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PSYCHOLOGY ON THE CONFINED IN NICOLA YOON'S
EVERYTHING, EVERYTHING

*Dissertation Submitted to the Department of English in Partial
fulfilment of the Requirements for the Master's Degree*

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DEDICATION

I dedicate this dissertation to

My mother and my father;

My dear brothers and sisters;

All my family members and friends;

All the teachers and students at the English department of M'sila

University.

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Praise is to ALLAH, the cherisher and the Sustainer of the world; my absolute and deepest gratitude is to ALLAH's help and generosity.

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ABSTRACT

The current study is a psychological analysis which involves the protagonist Madeline in Nicola Yoon's Novel "Everything Everything" (2015). The focus is on studying Madelin's character according to Erik Erikson eight stages of personality development. In this study, two characters impacted and shaped Madeline's personality development; her mother Pauline and her lover Olly. From a psychological standpoint, this dissertation aims to study the effect of social relationships and clarify long-held notions about whether people actually need others to develop or if the people surrounding simply push them further from their true selves. Writers such as Nicola Yoon express themselves via their works and describe what was happening at their times. In this study, "Everything Everything" is analyzed in a psychological reading to point to how social relationships within a community affect peoples' personalities. It shows also that interaction within the environment is important, for higher mental functions develop through social interaction; thus, development moves from the social level to the individual level.

Keywords: psychological approach; personality development; personality development stages.

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Introduction

Writers can use their works to speak out against unequal practices in their fields; for example, personality development is an important topic that was studied by many of the leading thinkers in psychology because peoples' personalities make them unique. In such a trend of thinking, the current dissertation aims, through a psychological approach, to examine the most popular stage theories related to motor and cognitive, social, and moral development. Most of these stage theories are progressive, although with some, like Erikson's Psychosocial and Freud's Psychosexual, a person cannot complete the stage while continuing. However, it is theorized that this failure will lead to problems later in life.

The current dissertation investigates the usage of individual and collective issues expressed via numerous characters such as Madeline Furukawa Whittier, her Mom Dr. Pauline Whittier, and her boyfriend Olly in Nicola Yoons's 2015 novel "Everything Everything". The dissertation provides the readers with an analysis of Madeline's unhappy relationship with her boyfriend, who had recently moved into the neighbourhood and wanted to meet her, who was imprisoned in her room. They contact through email messages, and after meeting, they fell in love. This study also looks at how adolescent relationships are described as well as how love relationships between teenagers help develop the personality. Therefore, on the basis of these considerations, two research questions are formulated for the present work:

- How does the personality develop?
- How does Nicola Yoon's novel "Everything Everything" explain the phases of personality development?

Nevertheless, it is clear that personality develops through deferent stages which are going to be discussed in the theoretical chapter. In addition, psychology plays an important role in Nicola Yoon's novel "Everything Everything".

A retrospective look at previous studies on personality development allows concluding that most of the theories measure an individual interaction with their subsystems. All of these areas of Freud's theories are intertwined and interconnected, and each helps to explain the other. While it is inappropriate to say that Freud, Erikson, Piaget, and Kohlberg were the most important persons in the history of psychology; they helped many other people to understand stages of personality development.

The current study followed a psychological approach, and the data were gathered through reading books, articles, and references related to the current study. The supporting data are gathered from few books and articles on the internets which are linked to the novel and the study's theme. This research makes it significant as it intends to shed light on the issues the characters through a psychological approach in terms of personality development.

The current research is divided into two interrelated chapters. The first chapter provides some literature about Freud's Stages of psychosexual development, Freud's Stages of structural modal of personality, Erikson's stages of cognitive development, Piaget's stages of cognitive development, and Kohlberg's stages of moral development. The second chapter is devoted to the analyses of the novel "Everything Everything" by Nicola Yoon. It focuses on the psychological parts that reflect the novel in terms of the personality development stages.

CHAPTER ONE: Personality Development Stages

Personality is the sum of a system of individual physiology and psychology that determines their behaviour in a particular environment. Man has a mind and a body which acts or behaves; thus, the competitiveness and survival of organizations depend on a person's capacity for innovation. Companies pay special attention to employees to innovate and a relative person to behave. Therefore, there is a need to elaborate the facilitators and predictors of innovative behaviour in the deceased that are believed to be influenced by humorous personal and internal determinants. The theory of psychosexual development is one of the best-known theories of personality; it includes phase of personality development that plays an important role in the development of personality and psychological abilities, during each phase the individual faces a developmental crisis that serves as a turning point in the development of personality. The current chapter provides some literature about Freud's Stages of structural modal of personality, Erikson's stages of cognitive development, Piaget's stages of cognitive development, and Kohlberg's stages of moral development.

1.1 Personality Definition

At its most fundamental level, personality refers to a person's distinctive patterns of thoughts, emotions, and behaviours. It is said to emerge within an individual and to be consistent through life (Cherry). According to Vazire, personality can be defined as "Individual differences in characteristic patterns of thinking, feeling, and behaving" (p. 3). In terms of thinking, feeling, and behaving, people have different ways of thinking, have different feeling and reactions to things, and they

behave in different ways; thus, each individual has its own personality. There was a lot of discussion regarding whether personality is innate (nature) or learned. With many disagreements, both viewpoints are partially correct. Personality is impacted by genes and can be seen in neonates, but it is also molded by the experiences and changes that occur throughout a person's life (Vazire).

In order for children to build their personalities, they must interact with the outer world through physical, social, and emotional interaction. Moreover, the first years of the child's life are very important in developing and shaping his/her personality all over his/her life; yet if the family failed to guide the child at this age, the school will try to correct his path through providing the necessary needs for the child's development. Therefore, literature is also considered as an important tool that helps in developing the child's personality, for literature seeks to broaden one's experience (Wenzel, 1948).

1.2 Personality Development Stages Theories

Nothing is more essential in contemporary culture than "personality," with its emphasis on impressing others. In today's common understanding, personality is an intangible quality that determines whether an individual is appealing or unappealing to his followers. Personality is defined by a unique set of behavioural cognitions and emotional processes that emerge as a result of biological and environmental interactions. It is surrounded by nature and contractions. Although there are persons of the same age, they have diverse interests, hobbies, and sentiments believe that there is something unique about their psychophysical system known as personality. Their

distinctive adaptations to their surroundings are determined by the latter (Sudhakar 138).

Personal development, in this context, refers to activities that promote consciousness and identity, develop abilities and potential, improve quality of life, and help people realise their aspirations and desires. In the context of entities, personal development refers to the assessment techniques, programmes, tools, strategies, and systems that support human growth at the interpersonal level. In addition, activities that promote skills, raise awareness, boost aptitude, and strive to raise the standard of living are included in personality development. It includes both professional and casual actions that place people in leadership, guidance, teaching, and management roles in order to help them attain their maximum potential. This leads to the conclusion that personality development refers to the process of personal growth or transformation (Hurlock 2). Furthermore, personality theories differ both from the psychological realm and from other realms related to human behavior. Personality theories have been grouped together because many psychologists have developed theories about personality, how to describe it, how it arises, what influences it, how it changes, and what makes a personality healthy or abnormal, hence there are three main theories of personality that are the psychoanalytic theory, behaviorism and humanism.

