



**SELF DEVELOPMENT VERSUS DISCIPLINE: A
STUDY OF CHARLOTTE BRONTË'S *JANE
EYRE*, CHARLES DICKENS' *LITTLE DORRIT*
AND J.G. BALLARD'S *THE EMPIRE OF THE
SUN***

**2021
MASTER'S THESIS
DEPARTMENT OF ENGLISH LANGUAGE AND
LITERATURE**

Abeer AL-OBAIDI

Supervisor

Assoc. Prof.Dr. Muayad AL-JAMANI

**SELF DEVELOPMENT VERSUS DISCIPLINE: A STUDY OF CHARLOTTE
BRONTË'S *JANE EYRE*, CHARLES DICKENS' *LITTLE DORRIT* AND J.G.
BALLARD'S *THE EMPIRE OF THE SUN***

Abeer AL-OBAIDI

T.C

Karabuk University

Institute of Graduate Programs

Department of ENGLISH LANGUAGE AND LITERATURE

Prepared as

Master Thesis

Assoc.Prof.Dr. Muayad AL-JAMANI

KARABUK

August 2021

TABLE OF CONTENTS

TABLE OF CONTENTS	1
THESIS APPROVAL PAGE	3
DECLARATION	4
FOREWORD	5
ABSTRACT	6
ÖZ (ABSTRACT IN TURKISH)	7
ARCHIVE RECORD INFORMATION	8
ARŞİV KAYIT BİLGİLERİ (in Turkish).....	9
SUBJECT OF THE RESEARCH.....	10
PURPOSE AND IMPORTANCE OF THE RESEARCH.....	10
METHOD OF THE RESEARCH.....	10
HYPOTHESIS OF THE RESEARCH / RESEARCH PROBLEM	10
SCOPE AND LIMITATIONS / DIFFICULTIES.....	10
CHAPTER ONE	12
INTRODUCTION	12
1. THE PSYCHOANALYTIC APPROACH: AN OVERVIEW	12
1.1. PSYCHOLOGICAL DEVELOPMENT	16
1.1.1. DEFINITIOIN AND DESCRIPTION.....	16
1.1.2. CHARACTERISTICS OF DEVELOPMENT	18
1.1.2.2. DEVELOPMENT AS AN ONGOING PROCESS	18
1.1.2.3. THE INDIVIDUAL DIFFERENCES IN THE DEVELOPMENT	18
1.1.3. FACTORS AFFECTING HUMAN DEVELOPMENT	18
1.1.3.1. ECOLOGICAL FACTORS	19
1.1.3.2. CULTURAL FACTORS	19
1.1.3.3. SOCIOECONOMIC STATUS.....	19
1.1.2.4. EDUCATION AND TRAINING	20
1.2. DISCIPLINE: DEFINITION AND DESCRIPTION	20
2. ECOCRITICISM.....	22
2.1. DEFINITION AND DESCRIPTION	22
2.2. THE SOCIAL AND ECOLOGICAL IMPACT ON LITERATURE	25

3. MARXISM	25
CHAPTER TWO	32
Self Development versus Discipline in <i>Jane Eyre</i> by Charlotte Brontë	32
CHAPTER THREE.....	49
Self Development versus Discipline in <i>Little Dorrit</i> by Charles Dickens	49
CHAPTER FOUR	62
Self Development versus Discipline in <i>The Empire of the Sun</i> by J.G. Ballard	62
CONCLUSION	77
REFERENCES	82
CURRICULUM VITAE	86

THESIS APPROVAL PAGE

I certify that in my opinion the thesis submitted by Abeer AL- OBAIDI titled “SELF DEVELOPMENT VERSUS DISCIPLINE: A STUDY OF CHARLOTTE BRONTË’S *JANE EYRE*, CHARLES DICKENS’ *LITTLE DORRIT* AND J.G. BALLARD’S *THE EMPIRE OF THE SUN* is fully adequate in scope and in quality as a thesis for the degree of **Master of Arts**.

Assoc.Prof.Dr. Muayad AL-JAMANI

.....

Thesis Advisor, Department of English Language and Literature

This thesis is accepted by the examining committee with a unanimous vote in the Department of English Language and Literature as a Master of Arts thesis. August 23, 2021

Examining Committee Members

(Institutions)

Signature

Chairman : Assoc.Prof.Dr. Muayad AL-JAMANI (KBÜ)

.....

Member : Assist.Prof.Dr. Nazila HEIDARZADEGAN (KBÜ)

.....

Member : Assoc.Prof.Dr. Kerem NAYEBPOUR (AİÇÜ)

.....

The degree of Master of Arts by the thesis submitted is approved by the Administrative Board of the Institute of Graduate Programs, Karabük University.

Prof. Dr. Hasan SOLMAZ

.....

Director of the Institute of Graduate Program

DECLARATION

I hereby declare that this thesis is the result of my own work and all information included has been obtained and expounded in accordance with the academic rules and ethical policy specified by the institute. Besides, I declare that all the statements, results, materials, not original to this thesis have been cited and referenced literally.

Without being bound by a particular time, I accept all moral and legal consequences of any detection contrary to the aforementioned statement.

Name Surname:

Signature :

FOREWORD

If this thesis is accepted and becomes useful to others in the future, it is thanks to my supervisor Assoc. Prof. Muayad AL-JAMANI for his valuable directions, in addition to that he urged me to finish it within a very critical period of time... it was really helpful. Besides, personally I think this thesis has given me the opportunity to have a look on my long patience of severity and harsh conditions sometimes I had faced...So, for the constant and stressful obstacles in my life that somehow ended in success to some extent, I am really grateful to ... myself.

ABSTRACT

The present thesis attempts to prove the hypothesis that severe circumstances and harsh atmosphere children face may strengthen and develop their personalities in spite of the strict disciplines and rules they have to obey. This hypothesis is meant to be proven throughout this thesis out of the analysis of three selected novels: Charlotte Brontë's *Jane Eyre*, Charles Dickens' *Little Dorrit* and J.G. Ballard's *The Empire of the Sun*. For this purpose and in order to analyze the literary works mentioned above, the Psychoanalytical theory will be applied, supported by principles from Ecocriticism and Marxism. The study arrives at the finding that the three protagonists of the novels mentioned above are affected by the interplay of their childhood experiences as well as their social and physical surroundings, either directly or indirectly. The study also attempts to reveal how these characters manage successfully to overcome these forces and pressures and acquire healthy, mature, independent and active personalities and thus conquer the harsh disciplines they were forced to abide by. Moreover, they are shown as capable of dealing with their surroundings in an appropriate and tactful way. Finally, they manage to maintain their self-confidence so that they can get along with the people's diversity around them.

Keywords: Charles Dickens; Charlotte Brontë; discipline; J.G. Ballard; Jane Eyre; Little Dorrit; self development; The Empire of the Sun.

ÖZ (ABSTRACT IN TURKISH)

Bu çalışma,sert koşullar ve zorlu ortamlarla karşılaşan çocukların kişiliklerinin, uymak zorunda oldukları kurallar neticesinde kişiliklerinin gelişebileceğini savunmaktadır. Bu hipotez , Charlotte Bronte 'un *Jane Eyre* romanı, Charles Dickens' ın *Küçük Dorrit* romanı , J.G. Ballard 'ın *Güneş imparatorluğu* romanı üzerinden gösterilmeye çalışılacaktır. Bu amaçla ve bu eserleri incelemek için, psikolojik yaklaşım, eko eleştirel teori ve Marksizm de bu çalışmaya eklenecektir. Bu romandaki üç kahramanın sosyal ve fiziksel çevrelerinden edindikleri doğrudan ya da dolaylı deneyimlerinden bahsedilecektir. Çalışmada aynı zamanda bu zorlu koşullarla bu çocuk kahramanların nasıl başa çıktıklarını, yaşanan zorluk ve baskılara rağmen nasıl başarılı, sağlıklı, bağımsız, olgun kişiliklere sahip oldukları incelenecektir. Ayrıca, çevrelerindeki sorunlarla başa çıkarken, çevrelerindeki çeşitli insanlarla ilgilenirken özgüvenleri de gelişir.

