

The Relative Effectiveness of Video Instruction as a Means of Delivering Nutrition Education to Low-income Homemakers

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(ABSTRACT)

The feasibility and effectiveness of video instruction as an alternate means of delivering nutrition education to low-income homemakers were examined in this study. Demographic and mediating variables that may affect the success of video instruction were also investigated. Consenting EFNEP and SCNEP homemakers (N=105) were randomly assigned to receive either video lessons with follow-up telephone discussions and intermittent home visits (Video Group) or face-to-face home visits/small group sessions (Traditional Group). Assessments of locus of control and cooking reinforcement values (RVs) were conducted at baseline. Dietary and food-behavior changes were assessed using 24-hr recalls and a 14-item behavior checklist questionnaire, respectively. Questionnaires were used to assess the Program Assistants' (PAs) and participants' perceptions of video instruction. Analytic measures included multivariate analyses of variance, analyses of variance, *t*-tests, χ^2 , and frequency calculations. Experiment-wise significance was set at $p \leq 0.05$ with correction using the Bonferroni method.

Seventy-three participants completed the study. For both groups, significant improvements were seen from pre to post intervention in vitamin C intakes, the number of servings consumed from the Fruit Group, and food behavior checklist scores. The Traditional Group also increased their intakes of vitamin A, vitamin B₆, calcium, and fiber. There was no difference in the change of dietary intakes and behavior checklist scores between the two groups. No effects were found for race, age, residence, locus of control, or cooking RV. Video instruction was well received by most participants and PAs and was substantially less expensive than traditional instruction. Due to the effectiveness and acceptability of video instruction, it should be considered when delivering nutrition education to low-income homemakers.

This research was supported through food stamp administrative funds from the USDA Food and Consumer Service as part of the Virginia Food Stamp Nutrition Education Plan.