

**24/7 Dad® Program in Hawai'i:  
Sample, Design, and Preliminary Results**

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By

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### Abstract

This brief provides background information about the 24/7 Dad® program in Hawai'i and about the research methodology and sampling strategies employed in its evaluation. 24/7 Dad® is a National Fatherhood Initiative curriculum that trains fathers to be involved, responsible, and committed twenty-four hours a day, seven days a week. Included in the curriculum are the five characteristics of the 24/7 Dad®: Self-awareness, caring for self, fathering skills, parenting skills, and relationship skills. The curriculum is delivered as a 24-hour program (2 weekly hours over a period of 12 weeks). This evaluation uses an experimental design with a treatment and a control group and a pre/post-program test to measure whether the program achieved its goals. Descriptive statistics and analytical results provided in this brief are preliminary as this is an ongoing study. Preliminary results show statistically significant changes in fathering practices for participants who received treatment. These results clearly begin to establish an evidence base for the 24/7 Dad® program.

## 24/7 Dad® Program in Hawai'i: Curriculum, Service Delivery, and Evaluation

The 24/7 Dad® in Hawai'i is a 12-week group meeting cycle. The curriculum covers the five characteristics of the 24/7 Dad®: Self-awareness, caring for self, fathering skills, parenting skills, and relationship skills. Topics discussed include family history, the meaning of being a man, showing and handling feelings, men's health, communication, the father's role, discipline, child development, getting involved, co-parenting, and work. Fathers meet once a week for two hours in a group setting and participate in activities led by professional staff (two male co-facilitators) who has been trained in the 24/7 Dad® curriculum (at least one of the two co-facilitators).

Evaluation of the 24/7 Dad® in Hawai'i follows four cohorts of participants in the 24/7 Dad® program and provides information about the conditions and capabilities of fathers in the state and over time. To date, this is the only experimental study focusing on this unique population.

### Method

#### Sample

Forty-eight fathers have been recruited and enrolled, comprising two cohorts of the 24/7 Dad® program in Hawai'i. Following recruitment, fathers have completed the enrollment packet (or the baseline / pre-program evaluation packet) that includes a consent form (for evaluation), a demographic survey, a survey of father's knowledge and skills, and a survey of fathering and co-parenting practices (demographic characteristics of recruited fathers are reported in Table 1). Recruited fathers have then been assigned to either a treatment group (a group that receives program services) or a control group (a group that does not receive program services but may receive other instruction or services). To avoid selection bias, fathers have been randomly assigned to one of the two groups.

A series of one-way analysis of variance was performed on baseline key demographic data to examine if there were differences between fathers who enrolled but were not served (control group) and those who were served (treatment group). Results indicate that fathers' characteristics are equally distributed among both the treatment and control groups, with the exception of three characteristics: single status, hours of employment, and co-residence with first-born child (Table 2).

Data have been collected not only at the beginning of the program but also at the end (post-program) and six weeks after program completion (follow-up) to measure the impact of the program on father behaviors over time. At the end of each group meeting cycle and six weeks after the end of each group meeting cycle, fathers have completed a packet, which includes a demographic survey, a survey of father's knowledge and skills, and a survey of fathering and co-parenting practices.

Table 1. *Demographic characteristics of study sample at baseline (N=48)*

Demographic Characteristics	n	% or Mean (SD)
Age (range 18-63)		34.04 (9.28)
Marital Status		
Single, never married	28	59
Married	15	31
Divorced	3	6
Separated	2	4
Widowed	0	0
Education		
Grade school	0	0
Middle school	1	2
Some high school	8	17
High school	23	48
Some college	10	21
College	5	10
Some graduate school	1	2
Employment (N=47)		
Employed	28	60
20 hours a week or less	6	21
21 – 40 hours a week	13	47
41 hours a week or more	9	32
Income (annual, any source, before taxes; N=34)		
Less than \$15,000	12	35
\$15,001 to \$25,000	7	20
\$25,001 to \$40,000	5	15
\$40,001 - \$75,000	8	24
\$75,001 - \$100,000	1	3
More than \$100,000	1	3
Race / Ethnicity		
One Race	33	69
Native Hawai'ian	11	34
White	8	24
Asian	7	21
Native Americans	3	9
Pacific Islander (non Native Hawai'ian)	1	3
Black	1	3
Hispanic	1	3
Other	1	3
Multiracial	15	31
Children		
Number of children (range 1-8)		2.10 (1.46)
Age of oldest child (years; range 0-25)		7.51 (6.43)
Oldest child lives with participant	22	46
Oldest child lives with mother and father	21	95
Oldest child lives with father only	1	5

## FACTS ABOUT FATHERS IN HAWAII

There are about 125,000 family households with own children under the age of eighteen in Hawai'i.