Anahtar Kelimeler (Keywords in Turkish): Charles Dickens; Charlotte Brontë; disiplin; Güneş imparatorluğu; J.G. Ballard; Jane Eyre; kendini geliştirme; Küçük Dorrit.

ARCHIVE RECORD INFORMATION

Title of the Thesis	SELF DEVELOPMENT VERSUS DISCIPLINE: A STUDY OF CHARLOTTE BRONTË'S <i>JANE EYRE</i> , CHARLES DICKENS' <i>LITTLE DORRIT</i> AND J.G. BALLARD'S <i>THE EMPIRE OF THE SUN</i>
Author of the Thesis	Abeer Abdulelah Hameed AL- OBAIDI
Supervisor of the Thesis	Assoc. Prof. Muayad AL-JAMANI
Status of the Thesis	Master Degree
Date of the Thesis	23/8/2021
Field of the Thesis	English Literature
Place of the Thesis	KBU/LEE
Total Page Number	86
Keywords	Charles Dickens; Charlotte Brontë; discipline; J.G. Ballard; Jane Eyre; Little Dorrit; self development; The Empire of the Sun.

ARŞIV KAYIT BİLGİLERİ (in Turkish)

Tezin Adı	Kendini Geliştirme Versus Disiplin: Ders çalışma Charlotte Brontë'nin <i>Jane Eyre</i> , Charles Dickens'ın <i>Little Dorrit</i> ve J.G. Ballard'ın <i>The Empire of the Sun</i> .
Tezin Yazarı	Abeer Abdulelah Hameed AL- OBAIDI
Tezin Danışmanı	Assoc. Prof. Muayad AL-JAMANI
Tezin Derecesi	Yüksek Lisans
Tezin Tarihi	23/8/2021
Tezin Alanı	İngiliz Edebiyatı
Tezin Yeri	KBU/LEE
Tezin Sayfa Sayısı	86
Anahtar Kelimeler	Charles Dickens; Charlotte Brontë; disiplin; Güneş imparatorluğu; J.G. Ballard; Jane Eyre; kendini geliştirme; Küçük Dorrit.

SUBJECT OF THE RESEARCH

This thesis deals with the topic of the relationship between discipline and self-development in Charlotte Brontë's *Jane Eyre*, Charles Dickens' *Little Dorrit* and J.G. Ballard's *The Empire of the Sun*. It focuses on the way that those three characters deal with their social and physical surroundings during childhood.

PURPOSE AND IMPORTANCE OF THE RESEARCH

The purpose of this thesis is to prove the hypothesis that severe circumstances and harsh atmosphere which children face may strengthen and develop their personalities. This hypothesis is supposed to answer the following questions: Do the children in these literary texts face severe circumstances and harsh conditions? Do severe circumstances and harsh conditions affect children positively and strengthen their personalities and lead to self-development? Is their response unexpected according to traditional views? Does class distinction affect this sense of discipline and development in children?

METHOD OF THE RESEARCH

This thesis focuses on three selected English novels which are: *Jane Eyre* by Charlotte Brontë, *Little Dorrit* by Charles Dickens and *The Empire of the Sun* by J.G. Ballard. And in order to discuss and analyse the literary works, the Psychoanalytic theory is applied to the texts in question, and the researcher employs principles derived Ecocriticism and Marxism to support the validity of the argument and findings of the study.

HYPOTHESIS OF THE RESEARCH / RESEARCH PROBLEM

The problem this study investigates is children's confrontation and struggle in the face of harsh atmosphere, discipline and severe circumstances in order to establish their independent identities and overcome a state of maturity. The thesis hypothesizes that these factors play an important role in the personality's self-development of children.

SCOPE AND LIMITATIONS / DIFFICULTIES

This thesis is limited to the selected novels of *Jane Eyre* by Charlotte Bronte, *Little Dorrit* by Charles Dickens and *The Empire of the Sun* by J.G. Ballard. The

difficulties confronted by the researcher include the application of the principles derived from the Psychoanalytic theory and merging them with supporting concepts borrowed from the two fields of Ecocriticism and Marxism.

CHAPTER ONE

INTRODUCTION

This thesis tries to establish the relationship between discipline and self-development in Charlotte Brontë's *Jane Eyre*, Charles Dickens' *Little Dorrit* and J.G. Ballard's *The Empire of the Sun*. It focuses on the way that three characters in those novels deal with their social and physical surroundings during childhood in addition to the discussion of their potentials in accordance to the psychological development they acquire and discipline they suffer. To analyse the literary works mentioned previously, three theories are applied to these works which they are the Psychoanalytic theory, Ecocriticism and Marxism. Below will be a presented overview of the general principles of these theories, in addition to a brief discussion of the meaning and essential concepts of self-development, its characteristics and affecting factors. Following that, an explanation of the meaning of discipline and finally an overview of the social and ecological impact on literature will be provided.

1. THE PSYCHOANALYTIC APPROACH: AN OVERVIEW

The psychoanalytic theory by Sigmund Freud in general deals with what the individual faces throughout his life and how thoughts will be stored in the unconscious mind. Besides, it focuses on what has been hidden or forgotten until the time the mind recalls it back to reflect it either positively or negatively. This includes according to Eagle & Wolitzky (2001), what the child had experienced earlier and the way he decides to respond when he grows up by resorting to adaptation. However, according to Freud, special difficulties of ideas are accompanied by large amounts of effects to achieve associative connection with other ideas. The idea of psychoanalysis revolves round the concept that peoples' actions are determined by their stored ideas of the

recurrent events. Psychoanalytic theories assume the existence of unconscious internal states that motivate an individual's overt actions. The affectively intense experiences present a special challenge for the tasks of discharge and associative connection. As a result, the certain mental contents (i.e. ideas, memories, thoughts) cannot be integrated into one's dominant self-organization and therefore exist outside normal consciousness. Furthermore, by virtue of their underground, separated status, these contents exert powerful pathogenic influences upon one's behavior, thoughts, and feelings. The ego is faced with an experience, idea, or feeling which is aroused such a distressing affect that the subject decided to forget about it because he had no confidence in his power to resolve the contradiction between that incompatible idea and his ego by means of thought activity (Eagle & Wolitzky, p. 460).

Every experience, according to Freud, is accompanied by a specific amount of effect which is normally discharged through conscious experience including labeling and talking about the experience and is worn away through associative connection with other mental contents. Meanwhile, another difficulty for ideas is accompanied by large amounts of affect to achieve associative connection with other ideas. Because traumas are, by definition, affectively intense experiences, they present a special challenge for the tasks of discharge and associative connection. However, frequently the internalization is not complete, as expressed in the common tendency to experience and describe the internalized prohibitions as a homunculus standing outside oneself and observing or directing what one does and in such locutions as "my conscience tells me" rather than "I believe ". The incomplete internalization suggests that the superego often has the status of being in the foreground rather than of a fully and smoothly assimilated identification. Nevertheless, unconscious is also interactional and object relational, in the sense that unconscious pathogenic beliefs are acquired through the

interactions with, and also the communications from parental figures and are tested in treatment through interaction with the therapist as Eagle & Wolitzky comment (p. 475).

Although there are small differences and somewhat different languages among the different theoretical approaches, there is convergence on the common emphasis in treatment on the importance of self and object representations and the relations between them. Thus, the Freudian depiction of man as a pleasure-seeking animal insisting on immediate drive gratification whenever possible stands in contrast to the various object relations, interpersonal, and relational theories that portray the human as seeking connectedness with others. Yet, these latter positions can potentially be integrated with the traditional Freudian model if it is assumed that the seemingly inherent drive toward objects makes evolutionary sense in that the biological helplessness of the infant requires a caregiver to regulate and reduce the infant's tension states (Eagle & Wolitzky, 2001, p. 480).