1.2.1 Freud's Psychosexual Development Stages

Personality is the characteristic pattern of thoughts, feelings, and behaviors that distinguish one person from another and that persist over time. "It is the sum of biologically established and learned behavior that forms the unique reactions of

human beings to environmental stimuli" (Hurlock 1). Sigmund Freud established the first of the current theories of personality, known as psychoanalytic theory. This theory's psychiatric practise is known as psychoanalysis. Freud's theories were numerous, deep, and frequently divisive. His personality theory had a huge impact on cultures all over the world and in a variety of fields. Freud's views affected and molded not only psychology, but also literature, art, philosophy, cultural studies, cinema theory, and a variety of other academic disciplines. Among the most important intellectual notions in the modern world is Sigmund Freud's theory. Whether correct or incorrect, these concepts have had a large and long-lasting impact. Von Sigmund Betrug is based on psychoanalytic theory, which is based on the fact that human behavior is more influenced by invisible forces than by conscious and rational forces; this unconscious mind consists of three elements; the ID, the ego, and the superego. The ID is a psychological energy source that provides immediate fulfilment for biological demands. It is made up of unconnected institutional patterns that follow the core premise of all human life. For example, cutting, eating, making the ID vanish, and other types of aggressiveness and affection of the ID correlate to certain stages of growth and connections with the imagos of the parents (Sudhakar et al., 139).

Moreover, although the ego is an unconscious aspect of the human psyche, it is related to reality and verifies the id, despite the fact that it is the ego that controls it. The ego is the rational and ordered portion of the personality that balances between the ID and the superego's desires. Furthermore, the superego is a set of ideals, rules, and ethics that directs and guides a person's behaviour in society. The superego is the consciousness that gives the ego norms and values to use in determining what is right

and wrong in any given situation. As a result, the id seeks pleasure, the ego examines reality, and the superego aspires to perfection (Sudhakar et al., 139).

Therefore, psychoanalytic theory is an analytical study of the human psyche with the contours of the ego and the superego that is fundamental to the development of psychoanalysis. Personality develops with progress in an individual age, which goes through certain stages in sequence. Psychologists and behavioral researchers have used different phases to explain how an individual personality develops. Freud's personality Levels are explained as a) the oral phase (01 years) which lasts the first year of life and is the infantile phase of personality development. Stimulation given to the baby in both excessive and insufficient amounts makes the baby feel optimistic about the world. b) The anal stage (2-3 years) which extends during the second and third years of a child's life. In this phase, anal intercourse becomes rewarding, and parents train the child to reflect on the behavior of adults. c) The phallic stage (4-5 years) which is sometimes referred to as the psychosexual development stage, and children can be seen inspecting and massaging their genitals while appreciating the birth. d) The latency phase (6-7 years) in which children are interested in getting desire fulfilment from external sources; this stage has a long-term impact on the personality and shapes. e) The Genital Stage or the stage of maturity in which sexual interest in persons beyond their family occurs (Sudhakar et al., 140-141).

According to the illustrations above, Sigmund Freud was one of psychology's most significant figures. He is credited with establishing psychoanalysis as a personality theory that stresses the relevance of sexual instincts, unconscious mental processes, and the impacts of early development. Furthermore, Freud wrote about many of his findings in the brain, but his belief that many things having to do with sex

was regarded as odd. His impact on psychology will be immense, and he will inspire a plethora of new ideas and theories in the area. In this perspective, Sigmund Freud is undoubtedly the most well-known personality development theorist. "Freud's phases of psychosexual development," like other stage theories, are completed in a specific order and can either result in a successful conclusion or an unhealthy personality. Since strongly believes that we progress through stages depending on a certain sensual zone, this idea is undoubtedly the most well-known and also the most debatable. Failure to complete at any level means that a youngster will become fixated on one particular arousing zone and waste too much or too little as he grows older (Hockenbury and Hockenbury).

Sigmund Freud's Theory of Personality can be found in a variety of works of literature (1923). The Portrait of Dorian Gray (1890) by Oscar Wilde and Robert Louis Stevenson's The Strange Case of Dr. Jekyll and Mr. Hyde by Robert Louis Stevenson are the best basic examples of this notion (1886). While the characters in Dr. Jekyll and Mr. Hyde are stable once their conscious has been fashioned, we can see the evolution of a conscious in Dorian Gray as a result of the surroundings (Yaman, 2020). The novels' importance and distinctiveness are undeniable because they are still as some of the most well-known and influential works.

1.2.2 Erikson's Cognitive Development Stages

Erikson's psychosocial model of development is a well-respected and important notion. Erik Erikson's eight-stage theory of human development was initially published in his 1950 book *Childhood and Society*. 'The Eight Ages of Man' was the title of the chapter showcasing the model. In following publications and

revisions, such as Identity and the Life Cycle (1959), Insight and Responsibility (1964), The Life Cycle Completed: A Review (1982, updated 1996 by Joan Erikson), and Vital Involvement in Old Age, he broadened and polished his theory (1989). Erikson's model is referred to by a variety of labels, including Erikson's biopsychosocial or bio-psycho-social. Erikson's most distinctive work and notable model is the eight-stage psychosocial theory, which is referred to by all. Erikson coined the term "psychosocial," which combines the concepts psychological (mind) and social (society) (relationships). Erikson felt that human development is genetically predetermined by his psychosocial theory; everyone is affected by it.

According to Erik Erikson, children develop in a specific order. Instead of concentrating on cognitive development, he was more concerned in how children interact with one another and how this influences their personalities. Erikson's psychosocial development theory is divided into eight phases, each with two possible outcomes. According to Erik Erikson, completing each stage successfully leads to a healthy personality and successful interpersonal interactions; on the other hand, failure can lead to a decreased capacity to accomplish subsequent levels (Cherry). Erikson mentions the stages of psychosocial development as integral. a) Childhood (0-2) the first year of a person's life is characterized by a relationship of trust. The affectionate, loving and affectionate atmosphere of the baby learns to trust others; this has a long-lasting impact on his own personality allowing the child to help feels strange. If this is not allowed, a feeling of shame and doubt develops in the child.

b) Age in play (4-5) the child tries to figure out what can be done if allowed and encouraged to do what she wants to do, at the initiative of the child developer. Alternatively, if the child becomes discouraged, he lacks self-confidence. c) School

age (5-12) the child begins school between the ages of 5 and 12 and acquires knowledge and skills. As the child progresses in his abilities, he/she develops a feeling of induction in the child, the opposite leads to a feeling of inferiority. d) Adolescence (13-19) children at this stage try to identify themselves in society that they do not want to be confused about them. e) Young Adulthood (20-40) adolescents who seek to establish deep and lasting relationships with others with the purpose of feeling intimacy that fails in a feeling of isolation. f) Adulthood (40-65) adulthood of your age is faced with the situation that productive adults who are professionally productive raise children with great concern and lead the next generation 8th of age (65 years of age). The upright adult acquires a sense of confusion. He/she values the continuity of past, present and future and feels fully satisfied (Sudhakar et al., 141).

According to Erikson's psychosocial stages, in teenage relationships, intimacy and lust are interpersonal processes that exist. Sensitivity is a precursor to intimacy, but intimacy is more particular, implying a close interpersonal interaction between two more or less equal persons. Intimacy is an integrated dynamic that tends to evoke loving responses from the other person, lowering anxiety and loneliness, both of which are profoundly painful experiences. Intimacy is a positive experience that most healthy people crave because it helps us escape fear and loneliness (Sullivan). Lust is an isolated trait that requires no other person's satisfaction. Even when another person is the object of our desire, it shows as autoerotic conduct. Attempts to engage in a pleasurable activity are frequently rejected by others, leading to increased worry and a loss of self-esteem. Furthermore, lust frequently gets in the way of a close connection, particularly in early adolescence, when it is readily confused with sexual attraction (Nurtia and Wulan 79).

