

## ABSTRACT

Children's early numeracy experience has a notable impact on their later numeracy achievement (LeFevre et al., 2009; Missall et al., 2015). During the process, early numeracy skills and early numeracy interest play different roles in helping children to learn new math knowledge. This study examined the powerful predictors of children's numeracy competence and interest, respectively. It also explored the mediation effect of the home numeracy environment, including home numeracy activities and resources. Multiple linear regression analyses showed that children's numeracy competence could be predicted by children's age, parents' education, and home numeracy resources. For children's numeracy interest, it can be predicted by parents' attitude and home numeracy activities. Moreover, it also suggested that the home numeracy environment can mediate the relations between parents' characteristics and children's numeracy development. Parents' education level had an indirect linkage with children's numeracy competence via home numeracy resources. Parents' attitude had an indirect linkage with children's numeracy interest via home numeracy activities. These findings suggested that home numeracy activities and resources might play different roles in promoting children's numeracy development. In order to foster children's early numeracy competence or interest, parents should focus on the specifically related factors.

*Keywords:* Home numeracy environment, Numeracy competence, Numeracy interest, Parent's characteristics