Exploring the Relationship Between Online Media Exposure and Cooking Self-Efficacy, Skills and Behavior Among College Students

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Introduction

The prevalence of home-cooking is on the decline
Convenience meals and ultra-processed foods are replacing home-cooked meals
Online media platforms such as those used for social networking, news, blogging, bulletins and video sharing have become the primary avenue for promoting healthy habits
There is little evidence to support that online media is an effective tool for influencing cooking, habits among younger generations

Methods

California State University Long Beach (CSULB) students
Online survey by the researcher using adapted questions from previously used and tested surveys
Participants were informed of the survey in class through an announcement or in campus common areas by flyer
Responses were recorded, tested for reliability and combined together to create new variables
Pearson correlation and stepwise multiple linear regression

Hypotheses and Findings

There will be no significant association between the subjects’
Ho1 (Rejected): cooking attitudes and cooking behavior
(r=0.348; p<.001)
Ho2 (Rejected): cooking self-efficacy and cooking behavior
(r=0.541; p<.001)
Ho3 (Rejected): cooking self-efficacy and cooking behavior
(r=0.420; p<.001)
Ho4 (Rejected): cooking-related online media exposure and cooking efficacy
(r=0.292; p<.001)
Ho5 (Rejected): cooking-related online media exposure and cooking behavior
(r=0.278; p<.001)

Results

Demographics (n=133)

<table>
<thead>
<tr>
<th>Age</th>
<th>Gender</th>
<th>Residence</th>
<th>Kitchen</th>
</tr>
</thead>
<tbody>
<tr>
<td>18-24</td>
<td>Male</td>
<td>Yes</td>
<td>123</td>
</tr>
<tr>
<td>25-29</td>
<td>Female</td>
<td>Partial</td>
<td>7</td>
</tr>
<tr>
<td>30-39</td>
<td>Female</td>
<td>Housing</td>
<td>1</td>
</tr>
<tr>
<td>40+</td>
<td>Female</td>
<td>Unstated</td>
<td>1</td>
</tr>
</tbody>
</table>

Results (Continued)

Figure 1. A Scatter plot graph of the predictor “cooking self-efficacy” on the outcome “cooking behavior”

Figure 2. Shows the amount of times each of the top media sites are chosen as used by the participants. Each participant was asked to “all that apply.” YouTube is perceived as most used online media by participants and closely followed by Instagram and then Snapchat.

Figure 3. Shows the amount of times each source of learning to cook is chosen by participants. Each participant was asked to “all that apply.” The top two sources of learning are looking to cook from family and online sources.

Discussion

The significant positive correlations that were found indicate that as each of the variables increase, the other variable analyzed with it also increases
Therefore, we know that three possible predictors of an increase in “cooking behavior” are an increase in positive attitude about cooking, an increase in ones cooking self-efficacy and an increase exposure to cooking-related online media
Cooking self-efficacy was the only significant finding (p<.001), over and above all other variables, with a very strong correlation as seen in Figure 1.
What factors are contributing most to increased cooking self-efficacy as a way to increase cooking behavior, since cooking-related online media exposure was not a significant factor?

Discussion (Continued)

Family appears to be the most common resource for learning to cook, however, online sources are another common resource for those learning to cook. Cooking self-efficacy was found to be the best influencer on cooking behaviors. The factors that influence college students to cook meals instead of eating convenience foods need further exploration in order slow or reverse the declining rate of cooking prevalence.

Additional Research Needed

To explore the factors influencing cooking self-efficacy
Future research could benefit from using random sampling to see if results differ other populations, different age groups, ethnicities, and geographical regions
Randomized clinical trials are needed to better describe the relationship between online media exposure and cooking behaviors and beliefs.

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For More Information

Please contact grace.aguirre@students.csulb.edu. More information on this project can be obtained at http://web.csulb.edu/colleges/chhs/departments/fcs/programs/graduate/GraduateStudentResearch.htm.