The number of fathers who are part of a married-couple family with own minor children is 91,610 (72.6% of all family households with own minor children). 8.5% of the family households include a single father while the percent of single-mother households, where a father is not residing with his children, is 18.9.

The rate of both, employment and unemployment of fathers in Hawai'i is lower than nationwide, while the rate of labor force participation is lower compared to the nation as a whole. The median family income for households with own children in Hawai'i is \$73,544 – substantially higher than nationwide (\$61,694).

Hawai'i is a racially, ethnically, and economically diverse society. Hawai'i has a "majority-minority" population, where about 75 percent of the population is part of a minority group. The largest single race group of fathers in Hawai'i is Asian or Pacific Islander, followed by White. However, almost a quarter of the population identifies themselves as belonging to two or more races, far more than any other state in the nation.

Sources: 2000 U.S. Census, 2010 U.S. Census, and the 2008-2012 American Community Survey 5-year sample.

Table 2. *Differences in composition between treatment and control groups (coefficients and statistical significance)*

Fathers enrolled and:	Father is Single	Hours a Week Employed	Oldest child lives with mother and father
Served	.73*	1.5*	.29*
Not served	.46*	2.5*	.63*

\* $p < .10$ , \*\* $p < .05$ , \*\*\* $p < .01$ , \*\*\*\* $p < .001$

## Instruments

Several instruments were used to measure the characteristics of fathers, their involvement with their children, and the quality of their relationship with their child and her/his mother.

*Father's Knowledge and Skills.* The amount of growth in knowledge and skills associated with the five characteristics of the 24/7 Dad® that were directly taught in each session was assessed using a 22-item scale developed by National Fatherhood Initiative. The characteristics are self-awareness, caring for self, fathering skills, parenting skills, and relationship skills. This self-report instrument includes questions with multiple-choice answers and scores are either 1 (correct answer) or 0 (incorrect answer).

*Father Involvement.* Involvement was assessed using the Inventory of Father Involvement (Bradford et al., 2002), a self-report instrument that assesses indirect and direct involvement using a 5-point Likert scale ranging from 0 (never) to 4 (always). Instrumental and traditional dimensions of father involvement include providing, support of the mother, disciplining and teaching responsibility, and encouraging success in school. Among the dimensions reflecting some of the additional tasks expected of contemporary fathers are giving praise and affection, spending time together and talking, being attentive to their children's daily lives, reading to their children and helping with homework, and encouraging children to develop their talents. Reliability of sub-scales ranges from  $\alpha = .69$  to  $\alpha = .90$ .

*Self-Perception of the Parental Role.* Self-perception was assessed using the Self-Perception of the Parental Role measure (MacPhee, Benson, & Bullock, 1986), a self-report instrument that assesses the perception of parents about their role along different dimensions using scales that have pairs of statements that describe contrasting end points of a dimension. Possible scores range from 1 (low perceived role) to 4 (high perceived role). The dimensions are parental role satisfaction, perceived competence in parenting, the level of investment the parent has in his role, and integration or role balance. Reliability of sub-scales ranges from  $\alpha = .72$  to  $\alpha = .90$ .

*Parenting Alliance.* Parenting alliance was assessed using the Parenting Alliance Inventory (Abidin & Brunner, 1995), a self-report instrument that assesses the degree to which parents believe that they have a sound working relationship with their child's other parent using a 5-point Likert scale ranging from 1 (strongly agree) to 5 (strongly disagree). All items are averaged to create a global parenting alliance score ( $\alpha = .97$ ). Higher scores indicate a stronger parenting alliance.

*Additional Measures.* These include single-item measures of the quality of relationship with the child (1 = very bad to 5 = very good) and the degree of happiness about being a parent (1 = very bad to 5 = very good).

