The Impacts of Abusive Environment on Psychological Development of Children Depicted in Sheila, a Character from Torey Hayden’s ‘One Child’ (A Study Case of Psychosocial by Erik Erikson)

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ABSTRACT

Personality is the dynamic and organized set of characteristics possessed by a person that influences his or her cognitions, motivations, and behaviors in various situations. Personality development is influenced by external factors such as family, friends and society. The personality development influenced by external factors is reflected in Sheila, a main character from One Child novel written by Torey Hayden. The main concern in this study is the process of Sheila’s personality development and her struggle in altering her personality to gain psychosocial virtues. Finding out whether it is possible for her to get positive changes in her personality with her new social environment with the help of Hayden as her teacher and her new friends. This study reveals in the result findings how Sheila’s personality development is influenced by her social environment, especially by the people around her. Because of Hayden’s and her new friends’ help in the special class, Sheila is able to gain the virtue of hope, determination, purpose and competency to prove that personality can be altered by the good and supportive social environment.

Keyword: Personality, Psychosocial, Epigenetic Principle, Psychosocial Virtues

I. INTRODUCTION

A child is a young human being below the age of puberty or below the legal age of majority. This is the age when a human being experiences the phenomenon known as childhood. This is the time when someone starts to learn everything from the first time; learning the first word, having the first introduction to the world and getting the first memory of his or her life. All of those experiences are going to be the foundation of one’s early memories and also can help developing his or her personality. Thus the treatment one gets in the early age can affect the way he or she grows into the next stage which is the age of maturity (Meadows [1]).

Meanwhile, personality is an individual’s unique variation on the general evolutionary design for human nature, expressed as a developing pattern of dispositional traits, characteristic adaptations, and integrative life stories complexly and differentially situated in culture (McAdams & Ligendahl [2]). The experience that people have in their primary age can influence the way they behave in their maturity age. Unfortunately, some people still cannot comprehend the importance of giving good treatment to children. They do bad things toward their own children by ignoring them or worse; abusing them. The latest news about child abuse was found on October 16, 2015 from the website globalnews.ca tagged as child-abuse topic entitled Parents accused of locking 6-year-old in basement, beating him for months. This article which was reported by Meghan Matthews tells about the parents in Ohio who have been accused of endangering, physically assaulting and locking the six year old son in a basement. The son is only allowed to go out to school, after that he has to go back to the basement, eats and sleeps there. Most of the time, he gets beaten by his parents. As the child gets abusive treatment from his parents, he has problems in his personality because he does not get a proper care from his own parents.

Childhood memories can help to develop the early personality of the children. If there are some unsuccessful stages during those times, it can affect their adult stage and also the development of their personality. One of the real cases that can be studied by this theory is Sheila, a main character from the bestselling author Torey Hayden’s work entitled One Child. This book has been translated into Indonesian Language entitled Sheila. This novel based on a true story of Sheila’s life which is written by Torey Hayden. Hayden is an educational psychologist and a special education teacher (Marlowe, [3]).

This story tells about a six-year old little girl who experiences a bad childhood. In her early age, her mother leaves her and takes away the little brother who Sheila loves very much. Her father uses physical abuse such as whipping and spanking as punishments whenever Sheila does something bad. Her favorite uncle sexually abuses
her until she has to be taken to hospital. She does not have proper clothes because her father cannot buy her any. Moreover he does not want to receive any charities from others, she lives in migrant camp and she wets her bed until she reaches six years old. Consequently, her personality turns out to be very bad. She does not want to listen to anybody, she destroys many things, and she avenges everyone who hurts her physically and also mentally. She has a serious trust problem since physical punishment does not work on her anymore. She feels pains, but she does not want to show it. One day Sheila meets Hayden in a special class. She does not want to be open to anyone at the class and she expresses a very bad attitude. It is lasts until Hayden tries to understand the root of everything, she tries to find out what has turned Sheila into the way she is. Hayden tries to gain Sheila’s trust and compassion until they become very close friends.

Torey Hayden, the author of One Child, retells the story of Sheila’s life in the book and puts herself as a first person in the story. She gains informations about Sheila by talking and communicating with Sheila. Later, she puts her analysis about Sheila in a form of literary work called novel. Besides narrations, Hayden also includes her conversations with Sheila in the book.

The writer finds Sheila’s character in this novel is interesting to analyze related to her psychological condition. Sheila is a six-year old girl with an extreme psychological problem caused by mistreatment done by her parents and uncle. Her burning a boy has turned her to a phenomenal child gaining national attention. Due to the aforementioned reasons, the writer intends to analyze Sheila as the main character of the novel using psychological approach. As the theory of Psychosocial proposed by Erikson fits the issue of children development, the writer will focus on applying aforementioned theory in analyzing the novel.

A. Research Questions and Objective of the Study

According to the background, the research questions are:

1. How the abusive environment around Sheila can affect her personality?
2. how she gains the psychosocial virtues by the help from her new social environment?

