, and job well-being.
- Examine differences in the previous dimensions according to teaching experience.
- Identify potential mismatches between perceived importance of training areas and self-reported training needs.

## METHOD

### Participants

A total of **174 participants** took part in this research (43 men, 130 women, 1 non-binary): 27 primary & secondary school teachers, 88 teacher training students, and 58 students enrolled in the master's degree in Secondary Education.

Figure 1

Sample by gender

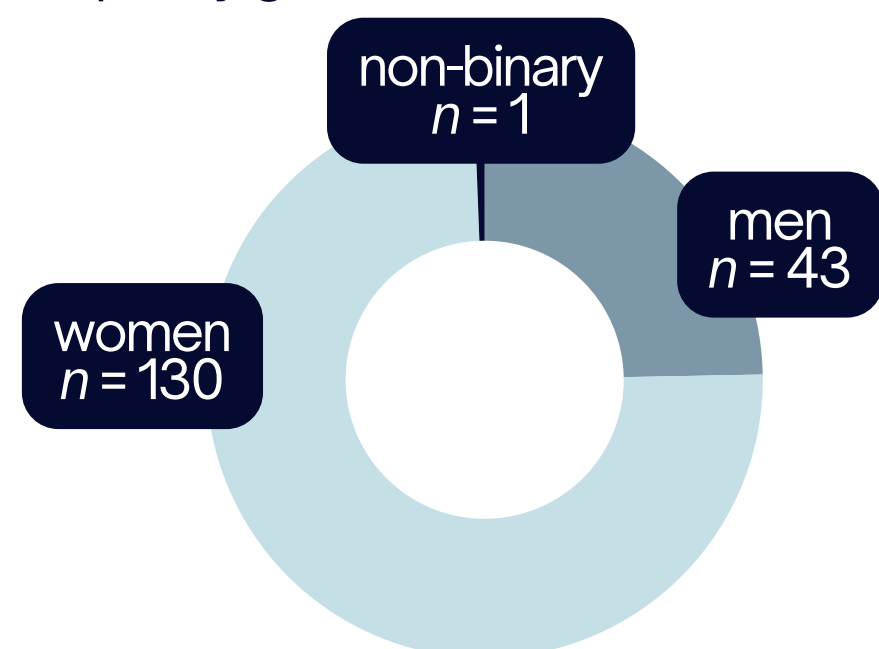
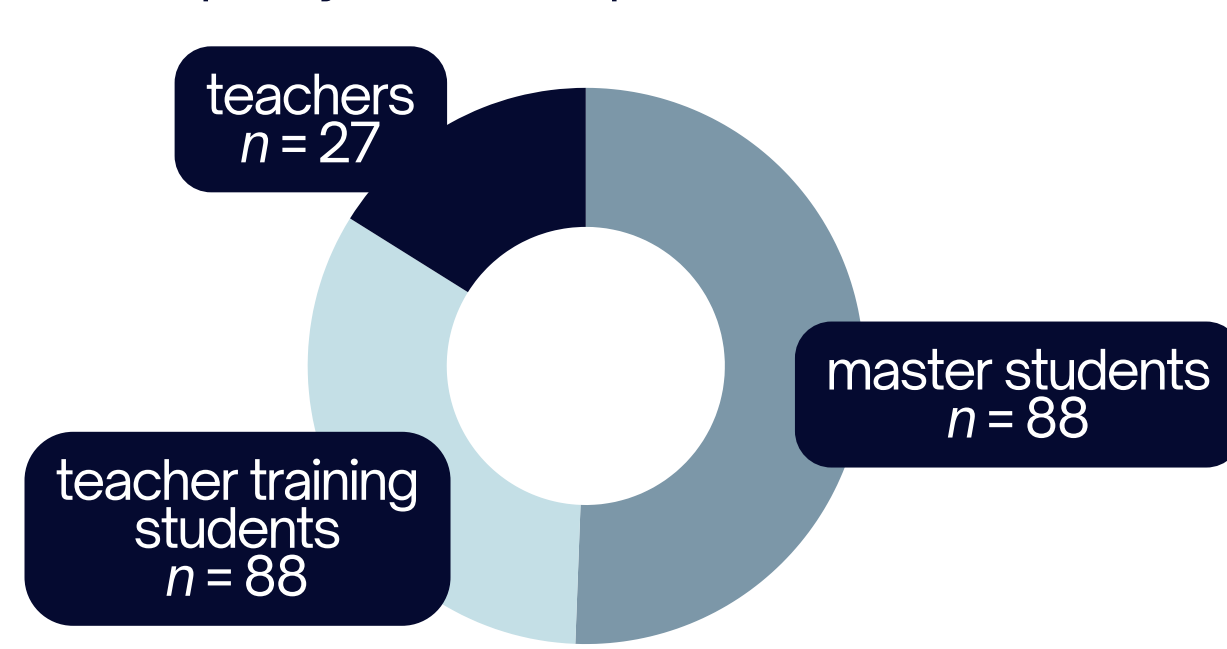


