

## **CHAPTER 2**

### **LITERATURE REVIEW**

#### **2.1 Introduction**

In accordance with the objectives of this research, the researcher aims to understand the existing literature on the concept of fatherhood, professional group and young fathers. The writer has divided the literature review into four sections. The first section speaks about the theories of the first 5 years. The second section is about the concept of fatherhood among young fathers. The third section will be discussed about the types of professional group.

#### **2.2 The Theories of The First 5 Years**

There are many development theories that can be referred to describe the first 5 years of child that will be experienced by the young fathers during their fatherhood period. A few theories of development will be discussed in this subtopic to explain the first 5 years of fatherhood of young fathers which is Jean Piaget's Theory, Erikson's Theory and Attachment Theory.

##### **2.2.1 Jean Piaget's Theory of Cognitive Development**

Cognitive theories describe an interaction between the child and the environment in which development occurs through a "constant process of going back and forth between the person and the environment" (Piaget, 1929). Piaget is recognized as one of the most influential cognitive theorists in the field of child development. He was one of the first to recognize and map out the ways in which children's intelligence

differs from that of adults (Piaget, 1929). His perspective on development was shaped by his early interest in the natural sciences, while his views on cognition began to take form while he worked with Theodore Simon trying out new reasoning (IQ) tests on children. Piaget (1936) was the first psychologist to make a systematic study of cognitive development. His contributions include a stage theory of child cognitive development, detailed observational studies of cognition in children and a series of simple but ingenious tests to reveal different cognitive abilities.

Piaget proposed that children’s intellectual skills change over time and that children of different ages interpret the world differently. He believed that young children construct knowledge in the course of thinking about physical actions and that children are continually reorganizing their ideas about the world as they interact with people and objects. Piaget theorized that as their brains mature and children experience the world through action, they progress through four stages of thinking. Each stage is different and more adapted to understanding the world. The four cognitive stages are:

**Table 2.1:** Stages of Cognitive Development by Jean Piaget’s Theory

Stage	Approximate Age Range	Description
Sensorimotor	Birth – 2 Years	<ul style="list-style-type: none"> <li>• Infants and toddlers understand the world in terms of physical actions on the environment.</li> <li>• Infants move from simple reflexes to an organized set of behaviors.</li> </ul>
Preoperational	2 – 7 Years	<ul style="list-style-type: none"> <li>• Young children concentrate on constructing a world of permanent objects.</li> <li>• Preschool children can use mental symbols to</li> </ul>

		<p>represent objects and events.</p> <ul style="list-style-type: none"> <li>• Language is developing rapidly through dramatic play.</li> <li>• Social games and games with rules emerge as children become increasingly involved in social play with peers.</li> </ul>
Concrete Operational	7 – 11 Years	<ul style="list-style-type: none"> <li>• Children's reasoning skills become more logical.</li> <li>• Thinking becomes decentered, dynamic and reversible.</li> <li>• Children can organize objects into hierarchies of classes.</li> <li>• Children have developed a theory of mind, although they may still have difficulties taking on the perspective of another person.</li> <li>• Children are beginning to take intentions into account in their moral judgments.</li> </ul>
Formal Operational	11 Years and above	<ul style="list-style-type: none"> <li>• Adolescents can think systematically, can reason about abstract concepts, and can understand ethics and scientific reasoning.</li> <li>• Adolescents can generate hypotheses.</li> <li>• Moral reasoning has evolved to understand that rules are a result of mutual agreement.</li> </ul>

Piaget (1952) did not explicitly relate his theory to education, although later researchers have explained how features of Piaget's theory can be applied to teaching and learning. Piaget's stages of development are part of a theory about the phases of normal intellectual development, from infancy through adulthood. This includes thought, judgment, and knowledge. Piaget acknowledged that some children may pass through the stages at different ages than the averages noted above. He also said some children may show characteristics of more than one stage at a given time.

### **2.2.2 Erikson's Theory**

Erikson's theory is complex and multifaceted. He was a voluminous writer and his ideas as they evolved across his career (Friedman, 1999; Hoare, 2002) are detailed in numerous publications. Inevitably, when scholars and scientists approach grand theories of this type, they are bound to point a spotlight at some ideas whereas others get less attention. Despite this being an understandable phenomenon, a repeated focus on certain ideas and concepts at the expense of others may have served to reify Erikson's theory in particular perhaps limited ways (Côté & Levine, 2002; Hoare, 2013; Josselson & Flum, 2015).