Hence the objective of the study is to reveal how the abusive environment can affect the development of Sheila’s personality and to reveal Sheila’s process of gaining the psychosocial virtues by the help from people around her.

II. REVIEW OF RELATED LITERATURE AND RESEARCH METHOD

A. Theoretical Framework

The first theory used to complete the study is personality theory, according to James W. Kalat [4], the term personality comes from the Latin word persona, meaning “mask.” In the plays of ancient Greece and Rome, actors wore masks to indicate their characters. Unlike a mask, however, the term personality implies something stable. Personality consists of all the consistent ways in which the behavior of one person differs from that of others, especially in social situations.

The second theory is Psychoanalysis, which is one of grand theories in psychology. According to Ryckman [5] psychoanalysis is the theory of personality development, functioning, and change created by Freud. It places heavy emphasis on the roles of biological and unconscious factors in the determination of behavior. Kohut [6], on the other hand, defined psychoanalysis as the scientific study of complex mental states.

The next framework is Epigenetic Principle. Erikson states the development functions by the epigenetic principle. This principle says that people develop through a predetermined unfolding of the personalities in eight stages. The progress of each stage is determined by the success or the lack of success in every previous stage. Boeree [7], in Personality Theories, illustrates the progress of this development like the unfolding of a rose bud. Each petal opens up at a certain time, in certain order, which nature, through its genetic, has determined. If someone interferes in the natural order of development by pulling a petal forward prematurely or out of order, he or she will ruin the development of the entire flower.

Each stage from the eight stages by Erikson involves certain developmental tasks that are psychosocial in nature. There are some goals that have to be done in the specific number of age. However each stage has a certain optimal time as well. There is no use forcing the children to do things in a rush. Each stage, according to Erikson, is marked by a particular psychosocial crisis. Crisis, according to Ewen (2003, p. 187), is in the medical sense of a crucial turning point for better or worse that occurs during personality development. Each crisis is brought on by the children’s physical growth and the greater demand made by the society and the parents.

The outcome of every stage is not necessarily permanent. The outcomes of psychosocial crisis are psychosocial virtues, maladaptations and malignancies. Virtue, or psychosocial strength, is the good moral which
individual gains when he or she succeeds negotiating with the crisis. It can be considered as the positive outcome. Whereas malignant tendency and maladaptive tendency are the bad results when the individual cannot negotiate his or her crisis well.

Boeree [2] explains in his book entitled Personality Theories about the two results that is:

A malignancy is the worse of the two, and involves too little of the positive and too much of the negative aspect of the task, such as a person who can’t trust others. A maladaptation is not quite as bad and involves too much of the positive and too little of the negative, such as a person who trusts too much.

Therefore, malignant tendency is a condition which occurs to an individual when he or she gets less positive side of the stage, for example in the first stage the malignant tendency is “too much mistrust”. As for the maladaptive tendency, the individual has too much positive side of the stage as in too much trust which is not good either, he or she can turn out to be a gullible person.

• The Oral-Sensory Stage: Basic Trust Versus Mistrust

The first stage occurs during the first year or approximately year and a half of infant’s life. The task in this stage is for the infant to develop trust without completely eliminating the capacity for mistrust. If a balance between trust and mistrust is achieved, the infant will develop the virtue of hope, the strong belief that even when things are not going well, if they do their best, it will work out well in the end. Parents who are overly protective of the child will lead the child into the maladaptive tendency that turn the child to be overly trusting and even gullible. This child later on cannot believe anyone would mean them harm or trouble. The worse outcome is when the child goes too far in the mistrust side. He or she will develop the malignant tendency of withdrawal which is characterized by depression, paranoia and possibly psychosis.

The writer believes this is one of the reasons why Sheila has a hard time trusting others, especially Hayden, at first. She puts the blame on herself when her mother leaves her at the early age therefore she does not believe there are people who actually love her. It happens because in the children’s early age, the first significant relation they develop is with their mother.

• The Muscular-Anal Stage: Autonomy Versus Doubt and Shame

The second stage occurs from about eighteen months to three of four years old. The task is to achieve a degree of autonomy while minimizing shame and doubt. If the child successfully completes the task, he or she will develop the virtue of determination or willpower. There is also the maladaptive and the malignancy in this stage. Although shame and doubt are negative outcome, yet without it the child will develop the maladaptive tendency called impulsiveness, a shameless willfulness that can lead the child to jump into things without consideration (Boeree [2]). However, surely, too much shame and doubt can lead the child to the malignancy called compulsiveness. A fearful attitude if something is not done perfectly.

• The Locomotor-Genital Stage: Initiative Versus Guilt

This is a play stage. It occurs when a child is three or four to five years old. In this stage, the task is to let the children learn initiative without too much guilt. Boeree [2] stated that initiative means a positive response to the world’s challenges, taking on responsibilities, learning new skills, feeling purposeful. At this stage, parents can encourage the children to explore their ideas. Parents should accept children’s imagination, fantasy and curiosity.