A Walk to Remember (1999) by Nicholas Sparks is a novel about the effects of love on one's actions. The story starts with a preface from Landon Carter when he was fifty-seven years old and ends with Landon Carter when he was fifty-seven years old. Landon Carter's life experiences are described, including how he met Jamie Sullivan. Any tension mentioned in the story must be included in his work description. Friends, family, and romance all play a role in the story's tension (Anggraini). Landon was raised without a loving father because he lived with his mother in Beaufort when. His father is constantly busy, having spent nine months of the year in Australia before coming back to Washington, Landon's parents want him to grow up the way they did, which made a significant contribution to his transition into a disobedient adolescent as a result of this circumstance and his father's inaction. As a result, real familial love is critical for a person's development and sanity (Anggraini).

Personality problems such as abusive behavior, fear, and stress will occur if there are arguments between the child and the parents, according to Erikson. Landon Carter's youth is characterised in the novel as a period of complete parental guidance when he was five years old. However, play children between the ages of three and six should have this experience in order to complete their development.

1.2.3 Piaget's Cognitive Development Stages

When talking about any kind of development, most theorists break it down into certain stages; these stages are usually progressive. In other words, one has to go through one stage before she/he can move on to the next. A child had to learn to crawl, then she/he was able to learn to walk, and finally she/he was able to acquire the

skills to walk. Without the first two stages, running would be impossible. Jean Piaget, a Swiss psychologist, was particularly concerned with the development of children's thinking from birth to young adults. To understand the nature of this development, Piaget carefully observed the behavior of his own three children. He presented them with problems, observed their reactions shortly after the situations, and returned to observe his reactions. Piaget called this method of clinical interview for the development of research. Humans, according to Piaget, adjust to their physical and social environments as well. The process of adaptation begins at birth, and assimilation and accommodation are the two primary processes that Piaget identified in this adaptation (Ruhee).

Each individual's cognitive development proceeds through four phases, according to Piaget, and each level has a particular age range and learning skills. This would be useful for designing the curriculum, and understanding this developmental process is essential for both parents and teachers, as they have a great influence on infancy, childhood, and adolescence. The four stages of development are a) sensorimotor stage that begins at birth and lasts until the child reaches the age of two years. The sensorimotor stage is named from the fact that children's thinking incorporates seeing, hearing, moving, touching, tasting, and so on. This stage marks a person's shift from a biological to a psychological being. The baby's activity in the first few weeks of life consists primarily of reflex reactions such as sucking, kicking, and clutching. Later, the reflexion vanishes, and the infant selects what to grip and when (Ruhee).

Between the ages of one and two, babies reach b) the sensorimotor stage, when they start to comprehend the information that enters their senses and their

ability to communicate with other people. The child learns to control items at this phase, however he has little understanding of their permanence if they are not inside his current sensory awareness. To put it another way, once an object is taken away from a child's sight, the child is unable to comprehend that the object still exists. c) Preoperational stage (2 to 7 years) that is called preoperative because children have not yet mastered the ability to perform mental operations. Children's thinking at this stage is determined by what is seen rather than by logical principles. The following are the achievements of the Preoperational Stage:

- Semantic function: the child develops the ability to think with symbols and signs.

- Symbols represent something or someone else; for example, a doll can symbolize a baby, a child or an adult born self-centeredness. This stage is characterized by self-centeredness. Children believe that their way of thinking is the only way of thinking.

- De-center: A preoperative child has difficulty seeing more than one dimension or aspect of the situation. It's called decentration.

- Animism: Children tend to relate to inanimate objects as if they have real properties and are capable of acting.

- Classification: They lack the ability to classify objects or group them into categories.

- Conservation: It refers to the understanding that certain properties of an object remain the same despite a change in its appearance (Ruhee).

Furthermore, between the ages of two and seven years, d) a preparatory phase comes after the object's permanence has been established. Language development occurs at a quick rate throughout this stage. Through the use of words and pictures, children learn to engage with their surroundings in a more complicated way. This stage is marked by self-centeredness, or the child's conviction that everyone views the world in the same way he or she does. They don't grasp perception variations and assume that abstract concepts see, feel, hear, and touch things in the same way that humans do. The child deals with the integration of the stability of their cognitive systems at a e) specific operation stage (7 to 11 years). The child learns how to multiply, divide, and add; the child learns to think rationally, but their reasoning is limited to physical objects. f) Formal operational phase (grades 11 and up), which is marked by the emergence of logical thinking and reasoning, as well as cognitive skills such as the ability to consider hypothetical possibilities and solve issues using accurate conclusions in a methodical approach (Ruhee).

Moreover, Piaget posited that children learn through actively constructing knowledge through practical activities, so the role of adults is to provide them with necessary materials to interact; these materials include literary works such as picture books, short stories, or novels. He suggests four stages of cognitive development relating to a person's ability to understand and assimilate which are sensorimotor stage (birth- age 2) in which the child learns through senses and actions, Preoperational stage (2-7ys) in which the child uses language and begins to use words and symbols to represent objects; the child has difficulty to conceptualise time and lacks logical reasoning. Concern for children's psychological well-being, as well as the nation's, was a new period of individuality in didactic children's literature.

Children should be nurtured with the notion that here the opportunities for education, work, industry, freedom, influence, and wealth are to be thrown up to all; and the highest encouragement should be given to everyone to seek the main good, Osgood responds to his introductory rhetoric (p. 730). The attempt to provide children with the logical realities of life was the didactic legacy of nineteenth-century home and adventure fiction. Girls were encouraged to think about their hidden roles as future wives and mothers, and boys were taught to strive for economic success and societal advancement. In addition, in a quick and inventive society, books didactically pushed children to develop grit and independence. Furthermore, literature enriches the child's personality and deepens his/her consciousness through shaping the mental abilities; it addresses the high competences, and it introduces young readers to foreign cultures and traditions (through pictures of clothes, food, life styles/...etc.). Kuliczowska (1983) suggests that novels have double function; first they satisfy the young readers by mental needs, and second they allow young readers to have educational impact through an imposed content. Frycie and Sobecka (1999) argues that child's literature provides the children with an artistic point of view to the world surrounding them, it provides them with social experiences that can help them in the real world, it gives them ideas about the people they are reading about, and it allows them to build moral values and objective points of view towards what is wrong and what is right.

1.2.4 Kohlberg's Moral Development Stages

Kohlberg's theory can be divided into three stages and there are two levels of moral development at each stage. a) Stage one: Preconvention Morality, which lasts until roughly the age of nine and is the first stage of moral development. Children's

choices at this age are mostly influenced by adult expectations and the risks of breaking rules. Within this stage, there are two levels. In the first level “Obedience and Punishment”, rules are definite and definite to people at this level, and following them is crucial because it allows them to escape punishment. In the second level “Individualism and Exchange”, children take into account different points of view and evaluate acts based on how well they meet needs (Cherry).