Psychoanalysis seeks to bring to conscious recognition the events in mental life which are repressed; and everyone who forms a judgement on it is himself an individual who possesses similar repressions and may perhaps be maintaining them with difficulty. They are therefore bound to call up the same resistance in him as in other patients. As it is known that the memory exercises a certain selection among the impressions at its disposal, it would seem logical to suppose that this selection follows entirely different principles in childhood than at the time of intellectual maturity. However, the indifferent childhood memories owe their existence to a process of displacement. It is shown by psychoanalysis that in the reproduction they represent the substitute for other really significant impressions, whose reproduction is prevented by some resistance they do not owe their existence to their contents, but to an associative

relation of contents to another repressed thought, that is known as concealing memories. As a rule, retained so little of psychic processes, especially some have reasons for assume that these same forgotten childhood activities have not glided off without leaving a trace in the development of the person, but that they have left a definite influence for all future time, according to Freud (1917, p. 102).

In fact, the early twentieth century marked the beginning of modern psychology and one of its applications is the psychological analysis of literary texts evolved. This method of critiquing used the concepts advocated by noted sociologists, including Carl Jung, Alfred Adler and Otto Rank and above all Sigmund Freud. It was first used or developed as a method of therapy for neuroses by Freud, but very soon expanded it to account for many expanded developments and practices in the history of civilizations including warfare, mythology, religion, literature and other arts. In the process of explaining literature, psychoanalysis has been used and vice versa, literature has been used as a source for psychoanalytic conceptions. Actually, literary criticism has used psychoanalysis theory to interpret literature and literature has also attempted to exploit and use psychoanalysis for creative purposes. Psychological criticism deals with the work of literature primarily as an expression, in fictional form, of the state of mind and the structure of the author's personality, according to Mahroof Hossain (2014, p. 14).

However, psychoanalysis started from the medical profession by Sigmund Freud (1859-1939), and then throughout entering into psychology, it spread into other fields of study and finally permeated literary studies as one of the different approaches to literature. The idea of psychoanalysis revolves round the concept that peoples' actions are determined by their stored ideas of the recurrent events. Psychoanalytic theories assume the existence of unconscious internal states that motivate an individual's overt actions. A later student of Freudian psychology in the name of Carl Gustav Jung

(1875-1961) redirects his view to suit his own social milieu in the understanding of psychoanalysis. It is Jung who sees the basic human behaviors in myths and legends. A later development of psychoanalysis embraced Alfred Adler (1870-1937) who sees man as a social being. In the sense of Adler, humans are motivated by social needs, they are self conscious and capable of improving themselves and the world around them, thus, they can begin to perceive that there is a mutual fascination between the field of Psychoanalysis and Literature (Hossain, 2014, p. 15).

In this regard, Pelagia Goulimari (2004) also states that no indications of reality in the unconscious are identified, so that one cannot distinguish the truth from fiction due to that both of them cause the same reaction. Freud also gradually comes to a similar conclusion that childhood scenes uncovered by analysis are fantasies. These scenes are not reproductions of real occurrences but rather products of the imagination, which find their instigation in mature life and serve as some kind of symbolic representation of real wishes and interests. However, he soon develops a modern model whose basic concepts are displacement, condensation and over determination (p. 12).

1.1. PSYCHOLOGICAL DEVELOPMENT

1.1.1. DEFINITION AND DESCRIPTION

One of the fundamental conditions for an individual to reach the acceptable standards of personality, according to Pratima Kumari (2017) is development. Regarding this, development in general can be defined as the specific body alteration in any part of it. it may also happen as long as alterations of body, sense and thought happen. Besides it also may contain growth. While, it considers more realizing than growth even though, development could be happen without growth. Furthermore,

psychological alterations may affect bodies even when both development and alteration happen (p. 13).

It is notable that development continues from birth to the end of life, and as a result of it, growth also happens to children but not at the same average. It differs not only regarding the physical changes, but also the rational ones due to that development is controlled by some genetic and ecological aspects. Anyway, the changes may affect different behavioural sides such as speech, society connection, conception, aims and intellectual development (Kumari, p. 13).

Along with the physical and psychological perspective, the social perspective should be also regarded. Accordingly, in every society there are certain rules, standards and traditions which everyone is expected to follow. And because of this, development is determined by social norms and expectations of behaviours from the individuals. Children learn customs, traditions and values of the society and also the behaviours that are expected from them. They realize acceptance from the approval or disapproval of their behaviour. Social expectations are otherwise known as “developmental tasks”. A developmental task is that act arises at or about a certain period in the life of an individual. It is proved that developmental tasks arise mainly as explained below by Kumari (p. 13):

- (a) As a result of physical maturation.
- (b) From the cultural pressures of society.
- (c) out of the personal values and aspirations of the individuals.

1.1.2. CHARACTERISTICS OF DEVELOPMENT

It is believed that in order to identify the personality development in general; some characteristics should be explained and according to Kumari (2017), below are some of these characteristics:

1.1.2.1. CHANGE

People change from birth, and this change continues throughout their lives stages. However, this change varies in accordance to the physical, conceptual or emotional needs. In general, it takes place as a result of not only the physical or psychological demands, but also of people's response to the social or ecological ones. Regarding children, as an important part of society, it is believed that their acceptance of their change is restricted by their recognizing of this change, in addition to those who are surrounding them (p. 7).

1.1.2.2. DEVELOPMENT AS AN ONGOING PROCESS

It is another characteristic of development that doesn't stop during human life span. Since it depends on the response to the ecological factors, so it will be various and it also affects anyone whether they are old or young. Children for example, store inside them the information and experiences from the surroundings around them. Consequently, they have the capacity to develop their abilities and skills. They also will be capable of create new actions (p. 7).

1.1.2.3. THE INDIVIDUAL DIFFERENCES IN THE DEVELOPMENT

Although development goes along with everybody in life stages, yet people differ in their response to it. To the same extent, it is believed that children also are not the same by their developmental response in accordance to the ecological changes, and

the reason behind this is the differences in their genetic motives in addition to the circumstances needs around them (p. 7).

1.1.3. FACTORS AFFECTING HUMAN DEVELOPMENT

People experience development under the control of some important factors which have been enumerated as below according to Kumari (p. 7):

1.1.3.1. ECOLOGICAL FACTORS

A child lives and grows in an environment that consists of a wide range of stimuli, will be provided with the necessary input and experiential base for his development. Enrichment or impoverishment of someone's surroundings will produce differences in his abilities (p. 7).

1.1.3.2. CULTURAL FACTORS

It is well known that culture refers to a system of beliefs, attitudes and values that are transmitted from one generation to the next. It is a product of past human behaviour and it is also the shaper of future aspirations. Children's development is influenced by the family as well as by the society. However, the child learns habits, beliefs, attitude, skills and standards of judgment through the socialization process those which take place in accordance to culture, customs and traditions of society (p. 7).

1.1.3.3. SOCIOECONOMIC STATUS

Socioeconomic status plays an essential role in human development. It is believed that socioeconomic status is determined by parental education, occupation and income. The children of low socioeconomic status may suffer from malnourished, lack of knowledge in many aspects and their normal development may get hampered. The parenting in high socioeconomic status families would be different from low

socio-economic status families. Besides, children of the high socioeconomic status will get better social opportunities in addition to they have better nutrition, good medical treatment and are exposed to more intellectual stimulation than low socioeconomic ones (p. 7).

1.1.2.4. EDUCATION AND TRAINING

Each child is equipped with certain abilities which need to be strengthening through proper education and training. If proper identification of this ability is not possible and the adequate facilities are not available to the child, then his innate ability may not be developed. Thus, adequate education and training have the influence on human development (p. 9).