Erikson's theory is widely known for its presenting a life-span model of development. This model has mostly been used to focus attention on understanding the single individual as he or she develops across time. Try for a moment to conjure a pictorial image of Erikson's developmental model used for teaching or perhaps look one up in a search engine. In the male version of this image, you will probably come up with from left to right a crawling baby, a toddler then a young child, a preadolescent schoolboy, a tall gangly adolescent, a young bridegroom then a slightly shorter serious working adult and far on the right. The model's emphasis as it is portrayed and taught

is on how one person changes through life as he or she ages. The person's concerns and abilities change across the life-span due to bodily changes that enable and invite new psychosocial challenges. These challenges are dealt with based on among other things what the individual brings to the newer stage from previous development.

Erikson built on the work of Freud, elaborating his four stages of psychosexual development into eight stages of psychosocial development throughout the entire spectrum of life. Erikson's theory focusses on ego development rather than on sources of pleasure (Erikson, 1950). Erikson views the child as developing within a socially constructed context. While accepting cultural differences, Erikson believes that his stage theory can be applied to all cultures. Each culture handles the stages differently in relation to the values of that culture. All cultures however address the same developmental issues. As Craig (1980) suggests in discussing Erikson's theory, culture itself is a part of the evolutionary process.

**Table 2.2:** The Stages Development of Erik Erikson's Theory

Stages	Psychosocial crises	Radius of significant relations	Basic strengths	Core pathology
Infancy 0–1½ years	Basic Trust vs Basic Mistrust	Maternal Person	Hope	Withdrawal
Early Childhood 1½–3 years	Autonomy vs Shame, Doubt	Parental Persons	Will	Compulsion
Play Age 3–6 years	Initiative vs Guilt	Basic family	Purpose	Inhibition
School Age 6–12 years	Industry vs Inferiority	'Neighbourhood', school	Competence	Inertia
Adolescence 10–24/26 years	Identity vs Identity Confusion	Peer groups and out groups, models of leadership	Fidelity	Repudiation
Young Adulthood 18/22–40 years	Intimacy vs Isolation	Partners in friendship, sex,	Love	Exclusivity

		competition, cooperation		
Adulthood 30–65 years	Generativity vs Stagnation	Divided labour and shared household responsibilities	Care	Rejectivity
Old Age 55–60+ years	Integrity vs Despair 'Mankind'	Wisdom	Old Age 55– 60+ years Integrity vs Despair 'Mankind, my kind' Wisdom.	Old Age 55– 60+ years Integrity vs Despair 'Mankind, my kind' Wisdom Disdain

Erikson visualised human development in eight sequential stages, from birth to old age. The stages are not tight compartments arranged in a linear framework but instead emerge organically in the course of overlapping phases. He refers to his theory of human development as the 'Life Cycle Completed'.

### 2.2.3 Bowlby's Attachment Theory

Based on the Online Psychology Degree Guide, John Bowlby was another ground breaking psychologist and theorist in matters of development. He also crafted one of the earliest known child development theories which still sees prominent use and citation today. In Bowlby's Attachment Theory, he asserted that much of child development is based on the innate need of children to form attachments. These attachments may involve any number of people, places, or things and ultimately have a substantial effect on the developmental patterns a person experiences throughout their life. A lot of importance on early childhood and how experiences during that period of life could determine whether or not a child would grow up to have significant mental health problems.

Attachment theory is based on the joint work of John Bowlby (1907-1991) and Mary Salter Ainsworth (1913). Its developmental history begins in the 1930s, with Bowlby's growing interest in the link between maternal loss or deprivation and later personality development and with Ainsworth's interest in security theory. Although Bowlby's and Ainsworth's collaboration began in 1950, it entered its most creative phase much later after Bowlby had formulated an initial blueprint of attachment theory, drawing on ethology, control systems theory and psychoanalytic thinking and after Ainsworth had visited Uganda, where she conducted the first empirical study of infant mother attachment patterns (Inge Bretherton, 1992).

The healthy development of infants depends on quality of care and on early relationships. Young children whose physiological and psychological needs are satisfied develop self-confidence (Cassidy, 1988), advanced cognitive abilities (van Ijzendoorn, Bard, Bakermans Kranenburg & Ivan, 2009) and self-regulation capacities (Bernier, Carlson, & Whipple, 2010, Shulman, Elicker & Sroufe, 1994). The first three years of life are crucial for social-emotional and cognitive development and overall mental health (Balbernie, 2013; Follan & McNamara, 2014). During this period, the brain is the most active (Dobbing, 1997). Early experiences involve perceptions, emotions and behaviours. Addition, shape a child's implicit memory and mindset (Siegel, 2001). Schore (1997, 2000a, 2000b, 2001a, 2001b), studied the neurobiology of early attachment and found that the primary caregiver's care affects the child's maturing limbic system and flexibility of mental health. He provided evidence of how early attachment experience influences the development of the right hemisphere.