The first stage is also known as the Obedience and Punishment Orientation. It resembles Piaget's initial level of moral reasoning. The youngster believes that powerful authority impose a set of rules on him or her that must be followed without inquiry. The child usually responds to the Heinz issue by saying that Heinz was wrong to steal the medication because "it's against the law" or "stealing is terrible," as if that were all there was to it. When pressed for more information, the youngster typically speaks in terms of the repercussions, stating why stealing is terrible "because you'll get punished" (Kohlberg, 1958b)

b) Stage two is conventional morality in which adolescents and adults internalise the moral principles they've learnt from their role models and society at this stage. At this level of morality, there are two levels. Level one “Developing Good Interpersonal Relationships”; this stage is concerned with living up to social norms and expectations. Level two “Maintaining Social Order”; at this stage people begin to make decisions based on the entire society. The emphasis is on upholding law and order through adhering to the regulations. Individualism and Exchange are two terms for the second stage. At this point, children understand that the authorities do not have a single correct viewpoint. Distinct people have different perspectives of view. For example, children would point out that someone could think it is okay to take the

drug, but the druggist would not. Because everything is subjective, everyone is willing to explore their own varied preferences. Heinz might steal the medicine if he wants his wife to live, but he doesn't have to if he wants to marry somebody better and younger, according to one boy (Kohlberg 24).

c) Postconventional morality is the third stage, in which humans develop knowledge of abstract moral ideas. At this level, there are two stages: "Social Contract and Individual Rights" is the first level. People at the following stage begin to account for other people's diverse values, perspectives, and beliefs as a result of the ideas of a social contract and individual rights. The second level, "Universal Principles," is based on abstract thinking and universal moral values (Cherry). Good Interpersonal Relationships is another name for stage three. At this age, children view morality as something more than a set of rules to follow. They assume that individuals ought remain true to their family's and community's standards and act in "decent" ways. Having good motives and social feelings such as love, empathy, trust, and concern for others are all examples of good behaviour. (Kohlberg; Gibbs et al., 36-42).

Maintaining Social Order is the fourth stage. Stage 3 thinking is most effective in different relationships, such as those between family members or close friends, in which one can make an attempt to understand the other's thoughts and wants and try to help. In stage 4, the individual, on the other hand, becomes more worried about society in general. Now, in order to maintain social harmony, the emphasis is on respecting the law, obeying authorities, and executing one's duty. What if we all began breaking the law whenever we believed we had a valid reason? Society would be unable to operate as a result of the turmoil that will ensue. (Crain)

Stage 5: Individual Rights and the Social Contract Individuals; in stage 4 want to keep civilization running. A well-functioning society, on the other hand, is not always a decent society. Although a totalitarian society is quite well, it is far from the moral ideal. "What constitutes for a decent society?" people start wondering at stage 5. They begin to think about society in a functional way, taking a step back from their own society and considering the rights and ideals that a society should defend. Following that, they assess existing societies in light of these earlier assumptions. They are believed to have a "pre-society" viewpoint (Colby and Kohlberg 22).

Universal Principles are the sixth stage. Individuals in Stage 5 are developing a vision of a good society. They argue that (a) some personal freedoms must be protected, and (b) conflicts must be resolved through political methods. However, democratic methods may not always produce outcomes that we perceive to be just. For instance, a vast majority of the people may vote in favour of a bill that disadvantages a minority. As a result, Kohlberg believes that a higher stage—stage 6--must exist, defining the ideas through which we accomplish justice.

Conclusion

A retrospective look at previous studies on personality development allows concluding that most of the theories measure an individual interaction with their subsystems. All of these areas of Freud's theories are intertwined and interconnected, and each helps to explain the other. While it is inappropriate to say that Freud, Erikson, Piaget, and Kohlberg were the most important persons in the history of psychology; they helped many other people to understand stages of personality development.

Chapter Two: Personality Development in Nicola Yoon's "Everything Everything"

Introduction

This chapter is devoted to the analyses of the novel "Everything Everything" by Nicola Yoon. It focuses on the psychological parts that reflect the novel in terms of the personality development stages. As a result, the events of this novel have a major impact on the current research topics; events such as opposition, negligence and lies, worries, and the transition from childish thinking to adolescent thinking. The present chapter deals with Nicola Yoon's biography, it sheds light on Nicola Yoon's novel "Everything Everything" summary, major characters analysis, and themes and it discusses the analysis of "Everything Everything" in relation to personality development stages and Ereksons' stages of personality development in relation to the characters' analysis.

2.1 Nicola Yoon's Biography

Nicola Yoon is a Jamaican-American writer who was born on October 1, 1972, in Kingston, Jamaica. She is most known for writing the premise for her New York Times bestseller "Everything Everything" in 2015. In 2016, a film of the same name was released. Her mother's first worry was to safeguard her newborn from harm, which inspired her to write a narrative about a seventeen years old girl who required the same amount of care in the rice field (Wulan, 2020). Yoon wrote a book, worked full-time early in the morning, and took three years to raise a young daughter. Her husband, a Korean-American graphic designer David Yoon drew the illustration. The novel spent fourteen weeks on the best-selling list. "Everything Everything" won

many awards, including the South Carolina Book Award for Young Adults (2018), the Evergreen Teen Book Award (2018), and Road Teen Book Award (2017) (Nurtia and Wulan 77).

Nicola Yoon earned a bachelor's degree in electrical engineering from Cornell University. After taking a creative writing course as an option, she became "connected with writing." Following graduation, she enrolled in Emerson College's Master of Creative Writing programme. Yoon worked as a programmer for financial management companies for twenty years before producing her first book. She was motivated to write her new novel, *Everything, Everything*, after the birth of her multicultural child. Yoon had a dream of writing a book in which her child was reflected in the pages. Her fears as a first-time mother about protecting her child from harm prompted her to write a novel about a seventeen-year-old girl who requires similar protection. Yoon worked on the book for three years, beginning early in the mornings and caring for her young daughter while working full-time. Her spouse, Korean American graphic designer David Yoon, designed the pictures used in the book.

2.2. Nicola Yoon' novel "Everything Everything" Summary

"Everything, Everything" is a 310 page novel written by Nicola Yoon in 2015. The novel talks about a mother, Dr. Pauline Whittier, and her eighteen years old daughter, Madeline Furukawa Whittier, who live alone together. Madelines' father and brother were killed by a trucker accidently when she was eight years old. At the beginning of the story, Madline is belived to have a very rare disease called SCID; "MY DISEASE IS as rare as it is famous. It's a form of Severe Combined

Immunodeficiency, but you know it as “bubble baby disease” (Yoon 16). She is allergic to everything, and anything can make her sick. It may be the chemicals in the cleaner she uses to clean the table, someone's odor, or an exotic spice in the food she consumes. According to Merriam Webster Dictionary SCID is “a rare congenital disorder of the immune system that is characterized by inability to produce a normal complement of antibodies and T cells and that results usually in early death.”

Her mother loves her so much and takes care of her and checks her health everyday. Pauline hired tutors to teach Madeline at home and hired Carla, a full-time nurse, to take care of her daughter when she is not home. Carla and Madeline's relationship is very strong; Carla treats Madeline as her seventeen year old daughter, Rosa, and not as a patient. Carla has been caring for Madeline since she was a toddler, and the two have formed a genuine closeness, caring, and trusting relationship throughout the years. “I'm desperate now. I can't imagine my life without Carla in it” (Yoon 146). One day, a boy named Oliver, Olly as his mother calls him, has moved in next door with his family and after a period of time, Madeline and Olly started to email each other. With the help of Carla, Olly and Madeline started to meet in Madeline's house. After meeting for few times, they fell in love “I am certainly going to fall in love with Olly” (Yoon 106). Madeline loved him because he helped her to see the real life beyond the walls of her house, and Olly loved her because she was innocent.

Unfortunately Madeline's, Maddy as Olly calls her, love story was stopped by her mother who locked her in the house and took her laptop to not contact Olly again. Maddy was so desperate and so in love; she could not bear staying away from him, so she decided to get out of her house neglecting the fact that she could die. “The door

unseals with a sigh. I'm outside. The world is so quiet it roars" (Yoon 176). After going outside, she went to Olly who was shocked to see her; he was very worried about her health condition. After reassuring him and telling him that she has bought some pills online to help her feel good for the few next days, Maddy and Olly went on a vacation to Hawaii and stayed for two days there, but in the second day, Maddy got very sick. Her mother returned her home and Maddy decided not to meet Olly again because she thought their relationship will not work as she is always sick. Olly tries his best to meet her again but she refuses. "Madeline: No more IM. No more e-mail. It's too hard. I can't go back. My mom was right. Life was better before" (Yoon 251).