Figure 2

Sample by teacher experience



### Instruments

- *Knowledge about ADHD* (ad-hoc) with 16 items.
- *Knowledge about SRL* (ad-hoc - FORM(AR) project) with 30 items.
- *Approaches to Teaching Inventory- Short form* (S-ATI-20) (Monroy et al., 2015) to evaluate the specific characteristics of the instructional behaviour (20 items).
- *Self-Efficacy Scale to implement Self-Regulated Learning* (TSES-SRL) (De Smul et al., 2018) to examine perceived competence to implement strategies that foster SRL through 24 items.
- *Maslach Burnout Inventory* (MBI) (Maslach & Jackson, 1981) to assess professional burnout using 22 items.
- *Training Needs Scale on Attention to Diversity* (ENFAD) to identify training needs related to attention to diversity through 28 items
- *General Labor Well-Being Questionnaire* (qBLG) (Blanch et al., 2010) to analyse job well-being based on 55 items.

### Procedure & Analysis

- Descriptive statistics.
- Comparison of means.
- Analysis of discrepancies (MANCOVA).

## RESULTS

### Descriptive statistics

- The sample was mainly composed of female participants and individuals without teaching experience.
- Most participants worked in public schools.

Figure 3

Demographic characteristics of the sample.

Categorical variable	n	%
<b>Gender</b>		
Men	43	24,7
Women	130	74,7
Non-binary	1	0,6
<b>Type of school</b>		
Public school	15	53,6
State-funded private school	6	21,4
Private school	4	14,3
Others	3	10,7
<b>Teaching experience</b>		
Exp. = (No exp) bachelor's degree	88	50,6
Exp. = (No exp) master's degree	58	33,3
Exp. = Less than 1 year	8	4,6
Exp. = 1 – 5 years	3	1,7
Exp. = 6 – 10 years	3	1,7
Exp. = 11 – 15 years	2	1,2
Exp. = 16 – 20 years	4	2,3
Exp. = More than 20 years	7	4
Exp. = Others	1	0,6
<b>Total</b>	174	100

Note. n = Number of cases; Exp. = teaching experience; % = percentage of cases.

### Comparison of means

- Participants with teaching experience showed significantly higher job strain, perceived importance of training, and competence ( $p < .05$ ).
- No significant differences were found in instructional behaviour, training needs, or self-regulation knowledge.

Figure 4

Comparison of mean scores by teaching experience

Dimension	Without experience	With experience	Differences
Job strain	↓	↑	Significant ( $p = .016$ )
Importance of training	↓	↑	Significant ( $p = .022$ )
Competence (qBLG)	↓	↑	Significant ( $p = .023$ )
Instructional behaviour	=	=	Not significant
Training needs	=	=	Not significant
Self-regulation knowledge	=	=	Not significant

Note. ↑ = higher mean score; ↓ = lower mean score; = no significant difference; p-values based on independent-sample t-test

### Analysis of discrepancies

- Results revealed a mismatch between areas considered most important and those with the greatest perceived training needs, with autism being the only overlapping area.

Figure 5

Top five training areas by perceived importance and self-reported training needs.

Importance of training	M	Training Needs	M
Autism	4,57	Intellectual disabilities	4,35
Diversity & inclusive education	4,56	Autism	4,28
Attention difficulties	4,56	Motor disabilities	4,26
Sensory impairments	4,55	Behavioural problems	4,26
Teaching well-being & coping strategies	4,55	Self-regulated learning	4,25

Note. M = means scores from descriptive statistics in SPSS; Ratings ranged from 1-5.

## DISCUSSION

The present study highlights the need to examine teacher knowledge of ADHD and SRL within a broader professional framework that includes well-being and training demands. Understanding this relationship is essential to design more coherent teacher education programs that strengthen inclusive practices and support sustainable professional development.

In this sense, teachers' emotional state plays a key role in the classroom practice, underscoring the importance of ensuring teacher well-being.

## REFERENCES

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