Too much initiative and too little guilt means a maladaptive tendency called ruthlessness. The ruthless person is initiative, but they do not care about others who they have hurt along the way. The extreme form of ruthlessness is sociopathy or also known as antisocial personality disorder. On the other hand, there is also malignancy that is called inhibition. The inhibited people will not try things because too much guilt. A good balance, according to Ewen [7], enables the ego to develop the quality of purpose, or the courage to envisage and pursue valued goals uninhibited by the foiling fear of punishment.

• The Latency Stage: Industry Versus Inferiority

Based on Santrock [25], this stage happens during elementary school. Children’s initiative takes them to many new experiences. They concentrate their energy to the mastery knowledge and intellectual skill. The task which the children have to overcome in this stage is developing industry without avoiding inferiority. The danger in this period is that children may fail to learn new things and as a result develop feelings of inferiority (Ryckman, [24]).

Too much industry leads to maladaptive tendency called narrow virtuosity. This is the case of the children
who are forced to be competent in one area without allowing them to broaden their interest. This is the case of child actors, child athletes and child prodigies of all sorts. The common malignancy is called inertia. This includes the people who suffer from the inferiority complexes. The good balance of this stage is the balance development of industry and inferiority or to be precise the industry with just a hint of inferiority to keep people sensibly humble. That is the virtue called competency (Boeree, [2]).

To sum up, there are eight stages in epigenetic principle from Erik Erikson. All of them explain the development of personality from infancy to adulthood. In this thesis, the writer will only apply four stages; they are the first stage to the fourth stage. Those stages are applied in the analysis because the writer will analyze the character Sheila who is a six-year old girl.

B. Previous Studies

There are some previous studies that have similarities with this research. The first one is the study conducted by Izzatur Rahmaniyah [23] from Universitas Brawijaya entitled Personality Development Influenced by Society in Novalee Nation of Billie Letts’ Where The Heart Is. The significance of this study for the writer’s study is the appliance of the theory by Rahmaniyah. Rahmaniyah’s study helps the writer to understand more about the application of psychoanalysis to a literature’s character. With different object, whereas Rahmaniyah uses Novalee and the writer uses Sheila, Rahmaniyah explains the theory and the application of the theory in a clear way.

The second study is written by Shito Rarasati HP [12] from Universitas Brawijaya entitled defense mechanism applied by the main character in The Other movie. Shito Rarasati uses psychoanalysis theory by Freud with the defense mechanism as her concentration. The object that Shito use is movie meanwhile the writer uses novel. Yet, despite of the difference in the object, Shito’s study helps the writer to understand the appliance of psychoanalysis theory by Freud in general. Shito also analyzes the development of character, except the writer only studies the development of the main character instead of all of the characters from the novel. The significance of Shito’s study for the writer’s study is to help the writer to understand more about psychology in general because Shito describe the theory in the appliance of it in her study therefore the theory became more understandable.

C. Research Method

• Deciding on the Object Material

To conduct the study, the writer reads some novels to find crucial issues and One Child is chosen because amongst other novels, One Child has an interesting and intriguing issue to discuss. This novel is the debut novel for Torey Hayden and soon it becomes a best-selling novel around the world since 1980. Sheila is the first child she writes in a form of novel for people to read. The topic about how childhood experience influences the development of children and a child’s personality are some considerations for the writer to choose this novel.

• Collecting the Data

To support the research, the writer collects some data from Brawijaya Library, Self Access Center FIB and some online library such as bookfi.org and doaj.org. The writer reads some material related to the study such as journals, articles, web articles, text book about psychoanalysis and the journals that related to the subject matter.

• Doing Selection of the Research Materials

In this step the writer eliminates some materials that has no relation to the subject matter and only uses the material that has important relation to the study.

• Analyzing and Interpreting the Data

After selecting the material, the writer analyzes and interprets the data by applying psychosocial theory proposed by Erik Erikson [6].

• Drawing conclusion

After doing the analysis, the writer comes to some conclusions that are presented in the last chapter of the study.

III. FINDINGS AND DISCUSSIONS

As the main character in One Child, Sheila has a dynamic character meaning that she endures some changes in attitude and behavior. One Child exposes how Sheila’s personality is a reflection of what happened to her during her growth. It is related to how she is raised by her parents and how the environment influences her personality. The changes in Sheila’s personality do not happen because of many factors and it happens in stages for some periods of time. Since this thesis emphasizes on the external’s influence to Sheila’s personality development, the findings in this thesis focus on the process of these changes which is influenced by the external factors such as the her teacher.

Based on the Personality Development Theory of Erick Erikson [6], it is found that Sheila’s negative
personality is fundamentally caused by the improper treatment of her parents and uncle. Her troubled early phases of her life lead her to what are called malignancies and maladaptiveness. Fortunately she meets with Heyden, her teacher, who tries to improve Sheila’s personality. By the help of Heyden and some people around her Sheila struggles to gain some virtues that she is lack of.

