

Editor's Comment:

This research study examines the contribution of home factors to reading and writing skills among early grades learners in Tanzania. The study used a qualitative methodology involving 92 participants, including 80 parents and 12 teachers from four primary schools.

The reviewers were generally positive and made suggestions for minor improvement. The author has revised the manuscript accordingly. I therefore support publication in the Asian Journal of Education and Social Studies.

Editor's Details:

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