1.2. DISCIPLINE: DEFINITION AND DESCRIPTION

According to Dipak Naker, & Deborah Sekitoleko (2009), some of discipline shapes depend on the ways they are used in enforcing it. However, the definition of the corporal punishment in accordance to UN Committee on the Rights of the Child, as it is any punishment in which physical force is used and intended to cause some degree of pain or discomfort, however light. Most of what have been mentioned involves hitting (smacking, slapping, spanking) children with the hand or with an implement - whip, stick, belt, shoe, wooden spoon, etc. Yet it can also involve, for example, kicking, shaking or throwing children, scratching, pinching, burning, scalding, or forced ingestion (for example, washing children's mouths out with soap or forcing them to swallow hot spices). In addition to what have been mentioned above, other non-physical forms of punishment exist which are also cruel and degrading and thus incompatible with the convention. These include, for example, punishment which

belittles, humiliates, denigrates, scapegoats, threatens, scare and mockery the child (p. 11).

One of other different ways of discipline that may also is used to guide children and can be applied is the positive discipline. It is about guiding children's behaviour by paying attention to their emotional and psychological needs. It aims to help children take responsibility for making good decisions and understand why those decisions are in their best interests. Besides, positive discipline helps children learn self-discipline without fear. And to be far more likely self-respecting individuals who make positive contributions to their communities. However, in contrast, children will display unhealthy behaviours as they attempt to meet these needs for themselves. Taking into account that people who learn through positive discipline show its positive effects in their behaviour, in addition to the fact that there are features that characterize their personalities, some of which are explained below by Naker & Sekitoleko (p. 13):

- They have clear goals.
- They believe in themselves.
- They are self-motivated.
- They are willing to work hard for their goals.
- They trust their own judgement.
- They think of new ways to solve old problems.
- They are persistent.

Naker & Sekitoleko (2009) continue that children's self-discipline comes from within, because they feel positive about themselves and people around them. They respect themselves and recognize that each person has a meaningful contribution to gain the collective development. Through many different experiences, they realize that their decisions and actions determine whether or not they will succeed. They learn to accept responsibility for their fate (p. 15).

It is believed that it demands stable and settled circumstances to raise children to avoid the psychological problems. In that respect, Newman & Newman (2012) illustrate that adolescents sometimes have to obey what a number of people want them to do, even when they don't belong to those people. Usually this happened as a reaction of stereotyping, racial prejudice or the advocacy among schools and society. As a result, young people within some of those circumstances, feel that their answers, what they believe and what they consider are completely different from the others around them. People with this kind of alienation can overcome this feeling by participating in collective actions or having high scores (p. 357).

2. ECOCRITICISM

2.1. DEFINITION AND DESCRIPTION

The widest definition of Ecocriticism is that theory which is concerned with the study of the connection between the human and the non-human, throughout human cultural history and contrasting a critical discussion of the term 'human' itself. Ecocritics may not satisfy the inquiries about some problems in ecology, but they must nevertheless overpass the difficulties and develop their own 'ecological literacy' as far as possible. Ecocriticism is also known by other nomenclature such as green cultural studies, ecopoetics, and environmental literary criticism. It deals with our experiences of joys, sorrows, fears, hopes, ambitions, disasters, as reflected in the works of literature, in the light of environmental issues, as Gred Garrard comments (2004, p. 5).

The aim of Ecocriticism is to examine the relevance of the non-human to the human and vice-versa in a text. The human mind has a set of values to preserve its integrity or even its sanity, yet the vast unconsciousness of nature in front of it seems an unanswerable denial of those values. This has been discussed by psychologists and

sociologists and what really matters for behaviour and development is the environment as it is perceived rather than as it may exist in objective reality. Besides, the family and home which is the only setting that serves as a comprehensive context for human development from the early years onward. From an ecological perspective, the existence of such a context is important because it provides an opportunity to investigate the impact of a contrasting primary setting on the course of development through childhood, adolescence, and sometimes beyond, into the middle years and old age Garrard added (p. 5).

In this regard, Stephen Ceci (2006) also shows that Ecocriticism can be seen as attempts to employ the concept of 'nature' through synthesizing the cultural and material objects of study that are relevant to the wider aims of the project. It can enrich the literary works with the treatment of human nature, nature, the role of the event, and the visible consumption that permeates the book for ecocritical close reading. The ecological surrounding is conceived as extending far beyond the immediate situation directly affecting the developing person-the objects to which he responds or the people with whom he interacts on face-to-face. In addition to the connections between other people present in the setting, the nature of these links, and their indirect influence on the developing aspects through their effect on those who deal with him at first hand. This complex of interrelations within the immediate setting is seen as applying not only within settings but with equal force and consequence of what belong to these settings (p. 173).

The ecological orientation takes serious steps and even has interpreted the operational terms. However, it has a theoretical position that often lauded in the literature of social science but seldom put into practice in research. This is what both the psychologists and sociologists agree about and that what matters for behavior and

development where the ecology is perceived rather than it may exist in an objective reality. A theoretical conception of the ecology extends beyond the behavior of the individuals to encompass functional systems both within and between settings, systems that can also be modified and expanded, sharply with prevailing research models. These established models typically employ a scientific lens that restricts researcher's vision of the ecological obstacles. Besides, the remarkable potential of human beings to respond constructively to an ecologically compatible milieu becomes available. As a result, human capacities and strengths tend to be underestimated, according to Ceci (p. 173).

Evidence exists of consistent differences in the behaviour of children and adults that have been observed in the laboratory and in the actual settings of life. These differences in turn illuminate the various meanings of these types of settings to the participants, as partly a function of their social background and experience. This principle reveals the importance to know whether, for example a young person enters a new situation such as school, camp, or college alone is better or in the company of familiar friends or adults. Besides, Ecocriticism provides a specific knowledge to identify whether someone should be provided with any information or experience in a new setting before actual entry inside it, in addition to the importance of having the prior knowledge and its subsequent behavioral course affect of development in the new setting (Ceci, p. 174).

The developmental importance of ecological transitions derives from the fact that they almost invariably involve a change in role, that is, in the expectations for behavior associated with particular positions in society. Roles have a great power to alter how a person is treated, how he acts, what he does, and thereby even what he thinks and feels. The principle applies not only to the developing person but to the others in his

world. The ecological events that are the most immediate and potent in affecting a person's development are the activities that are engaged in by others with that person or in his presence. Active engagement in, or even mere exposure to, what others are doing often inspires people to undertake similar activities on their own. A three-year-old is more likely to learn to talk if others around him are talking and especially if they speak to him directly. Once the child himself begins to talk, it constitutes evidence that development has actually taken place in the form of a newly acquired molar activity (as opposed to molecular behavior, which is momentary and typically devoid of meaning or intent). The molar activities engaged in by a person constitute both the internal mechanisms and the external manifestations of psychological growth. Besides, the sequence of nested ecological structures and their developmental significance can be illustrated with reference to the same example. We can hypothesize that a child is more likely to learn to talk in a setting containing roles that obligate adults to talk to children or that encourage or enable others to do so (Ceci, p. 174).

2.2. THE SOCIAL AND ECOLOGICAL IMPACT ON LITERATURE

It is assumptive that circumstances in general have an effect on people and this effect is considered an integral part of personality. Correspondingly, human is not just a social animal anymore. In fact, Man is a product of his environment which it is this aspect of life that holds relevance today both in theory and in practice. The aim of the ecology is to examine the relevance of the non-human to the human and vice-versa in a text, as Hubert Zapf (2010, p. 138) claims.

One of the objectives of applying the ecological theory to literary works is to understand the personality through literature, as if it was an inseparable part of the

surroundings, in addition to the human ability to alter this relationship while being susceptible to its influence. For this reason, characters which are the product of ecological factors in literature are influenced by their surroundings and this influence is either implicit or explicit beside it may be an integral part of the plot. The shaping influence of ecology on humans is undeniable, that's due to Ecocriticism deals with our experiences of joys, sorrows, fears, hopes, ambitions, disasters, as have been reflected in the works of literature, in the light of ecological issues, Zapf concludes (p. 138).