A. Sheila’s Malignancies and Maladaptiveness

Sheila’s character in the novel is portrayed as a little girl with psychological problem in which she shows some bad attitudes. Torey Hayden is not only the narrator but she is also involved in the novel as one of the characters. The narration in the novel is the result of Hayden’s observation toward Sheila and her conversation with that little girl. Sheila trusts Hayden therefore she is willing to talk to her. Sheila shares the information about her childhood, her experience in abusive treatment and about her mother to Hayden.

Due to her maladjustment to childhood, Sheila has fixated in many stages proved by her personality. Instead of gaining the balance result for every stage in the epigenetic principle, Sheila fixates herself in them. Proving that she incompletes the process of development in all of the four stages, therefore she has malignant and maladaptation tendencies. Here are the findings of each tendency Sheila attains.

a) Sheila’s Lack of Trust

In the first stage, infant’s development is about familiarity, consistency and continuity that parents can provide. It will build up the feeling that the world is a safe place to live. The infant will learn that people are dependable and compassionate. Although it is mostly the relationship and the interaction with the mother, the father also needs to be around.

Even though Sheila does not provide the narration of her first year of life in the novel, the fact that her mother leaves her and throws out of the car by the age of four implies that Sheila’s mother does not provide her with enough affection an infant should have received. It implies that Sheila does not have a connection with her own mother. Additionally, the fact that Sheila still wets her bed until the age of six proves that her parents does not potty train her properly. Moreover, her father will punish her using whipping whenever Sheila wets her bed. Her parents do not provide her with familiarity, consistency and continuity, nor convince her that people are dependable and compassionate. On the contrary, her parents abandon and abuse her during her growth.

The task to be completed in the first stage is to develop trust without completely eliminating the capacity of mistrust. However Sheila finds it hard to trust others completely, which indicates she does not have balance in the process of development in her first year of life. Her balance in the trust and mistrust issue is tipped over on the mistrust side, therefore it indicates she develops malignant tendency.

The indicator of malignant tendency is withdrawal, suspicious, apprehensive, and depression. According to Erikson, it will happen if the parents are unreliable and inadequate, if they reject the infant or harm it, if other interests cause both parents to turn away from the infants needs to satisfy their own instead (Boeree [2]).

Although in the novel there is no explicit description of rejection from her parents during her early age, Sheila tells the story of her mother left her when she is a four years old little girl.

"You know what my Mama done though?"
"No."
"Here, I'll show you." She lifted the other leg up and pointed to a scar. "My Mama she take me out on the road and leave me there. She push me out of the car and I fall down so's a rock cutted up my leg right here. See." She fingered a white line. "My Pa, he loves me. He don't go leaving me on no roads. You ain't supposed to do that with little kids."

"No, you're not."
"My Mama, she don't love me so good." (Hayden, [11])

The conversation between Hayden and Sheila above tells the rejection Sheila receives from her mother. She believes that her mother does not love her.

The first source of love that she should receive is from her mother but her mother let her believe that the mother does not love her. Even more, the mother does not only reject her but also harm her by throwing her in the highway until it leaves a scar in Sheila’s body. It is kind of a reminder for Sheila that her mother has hurt her. This leads Sheila to be suspicious to others. Even in the first day of her class when she meets Hayden for the first time, she becomes very guarded.

Another indicator of malignant tendency is withdrawal or isolation. It is when the children do not want to participate in the social community or communicate to other children.

Sheila does not want to communicate with her new class. It is because she is suspicious of others, or she does not want to have an attachment to them that when they leave, she will get sad. She has an anxiety towards abandonment too. According to James W. Kalat [13],
attachment is a long-term feeling of closeness toward another person, and it is important for infants to build their first attachment in this early stage.

About the anxiety, according to Mary Ainsworth (1979) in her research Strange Situation, there are some response that children will give toward their mother and stranger. One of the responses is Anxious (Resistant) Responses toward the mother fluctuate between happy and angry. The infant clings to the mother and cries profusely when she leaves, as if worried that she might not return. When she does return, the infant clings to her again but does not use her as a base to explore a room full of toys. A child with an anxious attachment typically shows many fears, including a strong fear of strangers (Kalat, [13]).

Sheila shows this response toward Hayden as if Hayden is her mother. It can be safely concluded that Sheila projects Hayden, her teacher, as her mother because she is fixated in this stage. In addition, Hayden has been a figure that wants to love her, cuddles her and listens to her compassionately.

For all of her six years she had been unwanted, ignored, rejected. Pushed out of cars, pushed out of people's lives. Now there was someone to hold her and talk to her and cuddle her. Sheila soaked up every little bit of intimacy I could spare. Despite the inconvenience of losing those two hours of planning time, I felt less anxious about dragging her around all day hanging on my belt and ignoring her while I worked with the other children, because after school she had me all to herself. (Hayden, [11])

When Hayden wants to leave the town for her job for two days, Sheila shows the anxiety as if Hayden will not come back anymore. She does not believe Hayden's word when she said that she will come back eventually. In Sheila's perspective, based on her life experience, people she cares will not come back to her in the end, thus she shows the anxiety response.

