

The emotional burden on families supporting children with ADHD at school

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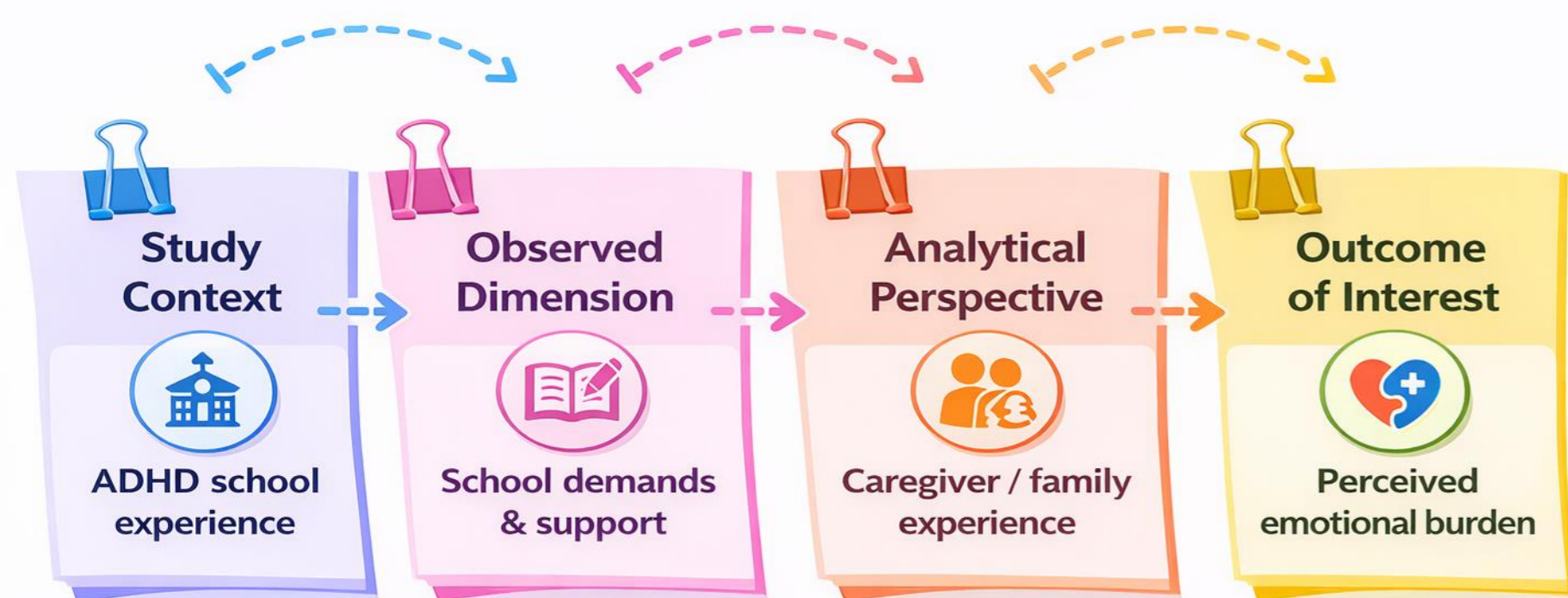
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INTRODUCTION & AIM

Children with **Attention Deficit Hyperactivity Disorder (ADHD)** often require sustained parental involvement in school-related tasks.

This continuous support may generate **emotional burden for caregivers**, particularly when children experience academic difficulties and frustration.

Despite growing attention to ADHD in educational contexts, **family emotional experiences linked to schooling remain underexplored**.



This study aims to examine the factors associated with the **emotional burden experienced by caregivers** supporting children with ADHD in school contexts.