On the whole, Gulfshaan Habeeb, & Durafshaan Habeeb (2012) illustrate that, literature draws its cognitive and creative potential from a threefold dynamic relationship to the larger cultural system which it is in turn a cultural-critical discourse, an imaginative counter discourse, and a reintegrate inter discourse. It is a textual form which breaks up ossified social structures and ideologies, symbolically empowers the marginalized, and reconnects what is culturally separated. Henceforth, literature counteracts economic, political or pragmatic forms of interpreting in addition to the instrumental human life, it also breaks up the one-dimensional world- self views and opens them up instead of the repressed or exclusion the others. literature is thus, on one hand a sensorium for what goes wrong in a society, for the bio phobic, life-paralyzing implications of one-sided forms of consciousness and civilizational uniformity, and it is on the other hand, a medium of constant cultural self-renewal in which the neglected bio phobic energies can find a symbolic space of expression and of reintegration into the larger ecology of cultural discourses (p. 510) .

In addition to the importance of both the psychological and ecological effects on people's decisions and their behaviours in general, especially children, there is also the class distinction's effect which is no less important than the two effects mentioned

above. Accordingly, ecocriticism has always a connection with the class- notional expressions, as Bronfenbrenner (1979) (p. 17) accomplishes. With this in mind and by time, anyone's personality will reflect the public differences inside the encountering society. The basic life opportunities are be limited in accordance to unexpected chances due to life will be shaped by the manner of behavior in general, according to Stan Houston (2017) (p. 17).

To explain what has been mentioned above, Sean Sayers (1998) shows how it is clear that everyone has commonly specific requirements, regardless of their public or chronicle backgrounds. For instance, the necessity for food is general for all and it can't be tell the lowest amount of food that those human need, but surly it is known that a critical point of this amount exists in which below it human can't live. It is also assumptive that this necessity is invariable natural characteristic which provides the individual flexibility (p. 152). Furthermore, despite of the fact that starvation has the only and same meaning from ages, but the way in which food is eaten differs according to the limitations of community. With this purpose, people's characters have the merits of being both social and natural which can't be disconnected. To sum up, since mankind is a social- natural creature at the same time, hunger for instance, is always be treated from the social point of view besides its original human nature and that fact can be applied for other human tendencies which can't also be neglected by the historical theories like the Marxist which consider that history is in fact, the real natural history of the individuals (p. 158). However this need definitely has its reflections especially on children who suffer from special circumstances and class conflict. For this purpose, the following chapters of this thesis are going to examine three selected novels which are going to be analysed from the aspects of children

behaviour in extraordinary circumstances under class distinction effects on their personalities positively. Below is a brief description about those following chapters.

3. MARXISM

According to Sean Sayers (2011), Marxist claims to offer the scientific account of society. Its primary aim is to understand the social world and to analyse the laws governing it, rather than to judge it in moral terms or to put forward an ideal conception of how it ought to be. According to Marx, moral outlooks and ideals must themselves be viewed as social and historical phenomena, as ideologies, as the products and reflections of specific social conditions. Marxist thus rejects the appeal to moral principles, in both its account of capitalism and its idea of socialism. On the other hand, it is clear that Marx does not confine himself to describing and explaining capitalist society and predicting its future course: he condemns it and advocates socialism. His work is full of moral judgements, both implicit and explicit, and so too is that of subsequent Marxists (p. 20).

Sayers also states that Marxism is not only a social theory; far from conflicting with its moral and political values, it provides the basis upon which these are thought through in concrete, practical and realistic terms it is also, and essentially, a form of socialism: it is a political outlook, in which practical and moral commitments play a fundamental role. In this way, Marxism claims to be both a social theory and a political outlook, both a scientific account of history and a form of socialism. Moreover, it seeks to encompass these two aspects within the unity of a single outlook, not as independent and unrelated elements, but as equally essential parts of an integral whole (p. 112).

Chapter two of this thesis is an attempt at analysing *Jane Eyre* by Charlotte Brontë which is a narrative novel entitled after its protagonist- Jane Eyre. Its setting is in

Northern England, early in the 19th century. In fact, during her childhood, Jane is in front of serious psychological, ecological and even social challenges. With regard to a child at her age, Jane experiences the hardest shape of death by loosing at the beginning her parents who were young when they died, then her only friend Helen Burns in addition to many of the Lowood School students who have died of Typhoid, which causes panic among students. However, her childhood and what she suffered through strengthened her personality and was an incentive for her when she grew up to work hard to maintain her independence in the face of all the difficulties. In addition to her insistence on building her career in that period of the nineteenth century, taking into account the difficult obstacles faced by a woman who belongs to the working class, besides, her work requires adaptation with the bourgeois class. Accordingly, the main adopted principles throughout the character of Jane Eyre are self respect at the expense of customs, the intelligibility instead of inhibition, and finally the normality rather being overacted. Jane tries to contain others by conversation and avoiding the wrong anticipates of acts before they happen. She also emphasizes that equivalence is more important than arrogance.

Chapter three analyzes the novel of *Little Dorrit* by Charles Dickens; its setting is in London, early in the 19th century. This narrative novel reflects the families' economic relations with society under the pressure of poverty. It focuses on those families who are forced to enter the prison with their fathers because of debts. As a result of this, their children are brought up in prisons where they suffer from poverty and the harsh encountering them. The analysis of this novel is from the perspective of the effects of prison's circumstances on a child not only because she was born and brought up inside a prison, but also because she was raised without taking care of her mother who she died during Amy's childhood. With this in mind, chapter three will

make it plain how Amy Dorrit who is born in the prison of Marshalsea becomes a reliable person. The severe atmosphere in the prison elicits an unexpected behaviour from the child Amy that when she grows up, she becomes the only one her family depends on, especially her father, in addition to her commitment towards the orphan Maggy. The aspects of her character which distinguish her are the outcome of her own efforts from her early childhood in the prison without any guidance from her family members. In that respect, the novel has shown how 'duty' alone, both in Arthur Clennam's case and the way she deals Maggy with are not enough to rescue the individual life from self-imprisonment morally and psychologically, rather it is Amy's deep sympathy with the others. She is a figure of love and creative self-sacrifice whose innocence is not explained by simple attitudes, but in real behaviour of her personality.

The fourth and the last chapter of this thesis will discuss the novel of *The Empire of the Sun* by J.G. Ballard. Its setting is in Shanghai of China inside the internment camp during the Second World War in 1941. In general, this novel focuses on the fragility of human body throughout the dreadful experiment of its protagonist Jim, beside the difficulty and harsh of war on everyone and precisely children. More specifically, it is about one child's war in a prison camp and how he creates a substitution home there where he is able to survive. The analysis of this chapter will initially focus briefly on Jim's personality as a child before the internment period and the irresponsible lifestyle he was accustomed to. Then the analysis will turn into a border space to include the transformation of Jim's personality into the contrary. Subsequently, this section of the discussion will treat the psychological burden suffered by Jim as a result of living alone without his parents besides the difficult conditions in the internment camp and the harsh discipline resulting from the class conflict inside the camp which he had to adapt with. All these circumstances had the

great impact on strengthening his personality and enhancing its positive aspects, in addition to supporting his ability to make the right choice despite his young age.

CHAPTER TWO

Self Development versus Discipline in Jane *Eyre* by Charlotte Brontë

This chapter is an attempt at analysing Charlotte Brontë's work *Jane Eyre* from a perspective of self-development versus discipline. The aspects of the work this chapter focuses on are firstly, the psychological analysis of Jane Eyre's personality during her childhood by the effects of people's acts upon her in addition to the reflection of places she lives at throughout the class conflict she faces. Secondly, the discussion of how the aspects mentioned previously have affected her personality as she grows up.