## Results

A series of one-way analysis of variance was performed to examine whether participation in the 24/7 Dad® program had made a difference in fathers’ personal and/or family lives. Indeed, preliminary results show that participation enhanced father’s knowledge and skills, increased father involvement, and improved the father’s relationship with his children.

### Knowledge and Skills Acquired During the 24/7 Dad® Program (associated with the five characteristics of the 24/7 Dad®)

#### Father’s Role

Can a dad have all the traits of the “Ideal Father”?

At the end of the 24/7 Dad® program, fathers in the intervention group were significantly more likely to choose the correct answer “No. Even if he tries hard enough, he can only have some of the traits” than fathers in the control group (Table 3).

#### Getting Involved

Which of the following statements is true about how well children do in school?

- Children with involved dads do better whether or not their dads live with them
- Only children with involved dads who live with them do better
- Only children with involved dads who don’t live with them do better
- The mom’s involvement matters more than the dad’s

At the end of the 24/7 Dad® program, fathers in the intervention group were significantly more likely to choose the correct answer “Children with involved dads do better whether or not their dads live with them” than fathers in the control group (Table 3).

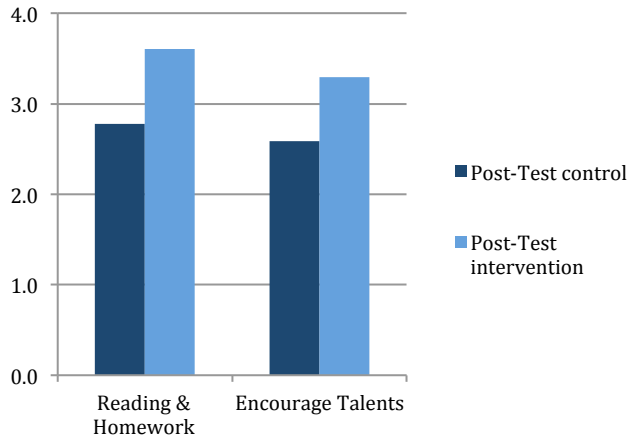
Table 3. *Father’s knowledge and skills at post-program test*

Fathers enrolled and:	Even if a dad tries hard enough, he can only have some of the traits of the “Ideal Father”	Children with involved dads do better whether or not their dads live with them
Served	0.47*	1.07*
Not served	0.00*	0.67*

†p < .10, \*p < .05, \*\*p < .01, \*\*\*p < .001

### Increased Father Involvement in Tasks Expected of Contemporary Fathers

Figure 1. *Father involvement at post-program test*



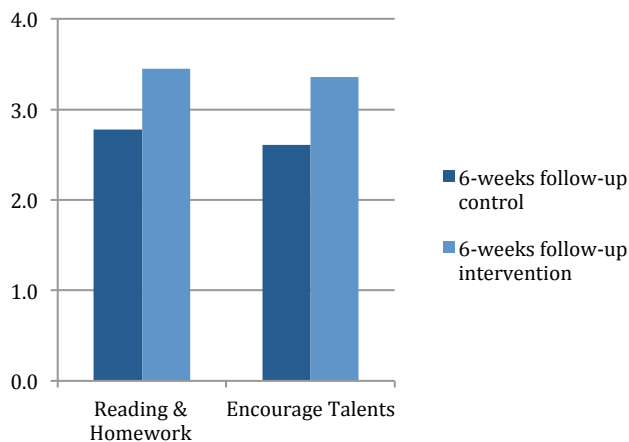
By the end of the 24/7 Dad® program, fathers in the intervention group are significantly more likely than fathers in the control group to be involved in tasks expected of contemporary fathers (Table 4).

Table 4. *Father involvement in contemporary tasks post-program test*

Fathers enrolled and:	Reading to their children and helping with homework	Encouraging children to develop their talents
Served	3.60**	3.29*
Not served	2.78	2.58

\* $p < .10$ , \*\* $p < .05$ , \*\*\* $p < .01$ , \*\*\*\* $p < .001$

Figure 2. *Father involvement at follow-up test*



At the 6-week follow up, fathers in the intervention group are significantly more likely than fathers in the control group to be involved in tasks expected of contemporary fathers (Table 5).