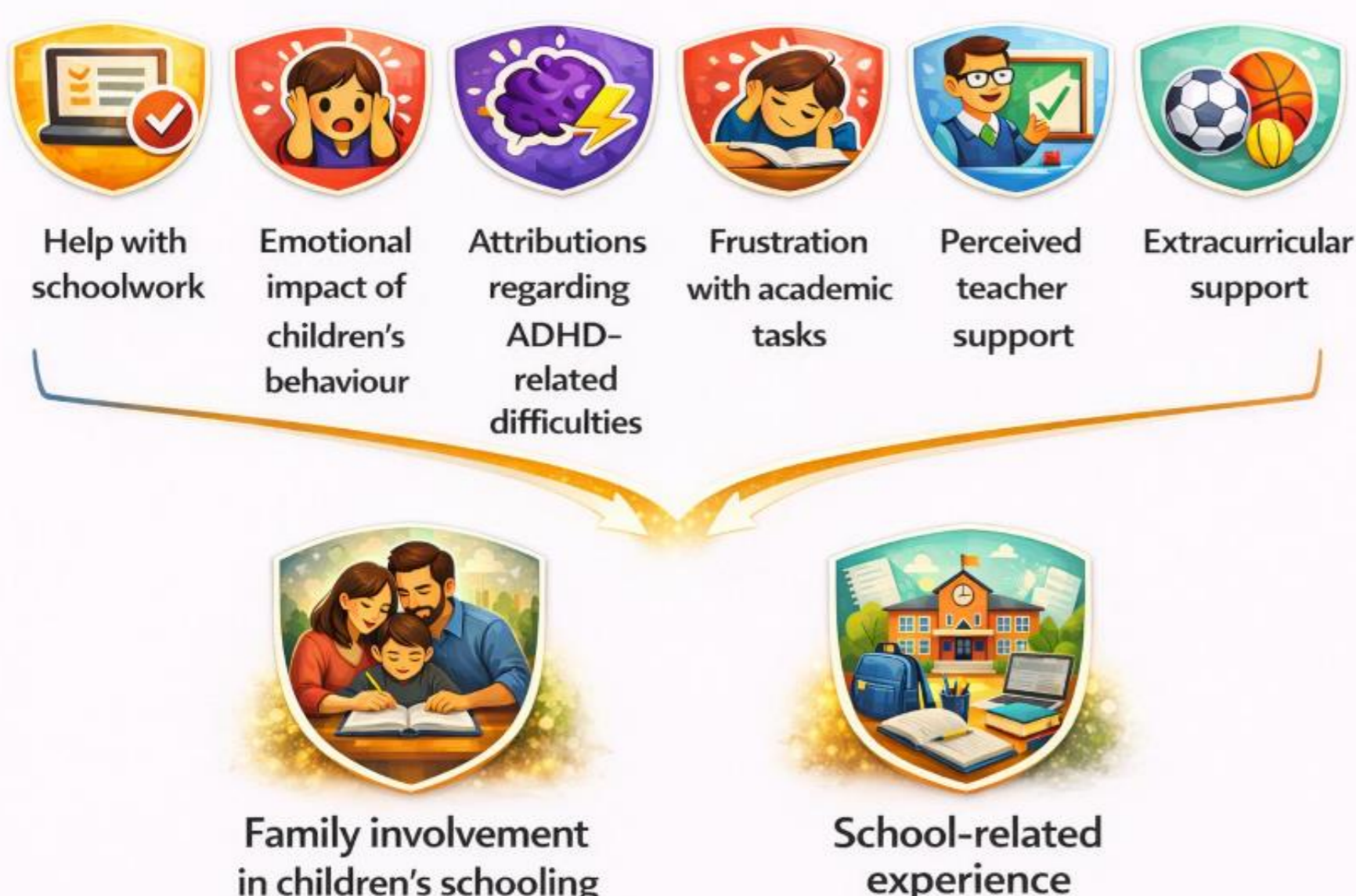
METHOD



This study employed a **cross-sectional design** using an **online questionnaire** administered to **205 caregivers** of children with ADHD living in Spain.

Participants were recruited through a **non-probabilistic convenience sampling strategy**, disseminated via **family associations and online networks related to ADHD**. Although this approach represents a limitation and the sample cannot be considered representative of the broader population, the participation of **205 caregivers provides a sufficiently robust basis to explore the topic under study**.

Measures: six indicators were assessed using a 5-point Likert scale (1-5). Associations between variables were examined using **Spearman's rank correlations**, applying **False Discovery Rate (FDR) correction** for multiple comparisons.



RESULTS & DISCUSSION

The results show a **median of 4.33** for family involvement in children's schooling, indicating a high level for this variable, while **school-related experience** has a **median of 3.33**, placing it at a more moderate level.

Regarding dispersion, **the values are low in both cases**, although slightly **higher for school experience** (0.50) than for **family involvement** (0.33), suggesting greater heterogeneity in the responses for the latter variable.

Furthermore, **Spearman's rank correlation shows a positive and statistically significant relationship between both variables** ($\rho = 0.274$; $p < 0.001$), indicating that greater family involvement tends to correlate with better school-related experience, although the strength of the association is low.