One day, an email message from Dr. Melissa Francis was sent to Maddy because she was under her care in Hawaii. Dr. Melissa Francis suggested that Maddy is not ill. "I don't believe you have, or have ever had, SCID" (Yoon 268). Madeline did not believe what she read so she ran to tell her mother about what was written in the letter. Her mom told her that Dr. Melissa Francis does not know Maddy's condition and she is mistaken. The day after, Madeline showed the letter to Carla. Carla suspected that Pauline is lying; "Sometimes I think maybe your mama's not quite right. Maybe she never recovered from what happened to your papa and brother" (Yoon 275). Carla decided to do some blood tests and send them to SCID specialists; all the test results showed that Madeline does not have SCID. Madeline discovered that her whole life was a lie and that her mother is the one who is kind of mentally ill and needs help. Pauline suffered some sort of a breakdown after her husband and son died and she needs a therapist.

When Madeline received an email from the nurse in Hawaii stating that she does not have SCID, she realizes who she is. Madeline's mother has kept a secret from

her all her life, and this reveals it. She has no idea why her mother did that because she believes her mother to be the only person she has ever lived with and with whom she has had interaction. Erikson emphasises the importance of parents in developing their children's personalities; in Madeline's case, it is beneficial, but in a negative way. When the truth is known, Madeline's outrage erases all previous memories of being close to her mother, as well as all of her raising efforts; she chooses to abandon her, but the nurse persuades her otherwise. Madeline says: "In the end Carla convinces me to stay with my mom. She says I am better than that. I'm not so sure. Whoever I was before I found out the truth has died" (Yoon 285). The story ended by Madeline and Olly meeting again in a bookstore.

2.4 Characters' Analysis

2.4.1 Madeline "Maddy"

Madeline is an eighteen years old girl who is described at the beginning of the story as a girl who suffers from SCID. Maddy was raised in a much protected environment, with her mother and her nurse Carla, being the only people she has ever seen. Any "experiences" she had are experienced from films or books. She enjoys architecture and reading; "I'VE READ MANY more books than you. It doesn't matter how many you've read. I've read more. Believe me. I've had the time" (Yoon 14). When she was eight years old, a family with children moved in next door, piqued her interest in the outside world, but when they left, Maddy resolved to be content with what she had in books. She and her mother are extremely close and hide no secrets. When Olly moves in next door, things shifted because she had a crush on him, and because he is the first boy she ever saw in person. Maddy decides to do anything

she can do to be free after discovering out she is a healthy person, including travelling to New York to meet Olly after he moves away. She never forgave her mother; “It’s hard for me to forgive her when she doesn’t fully understand her crime” (Yoon 300).

What helped Madeline to be strong is her imagination although it affects her sometimes. Madeline's imagination is comforting on some days and dismal and melancholy on others; she occasionally imagines that her house breathes with her. She says: “I exhale and the walls contract like a pinpricked balloon, crushing me as it deflates. I inhale and the walls. A single breath more and my life will finally, finally explode” (Yoon 22). Madeline, on the other hand, has a bright and colourful imagination; she imagines the ocean and the world outside as if it were inside her large room with glass walls: “Most days, I adore it because I can imagine the glass has come away and I’m Outside” Other days I feel like a fish in an aquarium” (Yoon 71).

Madeline feels both perplexed and disappointed as a result of evaluating her personality development through her paintings. Madeline's journey to herself is full of mixed feelings, numerous spirals that perplex her, and countless mountains of anguish that wear her down. Madeline says: “It’s a strange thing to realise that you’re willing to die. It doesn’t come in a flash, a sudden epiphany. It happens slowly, a balloon leak in reverse” (Yoon 167). Many events and relationships had shaped Madeline's personality development. Nicola Yoon highlights the importance of love in the development phase, claiming that Madeline's desire to be a part of the world is motivated by love. In reality, it is more of an enthusiasm for life than a love for Olly. Madeline ponders the meaning of love and what it is worth; eventually deciding that it is worth risking her health and life for. Madeline's ability to love her mother

notwithstanding the lie shapes her development, and her ability to forgive is the peak of progress.

2.4.2 Pauline

Maddy's mother is a single mother and a third-generation Japanese doctor. She has devoted her entire life to Maddy's care. She struggled to cope after losing her husband and son in a traffic accident, and ended up inventing a SCID treatment for Maddy to keep her safe. Carla was recruited to look after Maddy. Maddy interprets this as evidence that her mother actually cares about her and wants her to be secure. When Maddy flies to Hawaii without telling her mother, she is accused of wanting to hurt her emotionally, implying that her mother does not perceive Maddy's growing independence as natural and anticipated. When Maddy realises that her mother made up her SCID diagnosis, it becomes clear that Pauline is mentally sick and has never recovered from the loss of her husband and son. "Sometimes I [Carla to Madeline] think maybe your mama's not quite right. Maybe she never recovered from what happened to your papa and brother" (Yoon 275). Pauline seeks counselling once Maddy realizes the lie, and she remains ill through the novel's ending.

Overprotective parenting is undesirable because Medline is not afflicted with any sickness; she is a healthy child who might have led a regular life. Her mother came up with the idea when her husband and first child were killed in a vehicle accident. She ended up destroying her most delightful days of childhood in the name of preserving her child's life. Horney (1945) claims that parents are more likely to control, ignore, over-refuse, deny, or over-indulge their children. If the infant's needs for safety and happiness are not met, the child develops a fundamental dislike for his

or her parents. Madeline's mother, as a result, can be a prime illustration of a paranoid overprotective mother; her love and care are not portrayed in the way they should be, but rather in a controlling manner.

2.4.3 Carla

Carla is Maddy's beloved nurse who spends eight hours a day monitoring Maddy's vital signs. Carla is the mother of a 17-year-old daughter named Rosa, and she took care for Maddy since she was a toddler. Carla, unlike Maddy's mother, understands that a teen Maddy's age is interested in males and the world around her, and she is sure that love and loss are natural parts of life that are not fatal. When Pauline discovers that let Maddy meet Olly in person, she fires her and tells Maddy that Carla was supposed to protect her from everything, both physically and emotionally. Maddy insists on seeing Carla before Olly and her leave for Hawaii because of their tight bond. Carla is the one who helped Maddy find a doctor, perform tests, and uncover the truth when she realises that her SCID diagnosis may be erroneous. "Carla took samples of my blood to the SCID specialist" (Yoon 285). Carla eventually leaves Maddy to go for a new employment, realising that Maddy no longer requires her services.

2.4.4 Oliver "Olly"

Since he moved in, Olly has effectively captured Madeline's attention, and she is intrigued by him since he is new in her typical existence. Olly appears to be cynical and dark as they get to know each other, but he is also a romantic, even if he will not admit it. In their instant conversations, he avoids capitalization and punctuation and argues that limericks are his favourite form of poetry. His favourite topic is math;

“Madeline: I wouldn’t have guessed that math was your favorite class” (Yoon 63), and he spends a lot of time trying to find out how to use equations to describe individuals and events like his father's aggression. Olly is frequently the victim of his father's verbal and physical abuse and he spends a lot of time at home defending his mother and sister, Kara, from his father's abuse. He has had intimate relationships previously, but his relationship with Maddy is a totally different experience; “[Olly] I’ve never felt about anybody the way I feel about you” (Yoon 277).