Table 5. *Father involvement in contemporary tasks at six-weeks follow-up*

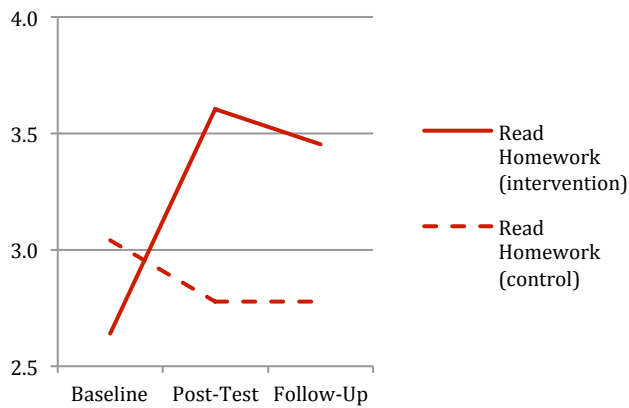
Fathers enrolled and:	Reading to their children and helping with homework	Encouraging children to develop their talents
Served	3.45*	3.36*
Not served	2.78	2.61

\* $p < .10$ , \*\* $p < .05$ , \*\*\* $p < .01$ , \*\*\*\* $p < .001$

Not only there are cross-sectional statistically significant differences between fathers in the intervention group and fathers in the control group in terms of involvement in tasks expected of contemporary fathers, but there are also differences in the rate of change in father involvement over time.



Figure 3. Increase in reading and doing homework with child



The increases in the level of reading and doing homework with the child from baseline to the post-test and from baseline to the 6-week follow up among fathers in the intervention group are statistically significant. Changes in the control group are not statistically significant (Table 6).

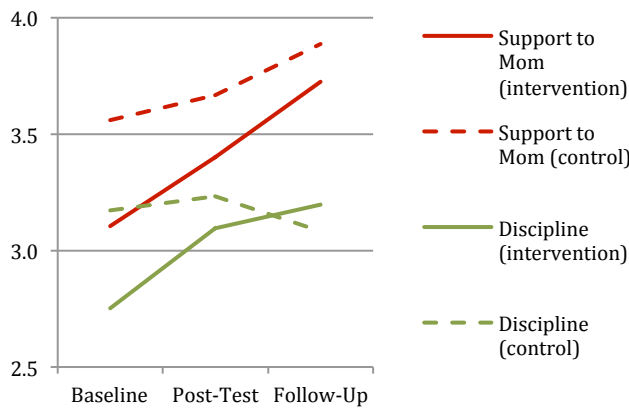
Table 6. Changes in father involvement in contemporary tasks

Changes in:	Fathers enrolled and:	Baseline to Post-Test		Baseline to Follow-Up	
		Baseline	Post Test	Baseline	Follow Up
Reading to their children and helping with homework	Served	2.64**	3.60**	2.64*	3.45*
	Not served	3.04	2.78	3.04	2.78

<sup>†</sup>p < .10, \*p < .05, \*\*p < .01, \*\*\*p < .001

### Increased Father Involvement in Instrumental and Traditional Dimensions of Involvement

Figure 4. Increases in instrumental and traditional dimensions of involvement



The increases in the level of support to the mother of the child and in the level of disciplining the child from baseline to the 6-week follow up among fathers in the intervention group are statistically significant.

The increases in the level of both support to the mother of the child and the level of disciplining the child from baseline to the 6-week follow up among fathers in the control group are not statistically significant (Table 7).

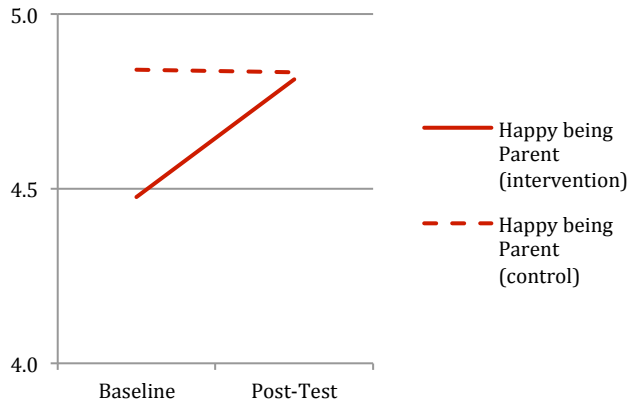
Table 7. Changes in instrumental and traditional dimensions of involvement