**Table 2.3:** The Attachment Stages of Attachment Theory

Stages	Describes
Pre-attachment	Birth to 6 weeks – Baby shows no particular attachment to specific caregivers.
Indiscriminate	6 weeks to 7 months – Infant begins to show preference for primary and secondary caregivers.
Discriminate	7 months above – Infant shows strong attachment to one specific caregivers.
Multiple	10 months above – Growing bonds with other caregivers.

Attachment theory focuses on relationships and bonds (particularly long-term) between people including those between a parent and child and between romantic partners. It is a psychological explanation for the emotional bonds and relationships between people.

This theory suggests that people are born with a need to forge bonds with caregivers as children. These early bonds may continue to have an influence on attachments throughout life (Kendra Cherry, 2023).

### 2.3 The Concept of Fatherhood Among Young Fathers

The responsibility of fatherhood and moulded their lives to accommodate this new identity. They negotiated relationships around the aim of fulfilling their role as fathers and this role guided their decisions and actions. The young men interviewed saw fatherhood as a choice to take responsibility which ran counter current to the social norms of denying paternity (A.M. Enderstein & F. Boonzaier, 2015).

An evolution of father ideals from the colonial father to the distant breadwinner, to the modern involved dad and to the father as coparent (Pleck & Pleck, 1997). Clearly,

the meaning and practices of fatherhood are related to gender identity (Daly, 1993; Lytton & Romney, 1991; Witt, 1997) and to men's experiences with their own fathers and other (Cowan & Cowan, 1987; Herzog, 1979). For example, men whose fathers were involved in raising them have been found to be more involved with their own children, to take more responsibility for them, to show more warmth and to more closely monitor their behaviours and activities (Hofferth, 1999b).

The father's presence at childbirth is regarded as significant for the acceptance of fatherhood (Karila 1989). Fathers who are present during childbirth experience the event, what they feel during childbirth and how they understand the meaning of childbirth. Men are there not only to support their partner but it is in itself an extraordinary experience whereas this is when they actually become fathers (Katri Vehviläinen-Julkunen and Anja Liukkonen, 1998). The father's presence has a positive impact on the progress of the delivery and on the relationship with the partner as well as on the relationship between father and baby. Early interaction between father and baby. The study found that almost all the young men associated fatherhood with greater responsibilities. For some young men, assuming the responsibilities of fathers is hard work and is a daunting prospect. One young father made it clear that 'having a child is not like keeping a puppy or something. It is a big responsibility (Siphamandla Chili & Pranitha Maharaj, 2015). The perspectives and experiences of young fathers. It looks more specifically at their reactions to becoming fathers and their experiences of fatherhood particularly their relationship with their children and the mothers of their children.

The fathers assume an important role in their children's development. Children whose fathers continuously participated and encouraged them achieved (1) better school performance (Nord et al., 1997), (2) good self-esteem, (3) healthier relationships with

peers, (4) healthier sex-role development (Green, 2003), (5) higher academic achievement (Nord et al., 1997) and (6) better personal success. The success of an intervention program intended to enhance fathers' support of their children's literacy since such a study has not been conducted before.

The young fathers generally suggested that young men tend to become fathers slightly later age (around 18 or 19) (Burghes et al, 1997). Other than that, the young fathers refer to males who are biological parents and aged 25 years and younger (Siphamandla Chili & Pranitha Maharaj, 2015).

The study found that many young fathers do not acknowledge paternity because they were not certain that they were in fact the fathers of the children as well as the fact that most are not in a financial position to support children (Paul Tryer, Elaine Chase, Ian Warwick and Peter Aggleton, 2005). The young fathers (ranging in age from 16 to 25) (Nicolette Sopcak, Maria Mayan and Berna J. Skrypnek, 2015). The young fathers (young people interviewed, 16 were young fathers aged between 15 and 24 years (Paul Tryer, Elaine Chase, Ian Warwick and Peter Aggleton, 2005).

#### **2.4 The Types of Professional Group**

This study identifying three main constituent components of professionalism which is behavioural, attitudinal and intellectual. A professional group refers to an organized association of individuals who share common interests, expertise, or a particular profession. These groups typically exist to provide networking opportunities, knowledge sharing, professional development, and support within a specific field or industry.

The model demonstrates its professionalism's quiddity through its componential structure. Quiddity is a little-used term that means the 'whatness' of something, what it

is or its essence. The behavioural component of professionalism relates to what practitioners physically do at work. It is identified as its sub-components (the processual, procedural, productive and competential dimensions of professionalism), which relate respectively to processes that people apply to their work, procedures that they apply to their work, output, productivity and achievement (how much people 'do' and what they achieve), and their skills and competences (Linda Evans, 2011).