Olly had a great effect on Maddy’s personality change. Madeline chooses to enrol for an online personal credit card and begin looking for clothes which are more able to grab Olly's interest rather than dressing her mother's white clothes as soon as she starts conversing with him and seeing him from the window on a regular basis. Madeline refers to her credit card as her "freedom card," as she has been yearning for a getaway from her mother and has finally found the right opportunity. Madeline takes a major step towards her new self in this scene, transforming numerous aspects of her appearances that are regarded the earliest indicators of transformation. Indeed, Madeline is subordinate to Olly when making these decisions and adjustments, therefore it can be argued that her personality is not fixed in stone, but rather that anyone willing to pay attention to her has the capacity to modify it.

2.5 “Everything Everything” Themes

2.5.1 Coming of Age

Madeline grows up as she learns to adapt with her illnesses and later she grows up after she knew that her mother created her disease to protect her. Madeline had a unique coming-of-age experience since she was unable to connect with the

environment in the same way that other children her age could. Madeline lies to mother for the first time when she meets Olly and feels compelled to preserve their relationship which another sign of growing up. Maddy takes a major step in terms of maturity as her and Olly's relationship evolves and deepens. Secretly organising a trip to Hawaii for her and Olly is something she never imagined to do because of her condition and because of her mother. In a variety of ways, Maddy's vacation to Hawaii is an experience of growth and independence for her; in addition, she displayed her independence from her mother in this way. Maddy opted for further testing which confirms that she does not have SCID, and after making sure she is not ill, Maddy developed freedom and independence.

2.5.2 Trust versus Lies

Maddy had an open and trustworthy relationship with her mother. Apart from Carla, Maddy does not see anyone else in reality on a daily basis, thus her mother is her only source of fun. As a result, the mother and daughter developed a tight and tender bond. They meet together weekly for nice dinners, play unusual games like Phonetic Scrabble, and, most importantly, they do not hide secrets from each other. Therefore, on one hand, Maddy feels quite uncomfortable when Olly moves in next door and she develops feelings for him. This is Maddy's first time falling in love with a real person, and it is also the first time she's ever kept a secret from her mother. On the other hand, although lying may be a normal part of growing up for teenagers; the novel indicates that an adult using their authority to lie to a control their children is a heinous and destructive act. Maddy used to have entire faith in the people in her life, particularly her mother and Carla. However, when she grows older, falls in love with Olly, and travels to Hawaii with him on a secret mission, she starts to see the reality.

Madeline, despite of how many rash decisions she makes, is looking for a means to be free; she seeks beyond her mother's affection. Because of her solitude, she is ignorant to the love of those around her. Madeline's choice to be free and discover herself leads her to the truth about her mother's falsehoods. She reveals her mother's secret about her condition when she decides to go on a trip with Olly despite breaching the restrictions. In Madeline's case, lying isn't a sin, but rather the key to revealing her mother's true motives. So, when she realises that she is the only one who can define her own self that she is the only one who can state what Madeline wants, her painful self-discovery is complete.

2.5.3 Family

Children feel isolated and confused, according to Horney, when they learn their family is indifferent with them, has no respect for them, and offers no meaningful encouragement. As a result, they progressively become aliens to their parents, who are uncaring about their needs and refuse to engage with them. The child is depressed and isolated from the outside world. Erikson (1958, 1963) believes that parents should encourage their children to be their best selves in the world. After taking a close look at Madeline's parental treatment, it can be concluded that her cognitive maturation has been hampered by her mother's comments, which have a tendency to make her feel insecure and, rather than strengthening her, she manipulates her emotions and makes her feel determined by her illness. "My [Maddy] mom's words come back to me. I don't want you to have a broken heart. She knew what would happen. There was always going to be someone else. Someone who isn't sick. Someone who can leave her house. Someone he can talk to and touch and kiss and everything else" (Yoon 156 - 157).

The novel is a study of family dynamics and it shows how the family systems can be problematic and harmful, both verbally and physically. Yoon shows how both Maddy and Olly begin to break free from their toxic family structures. On one hand, Maddy broke free from her toxic mother whom lied to her to keep her by her side, neglecting the fact that Maddy is a human being not a robot. On the other hand, Olly broke free from his toxic violent father who used to abuse him verbally and physically. Making the decision to break free from these situations is both overwhelmingly positive and incredibly difficult, and requires immense bravery. “Everything, Everything” implies that the changes in Olly and Maddy's families as a result of their courage are essential, significant, and beneficial. Olly, his sister “Kara”, and his mother are finally in a situation where they do not have to worry about their safety, while Maddy realises that she does have a future out in the world ahead of her.

2.5.4 Love Relationship

Having a romantic relationship appears to be commonplace because it is something that almost all teenagers do. However, this is not the same as a toxic dating style. Teenagers that have dysfunctional romantic relationships can have harmful consequences. Maddy has a boyfriend, Olly, who she has recently met and who lives next door to her house. When they first started dating, their style was average, nothing out of the ordinary. However, as time passes, Maddy develops a desire to meet Olly in secret without the permission of her mother. As a result, the protagonist suffers as a result of the connection. Maddy makes some opposition to her life in novel. From fighting her parents, to fighting herself, to dealing with the love she encounters throughout her life. Maddy's defiance has the potential to put her in danger. Essentially, everyone, especially adolescents, has some degree of resistance. There is

a lot of resistance throughout adolescence since people believe they are right, thus the opposition she offers to others is also an issue.

It feels strange not to talk to my mom about something, someone, who's becoming so important to me. My mom and I are drifting apart, but not because we're spending less time together. And not because Olly's replacing her. We're drifting apart because for the first time in my life, I have a secret to keep. (Yoon 101)

Furthermore, Maddy's attitude appears to be a little reckless, which raises a lot of eyebrows among those who know her. Maddy's attitude has become increasingly weird in recent months, as she buys a lot of new outfits and shoes, and she has been less interested on her mother and her surroundings. Olly is all she can think of. People around her are disappointed and angry at her new attitude as a result of her irresponsibility.

2.6 “Everything Everything” Style

Madeline is the protagonist of the novel; she tells the story from the first person point of view. She discusses her life as a SCID patient, as well as how she met Olly and the process of falling in love with him. No one can describe or understand Maddy's existence as a SCID patient like she did. A third-person omniscient narrator may have been chosen, but it would have established an emotional barrier between Maddy and the reader. Nicola Yoon employed a simple, poetic writing style, and she surpassed herself for a release; the extra graphics (drawn by her husband) merely brought a greater depth of imagination to the story, helping the reader understand what is going on better.

The plot is constrained in the same way as Madeline was: there aren't many characters to get to know, and Madeline's interactions with individuals other than her family and caregivers are limited. And Maddy and Olly's romance moved quickly, even hurriedly. In the shortest possible lines, the author uses adjectives and adverbs to explain everything that is happening in one scenario. This method slows down something that would typically happen rapidly by displaying every single detail. The emotions and physical look of each character, as well as their movement, the ideas that run through Maddy's mind, and their language, were included.

2.7 “Everything Everything” Analysis in Relation to Personality Development Stages

Trust vs. mistrust, autonomy vs. shame, initiative vs. guilt, industry vs. inferiority, identity vs. role confusion, intimacy vs. isolation, generativity vs. stagnation, and ego integrity vs. despair are the eight stages of human personality development according to Erik Erikson's Psychosocial theory. As Madeline had just turned 18 years old when the story began, she is considered to be in the sixth stage. Childhood is a crucial period in the formation and development of a person's personality; however, Madeline did not have the same childhood as other children, and her personality was shaped by the influence of the people who were around her; the influence of her mother, her nurse, and her boyfriend. Madeline spent her infancy confined to her home with her mother, Mrs. Whittier, and her nurse, Carla. Mrs. Whittier, as Madeline's only parent, has the most influence in shaping and educating her throughout her life. Madeline is the main character. Her interactions with the adults in her life (Pauline, Carla, and her instructors) are extremely crucial because she can only socialise with other teenagers online. Pauline's overprotective parenting

has resulted in a sheltered childhood and adolescence, and she is serious and matured for her age. She opens the novel with an unwavering devotion to Pauline, who has served as the foundation of her family and sense of independence. Madeline begins to doubt and remove herself from Pauline's perspective of her and the risks posed by the world outside as the novel progresses. Madeline learns to take chances, make her own judgments, and cope with the prospect of being deceived or harmed. She comes to a more mature understanding of herself, the authoritative people in her life, and the world around her at the end of the novel.