Variable	Md	QD
Family involvement in children's schooling	4.33	0.33
School-related experience	3.33	0.50

Relation	Spearman's	p
Family involvement in children's schooling Vs School-related experience	0.274	<0.001

Caregivers' emotional burden was associated with:

- **Attributions regarding ADHD-related difficulties**
- **Children's frustration with schoolwork**

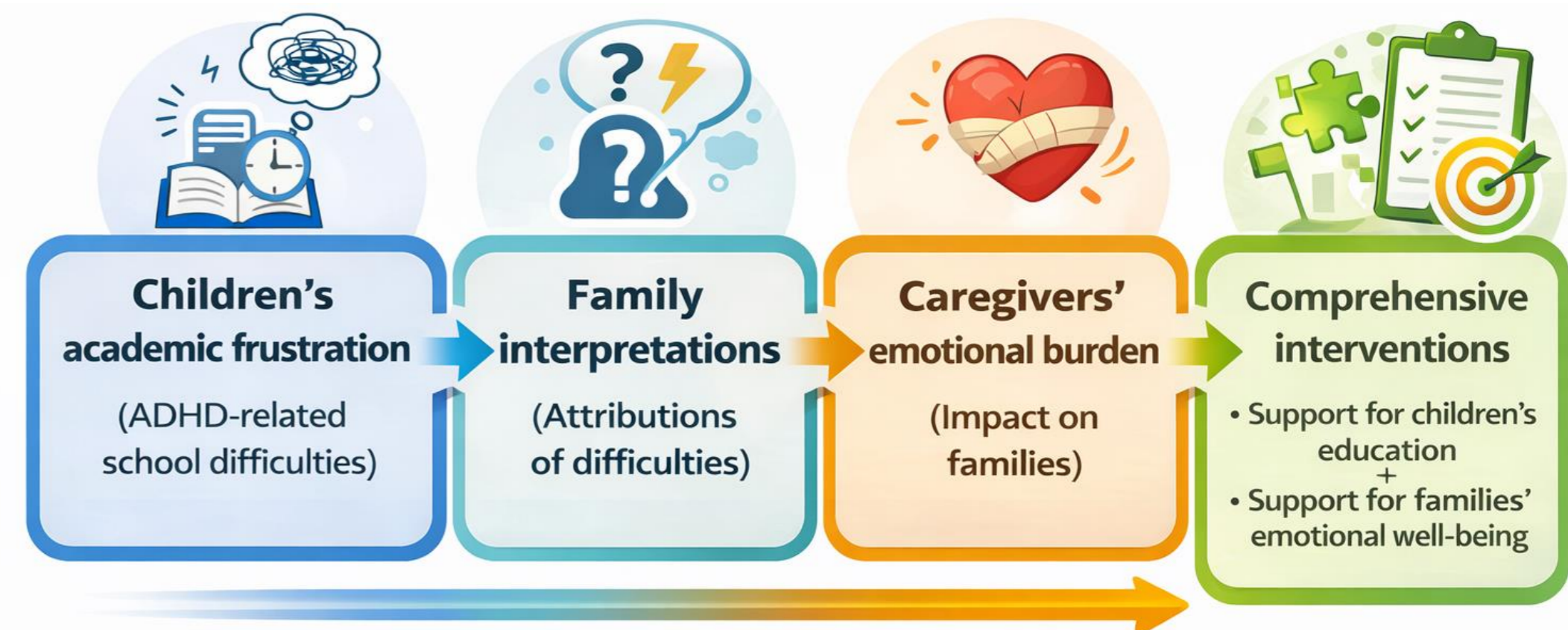
These findings suggest that **how families interpret children's academic difficulties plays an important role in caregivers' emotional well-being**.

CONCLUSION

Caregivers' emotional burden is closely related to children's academic frustration and to families' interpretations of ADHD-related difficulties.

These findings indicate that **family perceptions of children's school experiences play a fundamental role in caregivers' emotional well-being**.

Interventions should therefore **not only address children's educational needs but also include strategies to support families' emotional well-being**.



FUTURE WORK / REFERENCES

Future research should:

- Explore **longitudinal relationships** between school experiences and caregiver emotional burden.
- Examine **additional contextual factors** influencing family experiences.
- Develop **intervention strategies aimed at supporting caregivers' emotional well-being**.

Ethical approval: The study was conducted within a doctoral research project using a survey instrument (code E2025_009; Universidad Católica de Ávila).