

## ABSTRACT

We examined the moderating roles of family socioeconomic status (Family SES) and child-staff ratio (CSR) in the relationship between home learning environment (HLE) and children's academic achievement. One hundred Cantonese-speaking Hong Kong children ( $M_{age}=83.93$  months) from Grade 1 to Grade 2 were tested on their academic achievement (Chinese reading, English reading and arithmetic calculation). Their parents/caregivers responded to a questionnaire assessing HLE (direct teaching [DT], parent-child linguistic interaction [PLI], access to learning resources [ALR]), family SES (parents' education, family income) and child-staff ratio (CSR). Results showed first that when Chinese, English and arithmetic were involved in the same home learning environment model, access to learning resources was positively correlated to both English reading and arithmetic calculation but not Chinese reading. Second, family socioeconomic status was correlated with Chinese reading and English reading but not arithmetic calculation, when they were analyzed in separate models. Third, neither family socioeconomic status nor child-staff ratio would moderate the relationship between home learning environment and children's academic achievement in separate models. These findings indicate the equal importance in providing access to learning resources to benefit children's English reading and arithmetic calculation, regardless of family socioeconomic status and the child-staff ratio.

*Keywords:* home learning environment, children's academic achievement, family socioeconomic status, child-staff ratio, cross-sectional