"I ain't never, never gonna like you again. I ain't never gonna do anything you ask. You do be so mean to me. You tame me so's I like you and then you leave. You ain't supposed to do that, don't you know? That be what my Mama done and that ain't a good thing to do to little kids. They put you in jail for leaving little kids. My Pa, he says so." (Hayden, [11])

The conversation above implies that besides anxiety, Sheila appears to be scared to be abandoned like her previous relationship with her mother. Although after Hayden explains over and over again that she will be back, Sheila does not trust her. It shows that she has the malignancy and has not achieved the balance of basic trust and mistrust in the first stage. However she will have the journey to achieve them which will be explained in the next sub chapter.

In the process of gaining the virtue of hope, at six years old, Sheila's trust is endangered by her favorite uncle. She is raped by her uncle who just gets released from the jail. Sheila trusts the uncle at first because he wants to play with her whenever she is home and accompanies her. Sadly he ruins the trust that Sheila gave. She is even afraid to tell Torey about what happened because her uncle threatened her.

The rape incident happens when Sheila is wearing the dress that Chad, Hayden's boyfriend, bought her. There is so much blood in the dress that her father throws the dress away. It traumatizes Sheila that, consequently she does not want to wear the dress again. She chooses to wear her old clothes and tries to forget her fantasy about beautiful dresses when she actually used to love wearing beautiful dress. She even confesses her adoration for dress in the conversation with Hayden.

Long after the rape incident, Chad buys her a new dress again for her play in the mother's day stage as her costume. However, instead of getting excited for it, Sheila gets shocked in disbelief and almost loses her trust to Chad too. Because of her previous experience with dress and her trust problem, she thinks that Chad will do the same thing to her if she wears a dress. She is projecting that all men have the same intention as her uncle Jerry. She believes what her uncle told her, that what he did to her is a love between adult, which Hayden rebuts. Hayden has to explain to Sheila that what her uncle has done to her is wrong. That is not love.

Fortunately, because Hayden is patient enough to explain it to her, she gains her trust again toward Chad and she is willing to wear the dress. She no longer associates a dress with the rape incident.

• Sheila's Lack of Autonomy

In the second stage of development, the muscular-anal stage, parents should permit the children to explore and manipulate their environment. If it is done, the children will develop a sense of autonomy or independence. On the way around, laughter or anger at toddlers’ efforts can lead the children to feel deeply ashamed and give the result which they will come to doubt their own ability.

Sheila does not clarify explicitly in the novel about how this stage goes, however from the way she becomes compulsive toward every assignment that was given to her, it can be concluded that she develops malignancy in this stage. She becomes a compulsive person. According
to Boeree [2], the compulsive person feels as if their entire being rides on everything they do, and so everything must be done perfectly. So if Sheila makes mistakes, she will blame herself entirely and feel ashamed regardless the task being too hard or not.

Instead of seeing other possibilities or other factors that can cause the problem, Sheila blames herself and feels sorry about it. It is caused by her father, who is the significant figure that can build up her self-esteem, blames her too for bad things happen to them. He blames her for the reason her mother leaves them, he blames her for the reason her mother took his only son, and he blames her for turning into a destructive child.

Her father tells Hayden that she is not her daughter and uses some inappropriate languages when Sheila is around. Hayden herself feels sorry toward Sheila. The parents should not discourage the child, but neither should they push. Her father treats Sheila as if she is an adult when she still is a little girl. However it is difficult to change Sheila’s perspective because that is the sentence her father told her every day and her father is a person closer to her. Her father is the only person she meets continuously. Thus she has such a low opinion towards herself.

This second stage is also when the children become aware of their body and they should become comfortable to do what they want because this stage is called anatomuscular stage. Instead of leading Sheila to be comfortable to go to the bathroom, her father just punishes her when she urinates. Logically, her father should be the one who trains her first so that she can clean herself properly, but he assumes that Sheila knows by herself. Whenever she does not go to the bathroom and wet the bed instead, she gets punished physically.

She also confesses that she is ashamed of it. Urinating should be a natural process that everybody goes through but she feels ashamed of it. This second stage is about achieving a degree of autonomy while minimizing shame and doubt. But Sheila feels more shame and doubt, therefore at this stage she develops malignant tendency of compulsiveness. She is fixated in this stage too, therefore she still wets her bed on most nights.

Sheila’s father has doubt toward her, that he does not believe her. He always accuses her of stealing hence the low self-esteem. The parents should have faith to their children if they want the children to be confident.

Sheila heavily blames herself for whatever happens. She thinks if she does math better, her mother will stay. Regardless the fact that the task is for five grader. She thinks she is not bright enough to make her mother stay. She does not know the basic knowledge about human relationship and interaction. Because of this reason also, she sometimes covers her fear of incompetence by ruining the paper for the assignment that drives Hayden mad.

For her own self-esteem, sometimes she does something excessively to get approval from others. She wants to show that she is worthwhile and people should love her. She does not know the right way to do it. She seeks the approval from papers that her classmates wrote and also from Hayden. Actually, the notes are meant to boost the children’s confidence and encourage them to do good things, but Sheila at that time considers them as how much she is worth by the amount of the paper. Thus she counts the notes that she gets every day.