E. Gaskell (1857), the friend of Charlotte Brontë, had described the area where Brontë was brought up as an isolated hill with its beautiful moors; it had a combination of both the agricultural and industrial working class and gave the essence of the devious English areas. Charlotte and her siblings were used to go to their school among the moors holding their painful feeling of their mother's illness. Unfortunately, her family had faced the tribulation of the early death of some of its members. At the beginning was the death of her mother, then some of her brothers and sisters had also died. As a result, she became the older sister of the rest of the others. In order to control over her goals and aims, Charlotte had made a kind of usual daily routine of studying not just her school lessons, but also she kept reading a specific amount of books to have a wide knowledge, plus she had economy lectures by her reserved aunt, in addition to her home responsibilities of cleaning, cooking, playing and watching up her little sisters and brothers. All of those duties in fact, supported her conceptions with a vivid impact. After finishing her reading, she used to revise them even though her talent had not shown up yet (p. 52).

Gaskell also added that Brontë had joined a boarding school at Roe Head at the age of fourteen, but she left it after one year in order to take care and teach her younger sisters. When she grew up, she worked as a governess for a while, but she left this job and went back to Haworth where she and her two sisters established a private school. Again this work didn't success, so the three sisters decided to devote their life for writing novels which have become later a significant and fundamental part of the classical English literature (p. 86).

Mark Hennelly (1984) shows that in order to gain the acceptance of the readers at that time, Charlotte Brontë published the novel of *Jane Eyre* under the pseudonym of Currer Bell in 1847. However, *Jane Eyre* is a narrative novel its protagonist is named as its title- Jane Eyre. This novel was one of the greatest Victorian literature works. Its setting is in Northern England, early in the 19th century. This narrative revolutionised prose fiction is about its protagonist's moral and spiritual development with a psychological intensity. Besides, throughout its sections, the novel provides perspectives on a number of important social issues and ideas, a lot of them criticised the society at that time (p. 700).

From the setting and the general atmosphere of *Jane Eyre*, Brontë may inspire the name of Jane Eyre from the (Aire River), as Robert Barnard & Louise Barnard predict (2007, p. 1). Besides it is a semi autobiography of the writer Charlotte Brontë herself according to Gaskell who also added that some similarities between the author and Jane in more than one aspect has been identified. Firstly, both of them had joined boarding schools in their early childhood and faced harsh and difficult circumstances. Secondly, some characters in *Jane Eyre* are based on real ones in Brontë's life; such as Jane's friend Helen Burns who stands as Brontë's sisters (Elizabeth and Maria) who both died as a result of the bad treatment at school just like Helen. Thirdly, the way that Mr. Brocklehurst – the headmaster of Jane's school – behaves with Jane as the rich minister William Carus Wilson in Brontë's town did. Fourthly, they were not so beautiful but rational and finally, both the author Charlotte Brontë and Jane Eyre work as governesses and they actually don't really prefer such career (p. 66).

With regard to what has been mentioned previously, Gaskell indicated that Brontë had usually told her about the high correspondence between the school of Lowood she had described in *Jane Eyre* and that of Cowan Bridge where she and her sister studied. Brontë explained that this was in order to give a real description of the atmosphere at those schools and their reflections on pupils lived there. Actually, Brontë wanted through her description of those schools to discover their unfamiliar nature by her personal experiment which she still had felt its effects both emotionally and physically when she had grown up. Unquestionably and in spite of those effects, Brontë could employ this pain for her own good when she kept a style of seeking the actuality as it is, in addition to her principle of being honest away of her personal impression (p. 75).

Gillian Alban (2016) indicates that Jane Eyre, the ten- year- old orphaned girl lives at the Reeds house at Gateshead Hall because her uncle Mr Reed is her only left relative after the death of her young parents of typhus. Soon Mr Reed also died but before that he had told his wife to look after the orphaned Jane. In contrast, Mrs Reed, her son; John and her daughters, Georgiana and Eliza mistreat Jane severely. One of the significant events of the novel that Jane has been locked down in what they called- the red room; where her uncle Mr Reed had earlier died in. This punishment was a millstone of Jane's life. However, the memories of Jane's childhood undoubtedly make the novel full of sad atmosphere, and in fact this sadness has its reactions at Jane in the adulthood. That's why when she is with children; she still keeps inside her the child who is affected by circumstances and acts of others around her, as well as when she grows up, she can't easily put this stage away as she conducts with adults (p. 136).

In *Jane Eyre*, Brontë divides the narrative of the events into two basic yet related periods. The first is Jane's childhood and what she suffers from during it. However, it could be considered a suffering from the psychological discipline rather than the physical one. While the other period is about the level of success she gains when she grows up, which is based upon what she has previously faced during her childhood.

Regarding her childhood, Jane undergoes conditions she does not choose as a result of being an orphan and has to live with relatives who consider her a stranger. Hennelly (1984) comments that anyone may call back his childhood memories as he examines Jane's childhood with all of its unbearable feeling of misery. As a child, she is outcast from her only remaining relatives who treat her severely (p. 695). From the same previous point of view, Klara Naszkowska (2012) explains that the stage of Jane's early childhood, especially during her living with the Reeds, she suffers from disregarding but she endures the severe circumstances from those who are supposed to be her only relatives. She tries hard to survive and face Mrs Reed alone in addition to John Reed despite the fact that Mrs Reed's cruelty and harsh acts create a strong reaction of the weak child Jane (p. 150). In fact, that is the reason behind when Jane describes the atmosphere around her of Gateshead, all the descriptions below image the amount of fear inside the child as the narrator says, it was "Cold winter wind", and "Clouds so sombre". (Brontë, 1864, p. 3).

With regard to the fact that Jane lives with relatives she has not even met before, and the fact that they consider her a stranger, they have to accept the reality of her living with them, and this fact itself is not easy for an orphan girl at her age to endure and adapt to. It demands from those relatives efforts to make her think that she is among her family; while in contrast, the orphaned child Jane still lives as an unwanted stranger. Accordingly, Wendy Packman et al (2006) illustrate that it is well known the death in a family is considered from the psychological point of view as an inner personal suffering. This fact is supported by the medical evidence that resembles this sorrow with the wound which it is ultimately will be neglected as soon as it is recovered, although an eschar at the skin will be left. Besides, the individuals in their lives keep the connection with the dead people, and this connection takes a shape of an important side of the effective modification. Finally, with reference to children, some researches find that the feeling of death relies on the degree of the cognitive improvement. For example, the response for loosing, the recognising of definitely truth of death and the deep sorrow are all under the effect of the improvement level of the distressed child. But in general, children's realization is varied from the realistic reasoning to more intellectual one (pp. 823,830).

One of the most psychological pressures Jane faces is the unwanted and neglected feelings she has in relation to her family. Actually, the Reeds do not only treat her severely; but they also make her feel inferior. Such feelings justify some reactions on her part, as Alban (2016) shows in the way she imagines and creates a different life in her mind. For example she finds a consolation in reading Bewick's History of British Birds as if she tried to fly away of her tortures like birds that she even shares her food with the starving bird in the red room (p. 139).

Besides, as a result of that she has always been excluded from the Reeds family, Jennifer Gribble (1968) considers that her response to their actions is unfamiliar for a child in her age. She visualizes them as an empty and superficial family when the mirror reflects their images. This explanation demands a mix vision between the reality and fiction from one side, and between the insider and the outsider from the other. This also reflects the silliness of a child in her age opposites her ability of the experiment holding. Precisely at this time, Jane's character begins to realize the fact of having the solitude fiction; she now makes sure of the whole feeling of

loneliness. This truth is discovered by just a child in her age; draws a fictional type of feeling in her character (p. 284).

Jane always suffers from the irrational dominance of those who are surrounding her. From the beginning of her years with the Reeds, this dominance is forced by those who are supposed to be her only family. As a result of their conduct, she experiences the sense of discipline for the first time during her early childhood, specially the psychological one when she is punished to be locked down in what they called the red room. Nancy Pell (1977) proposes that the Reeds behaviours especially John Reed when he for example throws the book she reads at her causing her head bleeding that makes her response violently due to the pain she can't stand in addition to her hidden and suppressed angry with him. That's why she for the first time attacks him back strongly to defend herself. Mrs. Reed's reaction to Jane's behavior is to lock her down in the same room where Mr. Reed had died earlier. Despite the fact that Mr. Reed was the only person who was kind to her and she feels missing him nevertheless, because she is just a child, the illusion of his image extremely terrifies her and makes her begging Mrs. Reed to punish her by another way, but she refuses (p. 399). As a child, Jane thinks that she will die if she is locked up in the red room that she says, "Oh aunt, have pity! Forgive me! I cannot endure it. Let me be punished some other way! I shall be killed". (Brontë, 1864, p. 15).