The attitudinal component of professionalism relates to attitudes held. It is identified as its sub-components (the perceptual, evaluative and motivational dimensions of professionalism which relate respectively to perceptions, beliefs and views held including those relating to oneself hence self-perception, people's values and people's motivation, job satisfaction and morale. The intellectual component of professionalism relates to practitioners' knowledge and understanding and their knowledge structures. It is identified as its sub-components: the epistemological, rationalistic, comprehensive and analytical dimensions of professionalism which relate respectively to the bases of people's knowledge, the nature and degree of reasoning that they apply to their practice, what they know and understand, and the nature and degree of their analyticism (Linda Evans, 2011).

#### **2.4.1 Medical Field**

The Patient Protection and Affordable Care Act (ACA) is a 2011 United States healthcare reform law that aims to provide healthcare benefits, rights and protections for all Americans besides curbing healthcare spending and improving health outcomes (Obamacare Explained, 2015). The ACA promulgates new approaches to healthcare delivery such as team-based care to achieve better health outcomes (Henry, J. Kaiser Family Foundation, 2011). At the core of patient-centred care is collaboration among

the patient, caregiver and an interprofessional team of healthcare professionals (Institute of Medicine, 2001).

Medical professionals and teachers, therefore are regularly recognised within their communities as possessing valuable knowledge and expertise (Pietka-Nykaza, 2015). The professional socialization of dentists which means achieving professional status within a social context. Along with its core meaning as identification with the profession, professional identity is the comprehension by the nurse him/herself of acting as a nurse and what being a nurse means. Professional identity is defined as the attitudes, values, knowledge, beliefs and skills that are shared with others within a professional group in the work place.

#### **2.4.2 Educational Field**

This paper incorporates examination of the nature of the teacher professionalisms sketched out since 2007 by two successive UK governments. Scrutinising the concept and the ontology of professionalism then consider whether and to what extent teacher professionalism may in fact be shaped by governments which consideration involves examining the links between professionalism and professional development and how the latter occurs (Linda Evans, 2011). It currently operates in conjunction with the professional standards for teachers that were published in 2007 (Training and Development Agency for Schools, 2007) which specify the attributes, skills and knowledge and understanding that a teacher working in an English school is expected to reach and maintain, and build on, at each of five identified career stages from the first training and induction stage of qualified teacher status (QTS) through to the advanced skills teacher stage.

The first two stages ('Q', qualified teacher status and 'C', core standards for teachers who have successfully completed their induction) are mandatory, subsequent stages are not indeed, teachers may choose to remain at C stage throughout their entire careers. Three successive optional stages beyond the threshold (C stage) bring associated salary increments and in the case of the fourth and fifth stages, specific teacher leadership roles and responsibilities. Attainment of each stage is dependent upon assessment of teachers' demonstration of having reached the relevant specified standards. External assessment applies in the cases of the 4th and 5th stages: respectively, 'E' (the excellent teacher stage) and 'A' (the advanced teacher stage).

### **2.4.3 Accounting Field**

In Malaysia, a professional accountant is a member of Malaysian Institute of Accountants, according to By-Laws (On Professional Ethics, Conduct and Practice) of the Malaysian Institute of Accountants (2013). Professional accountant is a person trained professionally in accounting and normally holds a professional certificate from professional accounting bodies for instance, Association of Chartered Certified Accountants (ACCA), Chartered Institute of Management Accountants (CIMA), Institute of Chartered Accountants in England and Wales (ICAEW), CPA Australia, The Malaysian Institute of Certified Public Accountants (MICPA) and others.

This study uses the pursuit of a professional accounting career as an intention, with Ajzen (1985) defining intention as the attempt to carry out a predetermined behavior. Byrne et al. (2012) explored the elements that impact school leavers' job decisions and found that prestige is one of those aspects. For students who wanted to pursue a career in accounting, financial incentive is a crucial aspect. Additionally,

Jackling et al. (2006) investigated how students' perceptions of their intents to obtain their accounting degrees.

Their research revealed that students' perceptions of the value of general abilities, innate interests in the subject matter, and course satisfaction are the key variables influencing their decision to pursue careers as trained accountants.

Additionally, a study by Yusoff et al. (2011) examined the impact of students' professional accounting background knowledge on their decision to pursue a career as a professional accountant. The findings showed a strong correlation between students' decision to pursue a career as a public accountant and their understanding of professional accounting backgrounds.

## **2.5 Conclusion**

The writer already explains literature reviews of the study that consist of a collection of literature reviews that cover the theories of the first 5 years, the concept of fatherhood among young fathers and the types of professional group.