Changes in:	Fathers enrolled and:	Baseline to Post-Test		Baseline to Follow-Up	
		Baseline	Post Test	Baseline	Follow Up
Support to mother	Served	--	--	3.11 <sup>+</sup>	3.73 <sup>+</sup>
	Not served	--	--	3.56	3.89
Discipline	Served	--	--	2.75 <sup>+</sup>	3.20 <sup>+</sup>
	Not served	--	--	3.17	3.08

<sup>†</sup>p < .10, \*p < .05, \*\*p < .01, \*\*\*p < .001

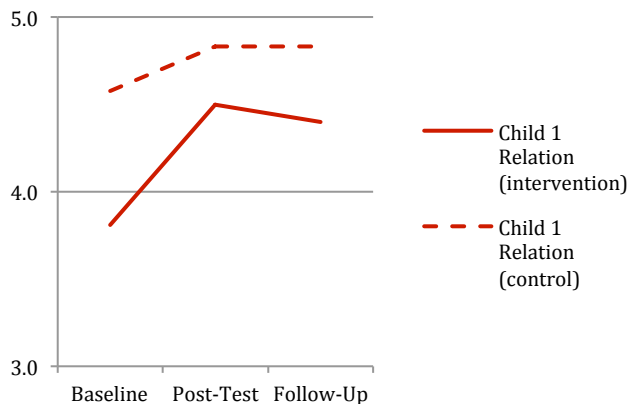
## Better Relationship with the Child

Figure 5. *Increases in happiness about being a parent*



The increase in the level of happiness about being a parent from baseline to the post-test among fathers in the intervention group is statistically significant, but is not statistically significant among fathers in the control group (Table 8).

Figure 6. *Increases in quality of relationship with child*



The increases in the level of quality of relationship with the first-born child from baseline to the post-test and from baseline to the follow-up among fathers in the intervention group are statistically significant, but are not statistically significant among fathers in the control group (Table 8).

Table 8. *Changes in quality of relationship*

Changes in:	Fathers enrolled and:	Baseline to Post-Test		Baseline to Follow-Up	
		Baseline	Post Test	Baseline	Follow Up
Happiness about being a parent	Served	4.48 <sup>+</sup>	4.81 <sup>+</sup>	--	--
	Not served	4.84	5.00	--	--
Quality of relationship with first-born child	Served	3.81 <sup>*</sup>	4.50 <sup>*</sup>	3.81 <sup>*</sup>	4.40 <sup>*</sup>
	Not served	4.58	4.83	4.58	4.83

<sup>+</sup>  $p < .10$ , <sup>\*</sup>  $p < .05$ , <sup>\*\*</sup>  $p < .01$ , <sup>\*\*\*</sup>  $p < .001$

### Final Notes

This brief has provided preliminary evidence that the 24/7 Dad® program is effective in improving knowledge and skills associated with the five characteristics of the 24/7 Dad®, increasing father involvement in instrumental and traditional dimensions of involvement as well as in tasks expected of contemporary fathers, and in improving the quality of the relationship with the child. These results clearly begin to establish an evidence base for the 24/7 Dad® program.

Two important issues require further examination: sample size and the usage of additional data about participants. While the current dataset is sufficiently large for the statistical analysis reported in the brief, the analysis is preliminary in that the treatment and control groups are compared without accounting for other factors that may explain existing differences. Accounting for such factors would require more participants in each group and more detailed information about each participant. Indeed, two additional groups of fathers, each with 24 participants, are currently being recruited to participate in an expansion of this program evaluation. Furthermore, additional data are available for participants in the current study and will become available for future participants: in addition to the evaluation completed by fathers, each site has completed and submitted sign-in sheets and a group meeting report for each group meeting. Fathers also participated in phone interviews during their participation in the program. These additional data will enable an even more in-depth evaluation of the impact of the 24/7 Dad® program in Hawai'i. Research methodology and analytical results based on these data will be reported in a future brief.

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