Sometimes she also wonders why some people can easily be loved and compares them to herself. Later she will find out the reason with Hayden’s help in the pursuit of determination which will be explained in the next subchapter.

• Sheila’s Ruthlessness

The third stage is supposed to be the age where the children like to play. The people who are responsible around the child are family. At this age, the task to be completed is for every child to learn initiative without too much guilt. According to Boeree [2], initiative is a positive response to the world’s challenges, taking on responsibilities, learning new skills, and feeling purposeful. If children can imagine the future, if they can plan, they can be responsible as well, and guilty.

For Sheila, however, she is a destructive child and she has no guilt at the first time she meets Hayden. Even Hayden knows about Sheila in the first place from the paper that informs a girl who burns a boy in a tree.

Sheila shows that she has no guilt, she has plan, but she does not care about other’s feelings. It is the proof that Sheila gets the maladaptation tendency that is ruthlessness. Too much initiative and too little guilt. She is very ruthless. On the first day she is in class at lunch, she murders the goldfishes ruthlessly by poking their eyes out. She makes everyone at that place feels terrified. She does not feel sorry for killing the fish and she does not care that people feel horrified because of her.

When the lesson starts in the class too, she intends to not following the class. She does not care that Hayden wants her to participate. Sheila shows that she does not care by behaving.

There are many incidents in the novel that is showing Sheila’s ruthless attitude. When Hayden leaves her for work in the outside of town, out of her anxiety that Hayden may never comeback, Sheila turns into a destructive person again and ruin the class. Moreover,
Sheila does her revenge in cruel way too. She does not care about what people will feel after she has done the revenge, she only knows that those people have hurt her, consequently they deserve it.

It takes a big part in Hayden place to handle Sheila, to invite her without punishing her physically and persuade her until she believes that not everyone will treat her badly. Later she will learn what guilt is, which will be explained in the next sub chapter.

- Sheila’s Excessive Sense of Inferiority

Neighborhood and school are responsible in the fourth stage to help the children to complete things and to make things together. In the third stage, the children love to play games, but what differs them with the children in this stage is they start to care about the rules of the game and finish the game. The children also learn the social skill that society requires. Children have to know that there is pleasure in conceiving a plan as well as carrying it out.

Sheila has a poor social skill at the first week of school. She isolates herself, ignores people who invites her to talk. She also carries the attitude that if she does not succeed the first time, why tries again. This indicates she has malignant tendency of inertia, which means the development for her in this stage does not balance. She has inferiority complex regarding her ability and she is apathy.

She is very fragile about people correcting her work. She previously also has the tendency to tear the paper of assignments because she is worried too much whenever she gets things wrong. However after a long process she learns to face the fear.

One of the factors of malignancy in this stage is when a child has a social problem. Sheila is not only does not have friends in the class, but she also does not have friends in the place where she lives with her father. She has problem to socialize to other people her age or even older than her. The writer has mentioned in the previous chapter that Sheila does not know the basic knowledge about interpersonal relationship because no one has taught her before. However later she will learn about it which will be explained in the next sub chapter.

B. Sheila’s Gaining The Virtues

In the novel, Sheila shows some changes in her personality. Hayden writes the process of how Sheila starts to learn the basic knowledge of interpersonal relationship to connect with others and how to overcome her fixation. Therefore, in the process of gaining the balance for every stage that Sheila has fixated, she gets many helps from her surroundings. It comes from Hayden as her teacher, her friends from the special class and also from Anton and Whitney who becomes her friends too. Here are the virtues Sheila gains in her one year class with Torey Hayden.

- Virtue of Hope

The sign of someone has achieved the virtue of hope, which is the virtue that should be gained in the first stage, is when they can answer the typical question from Erikson [6]: is my social world predictable and supportive?. It is also when the children have the faith that although it is going to be difficult, everything will work out well in the end.

Sheila goes through this phase step by step in her one full year class with the help from Torey Hayden. She starts to believe that there is someone who cares about her and that not all people who leave her indicates that they hate her. At first, of course, Sheila does not believe it.

The fact that Sheila believes that she is not loved is true. Her father always tells her that she is a crazy child and sometimes punishes her physically therefore the appearance of Hayden who is just her teacher amazes her. She craves more and more attention from Hayden as she comes to trust Hayden.

At first week of school, Sheila does not even like when someone touches her. She will be very mad and furious. However when she turns to trust that person, she wants to be around that person like the typical children. She clings to her and follows her around. Yet, although she does believe Hayden, she is not ready to trust other people like other teacher at first. No matter how often Hayden convinces her that other class will be fun too.

It happens when Hayden tries to put her in the regular class. Sheila turns to her old self again. She becomes rebellious because for her who is still in the process to trust others, the only person she can trust is Hayden and the people in Hayden’s class. However, Sheila becomes more reasonable at this step, because she learns how to feel sorry after making Hayden upset. She tries to show Hayden that she is a good girl and hopes that Hayden will forgive her. She is still has the insecurity that Hayden will hate her, but she has developed the trust that Hayden will forgive her if she behaves well.