In fact, this is the first challenge Jane faces that causes her the ability to express her outrage when she shouted: "Unjust, unjust". Brontë (1864, p. 12), and that's the reason behind that the experiment in the red room is a critical point in her character's transformation. There she faces the truth that all of the Reeds and even their attendants have been rejected her and they can't stand her living with them because they consider her as a stranger in their house; it is the first time when she realizes how to believe in no one but herself. This fact is not easy for a child at her age which causes a rapid conversion from childhood to adulthood. Finally, after that experiment, Jane becomes more able to protect herself and she furthermore learns to be honest with herself as Angela Anderson (2001, p. 7) shows. To break it down, Jyoti Naresh (2016) also describes the night at the red room as such a terrifying event even to the oldest ones. But in spite of the amount of horror she faces there, she stays consistent firmly and also bears all the futuristic kinds of fears considering them below the level of her endurance. As a result of these heavy memories of the red room, Jane stays honest to

herself among the patriarchal community she lives in (p. 23). After the terrible night at the red room and the decision of sending her to Lowood School, Jane can't hide her real feelings towards Mrs Reed anymore. She therefore behaves bravely and shows her attitude towards of the Reeds especially Mrs Reed. But also this act has a negative reaction on her that it affects her emotionally in deep, as Pell (1977) states (p. 400). In fact such reaction of Jane is unexpected because almost all children are supposed to react with fear from the unknown wait ahead for them when they are moved to live with stranger people.

From the early stages of her childhood, Jane believes that the meaning of being safe in addition to the settled down are strongly related to being within the vicinity of the family. Accordingly, Alban (2016) describes that Jane is always in need to make someone as her mother; because of the hard feeling she has as an orphan. That's the reason when Mrs Reed treats her badly for instance the terrible times Jane has spent in the red room, make her recognize the wrong considering of Mrs Reed as her mother. As a result, she feels loneliness and has no one except her toy. However, she now realizes that she is alone, without a family or any of the relatives. The feeling of isolation accompanies her even when she grows up as soon as she has a difficult situation (p. 140). At that moment, Jane opens her eyes on the truth that Mrs Reed won't be her substitute mother anyway and she expresses herself bravely the matter she makes up her mind to leave Gateshead Hall. This is the real start to become a completely depending on herself, as Naszkowska finds (2012, p. 151). After the terrified night Jane is forced to spend at the red room, she tells Dr Lloyd what she really feels about her staying with the Reeds when she says that, "I have no father or mother, brothers or sisters", and " It is not my house, sir; and Abbot says I have less right to be here than a servant". (Brontë, 1864, p. 21).

The behaviour of the Reeds lends Jane the sense that she has no one to depend on which is a sign of some sort of isolation. However, regarding this sense of isolation, Angela Anderson (2001) notes that during her staying with the Reeds at Gateshead Hall, she always feels isolated and abandoned despite the fact that she is their niece and her uncle Mr Reed had already urged his wife to take care of her before his death. Jane's reaction to their cruelty behaviour is attributed firstly because of her consistent seeking for answers to all of her inquiries; she is not just like other children who may be easily convinced or even be afraid. Secondly, Jane is different from the stereotype kind of the

Victorian age's girl when women in general are treated inferiorly. As a result of these reasons, Jane, from her young childhood, used to protect herself from any violation she may face (p. 6). Such behaviour on Jane's part is the evidence about her futuristic open mind and her quest to create a cultural environment in which she can gain the respect of the others. In this regard, Pell (1977) notes that when the Reeds decide that she should not live with them anymore, Jane is offered to stay with other relatives who are poor; rather she refuses due to, according to her, that those who are in need haven't had the requirements of being friendly. In spite of that she is going towards the unknown. The pride of poverty doesn't confuse her decision (p. 403). However, She states her opinion to Dr Lioyd frankly that she can't accept giving up her freedom by living at the countryside. That's because she is fully aware that her future is at the stake, so she takes the responsibility of taking the most important decision in her life wisely, in contrast other children at her age.as she says, "No, I was not heroic enough to purchase liberty at the price of caste". (Brontë, 1864, p. 22).

Because of this hard feeling for a child in her age, she finds the only resort in her silent tears. Mainly that due to if children realize how they are feeling and discover certain explanations, they tend to ignore the facts instead of facing them and find a reason to cry. This sense of helpless and powerless may lead anyone feeling depression in general, according to Pell (1977, p. 403). Jane's decision may be justified according to Newman & Newman (2012), as the sense of depression and disappointment mood along with dismal feelings and confusion about life matters lead to restlessness. Many people usually face this kind of depression and its reflections differ from one person to another, but in general it may cause more critical futuristic disturbance. Statistics indicate that girls experience this kind of depression more than boys and it reaches the highest level at the age of 17 or 18 (p. 362).

As a result of this depressed mood she has, Jane decides to tell what she really feels bravely which is unexpected from a child at her age. she declares the ugly truth against her aunt when she is about to leave to Lowood School that she is not deceitful and she does not love Mrs. Reed anymore, telling the fact that she dislikes her the worst of anybody in the world except John Reed. Somehow she is glad that there is no relation of her to Mrs. Reed and she will never call her aunt again as long as she lives, also that she will never come to see her. Voicing her suppressed feelings which burst explosively to the surface, and refusing her aunt's mollifications, her words literally

drive her aunt from the room, according to Alban (2016) (p. 139). Meanwhile, Jane can't but reveal what she really feels as she says to Mrs. Reed, "I am not your dear; I cannot lie down" and "I hate to live here". (Brontë, 1864, p. 36).

The situation of leaving the place she has been lived at which it is somehow, considered her only home, is actually not so easy for a child in her age. This explains the reason behind all the conditional circumstances like moving to another place or school will lead to a social change. Generally, most children experience the same periods of these conditional changes which differ from child to another within even the same family. It is also proposed regarding the behavioral patterns, person's behavior is compelled to cope with the anticipations demands. That is clear with families who face unexpected conditions and as a result of this, the conductive reacts will be demanded from all of this family members, as Shanahan Elder et al illustrate (2015, pp. 26,27).

After leaving the Reeds, with all of the stress that Jane has faced with them around, there comes another kind of challenge waiting for her at Lowood School. This challenge is represented by what the headmaster Mr Brocklehurst believes in addition to the extremely way of discipline he uses. However, on the level of what Mr Brocklehurst thinks and believes, it is obvious that as soon as she leaves the Reeds, the little orphaned Jane's hope of finding normal relations has almost disappeared as Mr Brocklehurst shows his excessive hatred. According to him, Jane is unusual, rejected and liar. Such kind of treatment returns her back to the days she has lived with the Reeds which imprisoned her inside the painful loneliness again. Fortunately, as Alban (2016) states that she controls this bad feeling by the hand of her new close friend- Helen (p. 139). Regarding this, Pell (1977) argues that in fact, Mr Brocklehurst's hostile attitude is clear from the beginning towards Jane from the first meeting between them. He stresses that she is trivial and those people like her- especially naughty children- are apt to die and go to Hell to have what they deserve there. She firmly answers him that she refuses to surrender to death and also she has to preserve herself from any harm. Her answer is full of confidence and insisting besides it is unusual of a ten-year-old girl to have this extraordinary insisting of surviving in front of such kind of challenges. (p. 403). As we can recognize from the dialogue between Jane and Mr Brocklehurst below:

"And should you like to fall into that pit and to be burning there forever?"

"No, sir, Jane replies."

"What must you do to avoid it?"