Madeline managed to pass the first stage of the Trust vs. Mistrust thanks to her close and supportive relationship with her mother, Mrs. Whittier. Madeline's mother provides her with enough attention, affection, and care to meet all of her requirements “Another year of my mom doing nothing but working and taking care of me” (Yoon 21). Her mothers’ love is evident in the way they always spend Madeline's birthday together. Even though Madeline is unable to join the rest of the family in celebrating her birthday, they try to make the most of their time together by participating in activities like as Pictionary or Phonetic Scrabble, as well as baking a birthday cake together. “We spend the rest of the morning baking my traditional birthday cake of vanilla sponge with vanilla cream frosting” (Yoon 22).

Hugs, tickles, and cheek kisses are common ways for parents to demonstrate their love and devotion for their children; but, as the children get older and become teenagers, this type of behaviour becomes improper and embarrassing (Pickhardt). Madeline, on the other hand, does not have her parents rejecting physical touch “She opens [her mother] her eyes, smiles, and caresses my cheek” (Yoon 21). Madeline is an eighteen years old adolescent who does not consider physical contact to be taboo

or wrong. She simply noticed her mother's concern and realised she needed to reassure her with a kiss; “She pulls me into a hug and squeezes. Frosting gets into my hair” (Yoon 21).

Furthermore, Carla, Madeline's full-time nurse since she was a baby, can be considered Madeline's second carer after Mrs. Whittier. As a result, following Mrs. Whittier, Carla is the other person with whom Madeline has a close relationship. Carla stays when Mrs. Whittier does the French Friday Night Dinner to ensure that Madeline is surrounded by the people she cares about, so that she is always convinced that she is loved; “Carla even stays late to eat with us instead of with her own family” (Yoon 39).

Children must be given the freedom to explore the world, and parents must refrain from constantly aiding their children with their needs. The goal is to let the children be alone and learn by themselves so that they can develop their independence and their autonomy while still keeping an eye on them and protecting them (McLeod). Notwithstanding, Madeline is unable to live a typical childhood in which she is allowed to run around outside or do the things that children are expected to do during this time due to SCID. Instead, she is imprisoned in a sterile house; “Her [Madeline] house is a sterile, protected environment that she’s never allowed to leave” (Yoon 3). Her inability to be autonomous is exacerbated by the fact that her mother is a doctor. Children's lives revolve around associating with peers their own age. They engage in games and other activities with their peers as a result of this. They will gain confidence if their efforts are well received by parents or friends. Nevertheless, some guilt is required to teach the children self-control and the fact that they cannot have everything they desire (McLeod).

Nevertheless, Madeline has different situation. She did not socialise with friends of her age during her childhood. She has been confined to her home since being diagnosed with SCID; “I don’t leave my house, have never left my house” (Yoon 9). Madeline only has real-life socialisation with her mother and Carla, both of whom are adults, and she only has sociability through computer screens because she is engaged in Skype tutoring. Because Madeline's childhood companions were replaced by grownups, she failed to reach the third stage. Furthermore, children would learn a variety of skills during their primary school years. Teachers play a vital part in the lives of children since they are the ones who teach them specialised skills at school. Madeline faced Industry vs. Inferiority because she understands what she's good at, which is creating architectural models. Mr. Waterman is instructing her in an online class. “In two years of tutoring I’ve only met Mr. Waterman in person twice” (Yoon 67).

Madeline's relationship with her mother is tainted with suspicions and secrets, in addition to her lack of social engagements. Although Erikson emphasises the importance of parents in moulding a child's personality, Madeline's mother appears to obstruct this process even more. She wants her to stay the naughty young girl she was when she was three. When Madeline questioned her about her feelings for Olly, she demonstrated this. Her mother tries to make her feel horrible about herself by constantly bombarding her with negative thoughts. She even makes fun of Olly's illness, claiming that he'll ultimately find a lady who isn't sick and ruin her life.

Moreover, identity vs. Role Confusion happens during adolescence, which is the time between childhood and adulthood. Teenagers at this age are preoccupied with establishing their identity, or determining who they are and what they want to be as

adults in society. Those who do not have a sense of self will be unsure of their place in society (McLeod, 2018). Madeline was unable to complete the fifth stage, and the identity she discovers is a SCID patient who is incurable, and so would have to live in a sterile residence for the rest of her life if she wanted to survive. Madeline's new persona has already been etched on her subconscious.

It is clear from the fact that every time Madeline creates a new building model, she tucks a little astronaut inside, “Whenever I [Madeline] make a new model I make a clay astronaut figure and hide him in it” (Yoon 68). Intimacy vs. Isolation is mostly concerned with creating close, passionate relationships with others. Madeline's lover is Olly in this case; her interest to him began after he moved into the house next door to hers. “...being here with Olly, being able to love him and be loved by him, is everything” (Yoon 237). Madeline goes through a lot of changes at this time because Olly disrupts Madeline's boring life. Now she Madeline has a new hobby apart from online lessons and reading books which looking at olly and his family through the window of her bedroom. “I TELL MYSELF that I won’t look, but as soon as the first ping sounds I’m at the window” (Yoon 68).

Madeline's cognitive development is hampered not only by an absence of community connections, but also by her mother's lack of support, as can be seen. It may be stated that she fails to assist her daughter in her search for a sense of self and assurance in her role. Madeline lies to her mother and hides vital details about her private life when she doesn't feel supported enough by her mother. As a result, rather than instilling strong principles in Madeline, her mother encourages her to lie and develop an abnormal personality.

Madeline's relationship with her mother is tainted with suspicions and secrets, in addition to her lack of social engagements. Although Erikson emphasises the importance of parents in moulding a child's personality, Madeline's mother appears to obstruct this process even more. She wants her to stay same spoiled little girl she was when she was a child. When Madeline faced her about her love for Olly, she demonstrated this. Her mother attempts to make her feel bad about herself by constantly bombarding her with negative thoughts. She even makes fun of Olly's illness, claiming that he'll ultimately find a lady who isn't sick and break her heart.

A thorough survey of over four thousand youngsters aged thirteen to nineteen by researchers from the Norwegian Institute of Public Health looks at variables that positively and negatively influence young people's psychological health. They discovered that "peer social reinforcement" and "spare time spent with friends" are the most potent important mechanisms against mental issues in youth (Myklestad, Rysamb, and Tambs). The findings of both studies are consistent with current national and international research suggesting that social reinforcement from friends and peers can help youngsters avoid mental diseases.

Despite the reality that some children and adolescents are isolated, depression has been related to mental health concerns in studies. Many adult and adolescent observational studies have found a link between loneliness and depression (Qualter, Brown, Munn and Rotenberg). In studies, relationship depression was found to be more predicted of symptoms of depression in teenagers than parent-related loneliness. According to one view, friends are the most typical type of social encouragement during adolescence (Lau, Chan and Lau).