Step by step Sheila has achieved the stage where she has the secure attachment which described by Mary Ainsworth (1979) as Securely Attached. It is the response when the infant uses the mother as a base of exploration, often showing her a toy, cooing at her, or making eye contact with her. The infant shows some distress when the mother leaves but cries only briefly or not at all.
When she returns, the infant goes to her with apparent delight, cuddles for a while, and then returns to the toys (Kalat, [13]).

Sheila does not need the confirmation that Hayden truly cares about her. She does not need to follow her around and touch her to prove that she has someone to rely on when her father and her mother are not a reliable figure in her life. It is up until the point where she can let go of Hayden when the class is over after a year. She does not rebel against the idea of separation, she feels sad, but not destructive.

Although she is just a six-year old girl, she has a comprehension like an adult. She understands that separation does not mean that they have to stop loving and caring toward each other. She relies on the story of The Little Prince that Hayden always reads her that they can still love each other although they have to be separated. She still has the faith and hope that Hayden will always love her.

**Virtue of Determination**

At the second stage, to gain the positive balance, the care-takers or parents should be firm but also tolerant. The question in this stage is; can I do things by myself or must I rely on others? (Kalat [13]). The task to complete in this stage is to achieve a degree of autonomy while minimizing shame and doubt meanwhile in the previous sub chapter, Sheila has more shame and doubt instead of autonomy.

Fortunately, in each progress in Hayden’s class, Sheila starts to achieve autonomy and the virtue of determination. She starts to gain more self-control and self-esteem at the same time. Sheila becomes more in control of her anger and she does not throw things around her to show her anger. She can be managed more easily in the class regarding her emotion. It is related to how Hayden handles her in many ways. To cope with the children who are fixated in this stage is to handle them firm but not too firm and also be tolerant. That is what Hayden did to Sheila.

Sheila who likes to tear the paper exhaust Hayden, therefore when she succeeded to lure Sheila’s interest to write, she does not directly give in it to her. Hayden makes Sheila works for it and makes her promise that she will not tear the paper again. In this way, she becomes successful to make Sheila works with paper and pen without giving her a strict lesson. It also happens when Sheila upsets Hayden by behaving badly while she is gone. Hayden punishes her and she becomes firm about it. She does not let Sheila to go to the fire station where other children go for their class’s field trip, even though Sheila begs her.

Regarding the human relationship that Sheila did not know at first, Hayden also gives her the understanding and explains to her the way no other people has explained it to her before. Sheila does not know what makes people love each other, or what makes people likeable and capable of forgiving each other. It is her determination to be loved by others. Hayden gives explanation to Sheila.

When it is the time for the class to be dismissed at the end of the semester, Sheila is determined to behave well. She promised Hayden that she will be a good girl for her. It is a proof that she has gained her virtue of determination. She has the willpower to change to be better with Hayden’s and her friends help.

**Virtue of Purpose**

The question from Erikson for people who has completed the third stage of epigenetic principle is; Am I good or bad? (Kalat [13]). At this locomotor-genital stage, the capacity for moral judgment has arrived. The children should be able to take responsibilities, learning new skills and feeling purposeful.

For the first week of her class with Hayden and the special class, Sheila does not know what is good or what is bad, or what are guilt and the other basic knowledge about human relationships. Yet, step by step she starts to learn and she starts to feel purposeful. She starts to feel sorry, she starts making friends and she starts to take responsibility.

She builds the responsibility sense to help Susannah Joy who has difficulties to learn without being supervised. It helps Sheila to be more understand about interpersonal relationship between human. She usually just ignores people but now she knows more about helping each other.

She also starts to learn that if she throws tantrum, people will get hurt. Therefore, out of her sense of responsibility, whenever she gets angry or upset she is no longer destroying anything nor screams. She will deal with it herself and isolate herself from others.

She also develops the skill to write in Hayden’s creative writing class. She gets inspired by her skills and although she never learns how to write, she is very motivated. She is in fact a genius to start with. Therefore although after a long time not writing, she can write quite well in the class.

At this stage, Sheila has achieved the virtue of purpose. She feels needed by the younger students at the class, she finds out that she can write which is how she learns her new skill and she can find what she did wrong.
and apologize for it. She grows out her fixation in the third stage and continues to develop her personality.

- **Virtue of Competency**

  The virtue of competency of the fourth stage is gained when the child develops a capacity for industry while avoiding an excessive sense of inferiority. Sheila starts to avoid the sense of inferiority by finding her source of pride, that she is capable of doing something and not getting laughed at.

  Sheila finds her place and becomes more alive. She starts to socialize and makes her classmates enjoy having her around. She is no longer becomes apathy and participates in speaking and doing things which shows her competency. Her friends’ reaction on having her also helps her adjusting in the class socially. Besides learning, Sheila is also capable to tell Hayden about things she already knows.

  After finding in which area she is competent at, Sheila is very motivated. She can write fast and it amazes Hayden. She still hesitates about math but in writing her story, she seems to feels free. She has no pressure in this field.

