

Title of Abstract: Use of Concrete Detachable Learning Tools in Testing Children's Animal Discriminatory Ability

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Abstract:

This study examined the effect of concrete detachable learning tools on young children's discriminatory ability. The study adopted pre-test, post-test experimental design. Data were obtained from twenty-two (22) pupils, with age range between 2 and 4 years (average age = 2.95 years). There were ten male and twelve female pupils randomly selected from a private primary school in Ota, Ogun State. Two hypotheses were formulated for the study. The study found no significant difference in the performance of males and females who were taught using the concrete learning tools ($t = 0.516$, $df = 9$, $p > .05$) but a significant difference between the post-test performance of those who were taught discrimination using the concrete detachable learning tools and those using the visual tool ($t = 13.771$, $df = 10$, $p = .000$). This study shows that concrete detachable learning tools are suitable for early childhood education considering its positive effect on memory.

Key words: Learning, Detachable tools, Discrimination, performance.