



# 數據講教育

## EdData Speaks

December 2016 Issue 4  
Topic: Breakfast(4)

## 早餐習慣不受家庭背景影響

### BREAKFAST HABITS ARE NOT AFFECTED BY FAMILY BACKGROUND

誰說家庭收入及父母教育水平較高的學童吃較多早餐？研究顯示，來自不同家庭收入、父母教育水平及職業的學童吃早餐的習慣並沒有不同。即使是來自低收入家庭的學生，他們吃早餐的日數也跟其他同學相近。

**父母教育水平及家庭收入高的學童吃早餐的日數沒有較多**

我們在早前的新聞通訊中曾顯示吃早餐有助學習。在進行研究前，我們猜想收入及教育水平高的父母會較明白早餐的重要性，同時有較多資源為他們提供早餐。我們也擔心吃早餐是否低收入家庭的負擔。

Results showed that there was no difference in breakfast eating habits among students from families of different income groups, parental educational levels, and job statuses. Students from the lowest income families had similar days of breakfast as their classmates.

**STUDENTS FROM MORE EDUCATED AND HIGHER INCOME FAMILIES DID NOT HAVE BREAKFAST MORE OFTEN**

As shown in the earlier newsletters, breakfast is beneficial to academic study. Prior to our study, we had expected that parents with higher income and educational levels would provide their children with more breakfast as they could see the importance of eating breakfast and also had more resources to provide it. We were also worried whether having breakfast was too much of a burden for the low income families.



在研究中，我們比較不同家庭收入、父母教育水平及職業的學童。分析結果顯示，在各個年級中，來自不同家庭背景的學童吃早餐的日數相若。來自各種家庭背景的學童一星期內吃早餐的日數相差不到半天。

在小三中，母親教育水平較高的學童吃早餐的日數稍為較多。例如，以一名教育水平較高（教育程度在 100 人中排名第 16）的母親而言，其子女一星期吃早餐的日數比一般家庭的子女多 0.15 天。但這影響在小六及中三漸減。

相反地，教育水平較高的父親對子女的影響由小三至中三漸增，父親教育水平較高的學童一星期吃早餐的日數比一般家庭的子女多 0.24 天。這有限的影響已是不同社會經濟地位因素對吃早餐的影響中最為顯著。

## 家庭收入最低的學童並不處於劣勢

**事**實上，雖然母親的職業對子女吃早餐的影響有限，但母親職業較高的小三及中三學生吃早餐的日數的確略少（0.07 至 0.08）。儘管如此，在職母親仍應對此加以關注。

幸好，來自低收入家庭的學童吃早餐的日數跟其他同學相若。例如，來自家庭收入最低組別（每月少於 \$10,000）的小三、小六和中三學生每星期分別吃 6.2、5.5 和 4.7 日早餐，與香港各年級學生的平均 6.2、5.7 和 4.9 日相若。

In our research, we compared students from families of different family income groups, parental educational levels and job statuses. The results of our analyses showed that, at all educational levels, students from different family backgrounds had similar days of breakfast. The breakfast frequency reported by students from various family backgrounds differed by less than half a day in a week.

At Primary 3, students with more educated mothers tended to have breakfast slightly more often. For example, students with mothers who were more educated (ranking 16 out of 100 mothers in terms of education received) had 0.15 more days of breakfast in a week than the students from average families. However, the influence of this factor faded in Primary 6 and Secondary 3.

On the contrary, the influence of educated fathers on their children's breakfast eating habits gradually increased from Primary 3 to Secondary 3. Students with more educated fathers had 0.24 more days of breakfast in a week than those from average families. Even though the effect of father's educational level on a child's breakfast frequency is limited, it is already the area that family socioeconomic status has the most influence over.

## STUDENTS IN THE LOWEST INCOME GROUP ARE NOT DISADVANTAGED

**E**ven though the effect of a mother's job status on her child's breakfast habit was limited, children with mothers having higher job statuses did tend to have breakfast slightly less frequently (0.07 to 0.08) in Primary 3 and Secondary 3. Working mothers should be aware of this trend.

Fortunately, students in the lowest family income group had similar days of breakfast as their classmates. For example, Primary 3, Primary 6 and Secondary 3 students in the lowest income group (less than HK\$10,000 per month) had 6.2, 5.5 and 4.7 days of breakfast respectively, which were close to the Hong Kong average of 6.2, 5.7 and 4.9 days.





我們對於家庭收入最低的學生的吃早餐日數跟其他同學相若感到欣慰。但同時我們亦發現大眾忽視了吃早餐的重要性，即使是教育水平及收入最高的父母亦不例外。

We are pleased to see that even the students in the lowest income group had similar days of breakfast as other classmates. However, it should be highlighted that there is a general lack of awareness of the importance of breakfast, even among the most educated and highest income parents.