  In the social skill Sheila also making progress positively. Besides making friends in the class, she also socializes with her friend outside the class. This development is good for her personality development and in the pursuit of competency.

  In the progress, Sheila still shows a fear of getting things wrong, but she no longer tears the paper and throws them away as much as she did in the past. She has gained her self-control and now trying to get her competency in both academic and social. Her ego learns that important tasks can be completed.

  Sheila has the desire to join in the practical jokes; sometimes she also suggests her idea of jokes. She becomes more and more active in the progress. She becomes more friendly and active in class and wants to participate in the social informal activity such this practical joke. It is because she is quick to understand the situations that she cannot be fooled but she can create the jokes with Whitney.

  At this point she also can console people. It shows how her ability to communicate has improved. She also offers companion when Hayden feels sad although she does not know what makes her sad. It is an improvement for someone who was an antisocial before. Sheila’s social circle also expresses their concerns to Sheila’s condition when she is hospitalized. They care for her indicates that Sheila has formed a bond with her friends which proved that Sheila has succeeded in making friends for herself.

  She also becomes the favorite in the hospital where she is treated. It is an improvement of her personality to the better. Hayden [11] wrote, “To the astonishment of the hospital staff Sheila turned out to be one of the most popular children on the unit with a whole entourage of well-wishers coming and going each day.” (p. 260). Many people visited her at the hospital, from Hayden, the principle, Chad, and Anton. She becomes the favorite also because she is a naturally beautiful child.

  Sheila also realized that she has changed, she confirmed that she used to have a bad personality. Sheila confesses that she has changed and she knows better at this stage.

  She nodded her head emphatically. "I used to wreck stuff all the time. But I don't anymore. And I used to not talk when I got mad. I used to be a bad girl.” (Hayden [11], p. 271-272).

  She also participates in the play that the class has arranged for the mother’s day. She will play as Dorothy in the Wizard of Oz. She learns her lines well and plays proudly since she knows her father will be watching. She is coordinating with her classmates, Anton, Whitney and Hayden well.

  Sheila played Dorothy mostly by virtue of her ability to think fast and make up dialogue quickly. Both Tyler and Sarah had wanted the part, which resulted in some not-too-good-natured arguing for a while and a near-split of the Sarah-Peter production team. But Peter seemed to have authority in casting parts and he selected Sheila. (Hayden, [11])

  Finally, Sheila grows out her attachment to Hayden and her class. At the end of the year, the class will be dismissed. At first Sheila refuses the fact and she turns to be overly stubborn. She even threatens Hayden that she will behave badly again. Finally, she accepts the reality and starts to learn to live by herself knowing that someone cares about her.

  Slowly Sheila began to thaw out and come to life. The books interested her and finally got the better of her timidity. Soon she was wandering around on her own, inspecting the premises. Sandy flashed me a toothy, knowing smile as we watched Sheila in silence. She'd make it. (Hayden [11], p. 307)

  She finds her new class and new teacher, and she feels grateful to Hayden, her teacher. Hayden also attaches in the last page of the novel Sheila’s poem sent to her after a year of their separation. The poem expresses Sheila’s gratitude for all of her guidance.
IV. CONCLUSION

Erik Erikson’s theory of psychosocial proves that personality does not develop only because of biological factors but also because of external factors such as parents, society and environment. Personality development which is affected by external or social factors is reflected in the main character of One Child novel, Sheila. Her personality is developed in predetermined stages. The external factors come from her father, her mother, her living environment, and her new friends; Torey Hayden, Chad, Anton, Whitney and all her classmates in the special class.

In all the four stages of the epigenetic principle, Sheila is fixated in all of them. Consequently, she develops malignant and maladaptive tendencies of every stage.

In the first stage Sheila has the malignant tendency of withdrawal in which she has major trust problem toward others. It happens because of all the rejections and abusive treatment she gets from her parents. She gets through this fixation by the help from Hayden. She convinces Sheila that people can love each other without any reasons, that not all people will harm others just because of simple things, that people who leave do not always mean they hate each other.

In the second stage she develops the malignancy of compulsiveness. She is afraid if she does not do something perfectly. It is because her father always blames her for everything. Hayden helps her to overcome this malignancy by teaching her to have determination that although she fails at something, she can do better next time.

In the third stage Sheila has too much initiative and too little guilt, thus she develops ruthless personality. She does not care if she hurts someone as long as she can reach her intention. Hayden and all of her new friends at the special class help her to understand interpersonal relationship between human that she finally understands what guilty is.

In the fourth stage Sheila develops malignant tendency called inertia. She feels inferior at first. However, with Hayden who assigns her to work harder in her work, Sheila becomes more active and achieves the virtue of competency. She makes friends, she communicates and she excels at her works in math and creative writing.

The development in Sheila’s personality is the result of her surroundings’ influences. Sheila’s changes are the proofs that society and external factors have a big role in individual’s psychological development. If the environment and the people are bad, then the personality of someone will turn out bad too, and vice versa.

REFERENCES