Pauline is continuously giving commands and limiting Madeline's behaviour in the novel. Pauline's severe discipline prevents her daughter from socialising with others. Pauline's parenting approach is based on one-way communication. Madeline is a closed person as a result of her one-way communication. Madeline wants to express herself and communicate about her feelings. What is it like to be in love? When you think about the person you like, how do you feel? When mom and dad fall in love, how do they do it? She wants to know everything and share it with you. Her mother, on the other hand, would forbid her from falling in love. She will interact with other people if she falls in love. So, once again, these emotions remain trapped in her head, unable to be expressed.

I wish again that I could talk to my mom about this. I want to ask her why I get breathless when I think of him. I want to share my giddiness with her. I want to tell her all the funny things Olly says. I want to tell her how I can't make myself stop thinking about him even though I try. I want to ask her if this is the way she felt about Dad at the beginning (Yoon 67).

Pauline's childhood demonstrates the importance of order without compromise. She generally gives commands that she believes are in her daughter's best interests. Madeline is told to stay in a sterile environment by Pauline, who does not want her daughter to socialize with anyone. Clara's position of grasping Madeline's shoulders to keep her seated demonstrates this command. Madeline knows she can't go against her mother's wishes, no matter how interested she is. As a result, these data plainly reveal that Pauline issues orders to Madeline, which are not to be disobeyed.

Madeline is punished by Pauline for attempting to meet Olly. Pauline is aware of it and does not hesitate to terminate Carla since she allows Madeline and Olly to meet, which is in direct violation of the restrictions she has established. Regardless of Madeline's reaction, Pauline sticks to her guns. This data reveals that Pauline punishes Madeline for breaching the rules of social interaction. It is believed that the punishment will act as a warning to Madeline, causing her to avoid seeing anybody else, especially Olly.

Conclusion

This chapter was devoted to the novel “Everything Everything” Analysis in relation to Madeline's stages of personality development. This chapter dealt with Nicola Yoon's biography, “Everything Everything” summary, characters' analysis, and finally “Everything Everything” analysis in relation to personality development stages according to Erik Erikson's psychosocial theory. In terms of the concepts outlined and shown in the first chapter, this chapter explores Madeline Whittier's character. This study is being conducted in an attempt to answer the dissertation's questions and to identify Madeline's personality development path while she was in isolation. As a result, this study examines Madeline's growth through Erik Erikson's psychosocial theory and demonstrations with the purpose of offering a practical answer to the research questions.

Conclusion

A distinct manner of thinking, feeling, and doing is what defines a person's personality. The latter encompasses moods, attitudes, and opinions, and is most evident in interactions with other people. It embraces both natural and acquired behavioural qualities that identify one person from another and can be noticed in people's interactions. Therefore, according to Erikson, personal development occurs through a succession of tragedies that the individual must endure and assimilate in order to go to the next developmental stage (Britannica). Erikson's psychosocial theory is well-known and well-liked. There are detractors, as with every concept, but Erikson's thesis is widely regarded as vitally important.

Erikson was a humanitarian as well as a psychoanalyst. As a result, his theory is applicable far beyond psychoanalysis, to any application involving personal awareness and development, whether it is of oneself or others. Thus, this dissertation is study in which the protagonist's personality from a contemporary novel was analysed through a psychological reading. The dissertation is divided into two main chapters. The first chapter critically examines the themes of personality development stages of the most widely recognized personality integrative theories.

The second chapter is devoted to the analyses of Nicola Yoon's novel "Everything Everything". Nicola Yoon in her novel "Everything Everything" 2015, shows that Madeline passed the first five stages of personality development with her mother Pauline which affected her personality development from a young age. Moreover, Olly, Madeline's lover, is the second person who affected Madeline's sixth stage of personality development because they fell in love and experienced intimate

things together. This research makes it significant, as it would shed light on the issues the protagonist faces from a psychological approach, and it would shed light on the negative effects of undeveloped personality on a person's life.

The different shades of human personality are significantly highlighted in this novel. It conveys the fact that humans are prone to lying in exchange for affection, protection, and the belief that it is the only way to avoid being separated from their loved ones. Maddy's mother keeps her in the fictitious illness to save her from losing her daughter, who is her main reason for living after her husband and son died. This was simply due to the deep anxiety that grew in her head after she lost her husband and son, without her recognising that it had the potential to wreck her daughter's life by robbing her of her freedom to experience life fully. Another part is represented by Maddy's character, which highlights numerous psychological aspects in a setting of love that is both enjoyable and slightly wrong. She goes through many ups and downs, twists and turns in her life that leave her surprised and perplexed, but she eventually earns a love that will flourish beyond the pages of the story.

The current study aims to simplify and deepen the examination of how people around us affect our personalities in negative or positive ways; thus, the novel "Everything Everything" was the subject of this study. On the basis of the results of this study, some recommendations can be suggested for future research; the study provided evidence for the necessity for a deeper psychological analysis of personality. Nonetheless, if replicated with other literary works or further studies of the novel, similar future studies can disclose results which can be more satisfying and more representative. Moreover, the scope of the current study is limited to certain factors due to the some reasons.

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Résumé

L'étude actuelle est une analyse psychologique qui implique le protagoniste Madeline dans le roman de Nicola Yoon "Everything Everythig" (2015). L'accent est mis sur l'étude du caractère de Madelin selon Erik Erikson huit étapes du développement de la personnalité. Dans cette étude, deux personnages ont influencé et façonné le développement de la personnalité de Madeline ; sa mère Pauline et son amant Olly. D'un point de vue psychologique, cette thèse vise à étudier l'effet des relations sociales et à clarifier les notions de longue date quant à savoir si les gens ont réellement besoin des autres pour se développer ou si les personnes qui les entourent les poussent simplement plus loin de leur vrai moi. Des écrivains comme Nicola Yoon s'expriment à travers leurs œuvres et décrivent ce qui se passait à leur époque. Dans cette étude, "Everything Everythig" est analysé dans une lecture psychologique pour montrer comment les relations sociales au sein d'une communauté affectent la personnalité des gens. Cela montre aussi que l'interaction au sein de l'environnement est importante, car les fonctions mentales supérieures se développent par l'interaction sociale ; ainsi, le développement passe du niveau social au niveau individuel.

Mots clés: approche psychologique ; développement de la personnalité; stades de développement de la personnalité.

الملخص

الدراسة الحالية عبارة عن تحليل نفسي يتضمن البطلة مادلين في رواية نيكولا يون "كل شيء كل شيء" (2015). ينصب التركيز على دراسة شخصية مادلين وفقاً لمراحل إريك إريكسون الثمانية لتنمية الشخصية. في هذه الدراسة أثرت شخصيتان على تطور شخصية مادلين وتشكيلها وهما والدتها بولين حبيبها أولي. لهاذا تهدف هذه الدراسة من، وجهة نظر نفسية، إلى دراسة تأثير العلاقات الاجتماعية وتوضيح المفاهيم القديمة حول ما إذا كان الناس يحتاجون بالفعل إلى الآخرين للتطور أو إذا كان الأشخاص المحيطون بهم يدفعونهم بعيداً عن ذواتهم الحقيقية. يعبر الكتاب مثل نيكولا يون عن أنفسهم من خلال أعمالهم ويصفون ما كان يحدث في أوقاتهم. لذلك يتم في هاته الدراسة تحليل "كل شيء في كل مكان" من خلال قراءة نفسية للإشارة إلى كيفية تأثير العلاقات الاجتماعية داخل المجتمع على شخصيات الناس ولإظهار أن التفاعل داخل البيئة مهم لأن الوظائف العقلية العليا تتطور من خلال التفاعل الاجتماعي وهكذا تنتقل التنمية من المستوى الاجتماعي إلى المستوى الفردي.

الكلمات المفتاحية: المنهج النفسي ، التنمية الشخصية ، مراحل تطور الشخصية.