

**A PSYCHOLOGICAL STUDY ON THE IMPACT OF ATTENTION
DEFICIT HYPERACTIVITY DISORDER FOR LEARNING OF
PRIMARY SCHOOL CHILDREN
(WITH REFERENCE TO COLOMBO DISTRICT)**

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Attention-Deficit/ Hyperactivity Disorder (ADHD) is recognized as the most common neurodevelopmental disorder among primary school children, often impacting their academic performance and classroom behavior. This study primarily aimed to examine how ADHD affects the learning outcomes of primary school students, which constituted the central research problem. Additionally, the study investigated the prevalence of ADHD in the Colombo District and explored whether gender differences exist in its occurrence. A quantitative research design was employed, using the survey method for data collection. Although **Morgan's Table** suggested a required sample size of **130**, the **actual sample** comprised **100** students selected through simple random sampling from two primary schools in the district. Each school contributed 50 students, with 10 students randomly selected from each grade (Grades 1 to 5), ensuring balanced representation across grades. Two standardized instruments were used: the SNAP-IV Rating Scale to assess ADHD symptoms and the Academic Performance Rating Scale (APRS) to evaluate academic achievement. These tools were completed by class teachers based on their observations of student behavior and academic engagement. Data were analyzed using SPSS software, and correlation analysis was conducted to explore the relationship between ADHD symptoms and academic performance. Results revealed a significant negative correlation, indicating that higher ADHD symptom levels were associated with poorer academic outcomes. The study also found a higher prevalence of ADHD among boys compared to girls. Based on these findings, it is recommended that early psychological interventions be provided, alongside increased awareness efforts targeting parents and teachers regarding ADHD, its educational impact, and effective management strategies.

Keywords: *ADHD, Primary school child, Learning*