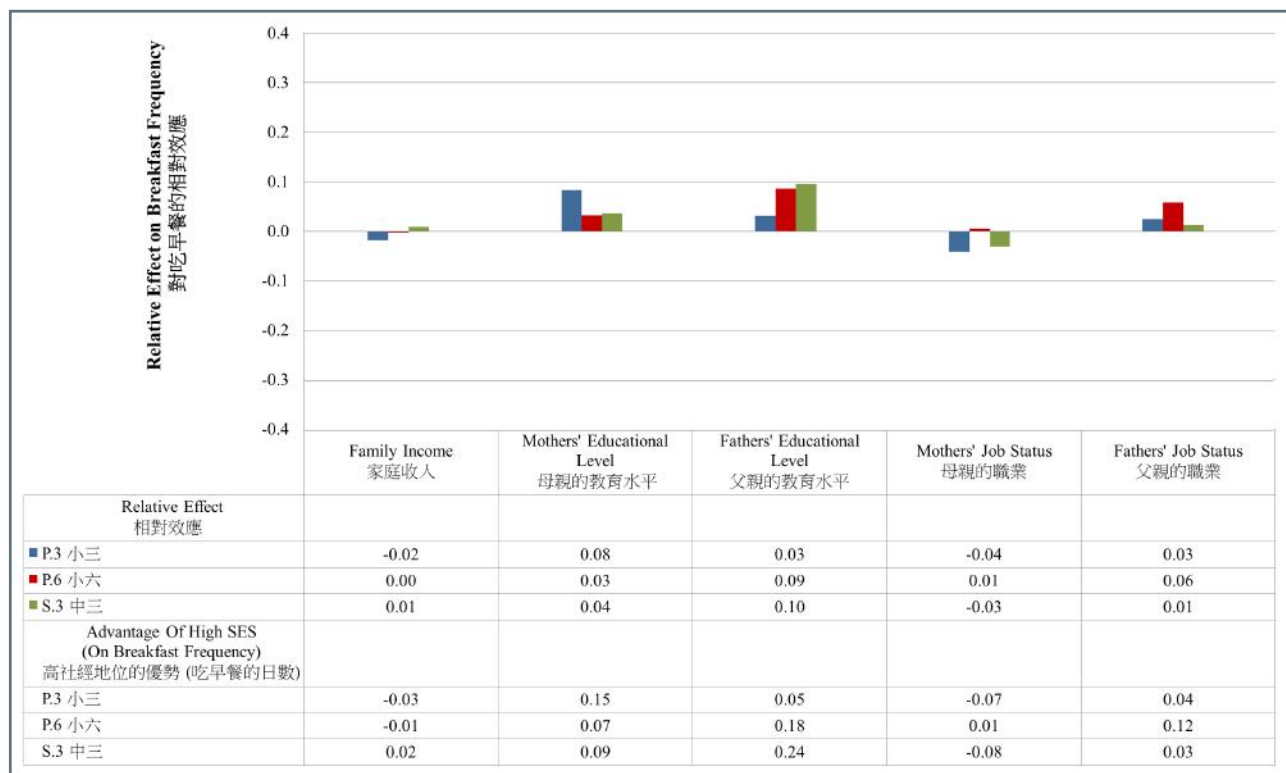


圖 1 家庭收入、父母教育水平及職業對學生吃早餐日數的影響（小三、小六和中三）  
Figure 1 Effects of Family Income, Parental Educational Level and Job Status on Breakfast Frequency (Primary 3, Primary 6 and Secondary 3)

註：

1. 相對效應為每個社會經濟地位因素對學生吃早餐日數影響的標準化 beta 值。
2. 家庭收入（或父母教育水平）較高之學生（即 100 個學生中，排名第 16 位之學生）較位列中間的學生（排名第 50 位之學生）（即社會經濟地位一個標準差之分別）在吃早餐日數上的優勢。

Note.

1. Relative effects are standardized beta weights of each socioeconomic status variable on breakfast frequency.
2. Advantage in frequency of having breakfast between students with high socioeconomic status (16th position among 100 students) and middle (50th) socioeconomic status (i.e. family income, parental educational level, etc.)(i.e., difference in 1 standard deviation of SES).

edData<sup>x</sup>



Despite not being able to identify each and every contributor to the corresponding issue of the reports, it should be noted that a team of research staff and student helpers mostly from the Chinese University of Hong Kong has helped to identify the research questions, conduct analyses, write up results, prepare graphs, proofread drafts, and finish the artworks.

The EdData project includes articles on research commissioned by the HKSAR Government, but the opinions expressed herein do not necessarily reflect the official views of the Government.  
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To Cite this paper:

Hau, Kit-Tai. (2016). Breakfast habits are not affected by family background. EdData Speaks, No. 4. EdDataX Research Centre, Faculty of Education, The Chinese University of Hong Kong, Hong Kong.

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