"I must keep in good health, and not die". (Brontë, 1864, p. 30).

Another challenge stands in front of Jane at Lowood School is the religious aspect. Regarding this, Alban (2016) demonstrates that Jane doesn't find a resort in the regulated worship as Mrs Reed and Mr Brockleurst urge her to. She declares this opinion frankly to the latest when she says that she doesn't really affected by the psalms, as a result, Mr Brocklehurst becomes angry describing her with the hard hearted (p. 139).

Brocklehurst's interpretation of discipline varies from the opinion of some other educational experts. Jane and the other girls at Lowood including her close friend Helen Burns; suffer from the harsh discipline and severe treatment of their headmaster; Mr Brocklehurst. This has been discussed by Shapiro (1968) who reveals that at Lowood, Jane introduces to Helen from the moment when Mr Brocklehurst punishes Jane and makes her stay still on a chair. In spite of that Jane really likes Helen as her close friend, but she doesn't like to imitate her way of dealing the others, especially those who deeply hurt her. Jane can't accept to forgive who intends to cause her pain. However, children there can be punished severely for nothing but simple reasons. For example, Helen is punished by having just bread and water for dinner because of her untidy appearance. However, Jane doesn't really want to deal passively towards those who harm her just like Helen does, besides her explanation of Heaven is different from Helen's that Jane believes that Heaven won't be satisfied enough for those who are being torturing in their lives (p. 688). A part from this aspect of Helen's personality, she is Jane's only close friend who lightens up the gloomy image of Lowood School. With this in mind and regarding children friendships, Newman & Newman (2012) suggest that the continuous need for having friends before getting school until preadolescent is identified. Those who fail to satisfy this need will suffer from timidity, hesitation and to be under control of other children. Ultimately, these symptoms lead to the child isolation as a result of disconnection with the others normally. In addition to those children sometimes refuse a specific child the matter which makes him more

isolated. As a result of this, he may become useless, afraid of taking part any activities, and doesn't want to try offering new relations (p. 295).

Lowood's eighty students live in very difficult conditions like cold rooms, poor meals, and clothes that don't protect them from cold. Consequently, most of them get sick and even died like Jane's friend, Helen. Ultimately, Jane is shocked by the death of Helen- who has been the only person who takes her off from her loneliness. That's why Jane doesn't stand dealing with those who cause them these humiliations in an ordinary way, rather she doesn't mind the idea of being hated from the others and she gets enough by herself. This aspect of her personality differs from her close deceased friend's. So from this time onwards, Jane continues her life at Lowood silently, but she tries to modify this miserable reality into useful one and keeps her angry and dissatisfying inside her hoping to go out to a bigger society. The circumstances which Jane lives at in her childhood are full of people who use the excessive hatred or force submission upon her the matter that makes her gains the empathy and reinforcement of the reader while she keeps struggling in front of those people, according to Pell (1977, pp. 140,402), as the narrator shows below how Jane tries always to support herself throughout new choices:

I longed for a power of vision which might overpass that limit; which might reach the busy world, towns, and regions full of life I had heard of, but never seen; that then I desired more of practical experience than I possessed. (Brontë, 1864, p. 113).

The way of discipline which has been illustrated above by Mr Brocklehurst at Lowood is actually contrary to the educational standards and methods. Regarding this, Alec McHoul, & Wendy Grace (2002) state that the educational process which adopt ways of discipline or even punishment in teaching is fruitless since it deals with the transference from pupils to the teacher. Actually, those who regard the teaching method as an extremely important one will easy find ways of competition and inspiration and ultimately reach the level of the educational development expertise. In addition to those who in charge of discipline should have realization features which enable them to correct the mistakes of those who don't have these features. In general, the using of punishment is not so acceptable especially in school conduct. It is proved that those who have been learned in secure circumstances are more responsive to

directions or even to restrictions than those who are educated under the fear of punishment. And this method leads to teach children by making a secure understanding atmosphere around children which sometimes is prior to the teaching activity requirements especially at the beginning of the educational stages. Moreover, Discipline is considered the normal human ability for organizing and limitation, that wouldn't be self direction without making this ability as a constant act. So it has standards which they are supposed to be right rather than wrong (pp. 69,70).

Along With the concept of discipline above, the class conflict was clearly visible on the surface of Lowood atmosphere in general without paying attention to the students' age which has to be considered to keep them away of such conflict. Regarding this, Godfrey (2005) argues that Jane has faced an extreme way of thinking when she stays at Lowood School due to that Mr Brocklehurst adds another point of view against girls of the upper class in general. According to him, those girls shouldn't be taken as a model to the lower class girls. And this takes a practical step when he gives an order to cut the students' hair with the scissors; especially those who have a wavy hair just like Jane, even though it is has been waved normally. He strangely connects the nature of hair with society class and the conflict among them (p. 855).

From the same point of view, Shapiro (1968) suggests that the reason behind Mr Brockleurst's decision to cut the students' hair is that he considers it his duty to subdue these girls by discipline. Specifically while he is trying to explain his point of view in front of the others, he looks at Jane and stares at her exactly just Mrs Reed did before, as if she was the one who he refers to when he is speaking. Further more, he treats her as an unwanted person or a stranger and advises the others to avoid her (p. 687).

Andrson (2001) predicts that the atmosphere of misery pupils suffer at Lowood is always present wherever she goes and that is as a result of Jane's need for the family protection, precisely the taking care of a mother which still inside her due to it is a normal sense for any child. Accordingly, the child inside Jane still seeks to find the mother's kind in those around her. She fortunately finds it with Bassie and Miss Temple. When she was with the Reeds, Bassie used to sing to her and she always concerned her. She kept close to her all of her staying at Gateshead Hall, that she never said farewell but to her. Similarly, At Lowood Miss Temple exemplifies the strong shape of mothers who stand in the face of any one wants to cause her children harm as

soon as she can. Miss Temple pushes Jane not to accept defeat and urges her to advocate herself against Mr Brocklehurst's accusations of being a liar precisely when she recognizes that Jane wants to surrender these accusations. And thanks to her that Jane becomes more reasonable during her staying at Lowood (p. 8). As it is obvious that she considers Miss Temple as a mother for her when she says, "She had stood me in the stead of mother, governess, and, latterly, companion." (Brontë, 1864, p. 86).

The need for the family is shown somehow by Bronfenbrenner (1979) who finds that from the ecological point of view, any child's establishment is considered the exclusive surrounding which is responsible for the development of the character from childhood till adulthood. He continues that the child who is brought up away from his parents; especially his mother; can't acquire the complete chance of imitation which it is the basic step of the gradual development both physically and psychologically. Indeed the first person whom the child is ready to interact with is his mother. This interaction starts with the physical ability and lasts with the development in general. As a result of this connection between the child and his mother, the emotional focusing makes him feel more safety with his physical as well as psychological actions (p. 135).

Jane's childhood represents her essential character's trait when she grows up. Starting with the period she had spent with the Reeds and going through the times she lived at Lowood School, all the conditions which opposed her in addition to the harsh discipline she suffered from become motives for her futuristic choices. Accordingly, Naszkowska (2012) describes that despite the fact that Jane really can't forget the period of time she had been lived with the Reeds but she decides to visit them at Gateshead Hall after years when she grows up. Then she finds that Mrs Reed is about to die because of her deep sadness about her son-John who has killed himself previously. However, Jane chose to forgive Mrs Reed in addition to that she meets her two cousins without any hatred towards them. Despite the fact that she is now independent and satisfied with the success she gets, yet she still remembers her miserable childhood there (p. 132). It is obvious that from time to time, Jane recalls back the miserable memories of her childhood, even in adulthood which makes her feel that she has no one but herself to depend on as the narrator describes that, "She was a cold, solitary girl again". (Brontë, 1864, p. 313).

It is obvious that the effects of her childhood memories always go along with her; the harsh discipline and difficult circumstances she faced in childhood also accompany her at adulthood. However, Jane lives in a community reinforces the demanding fictional forces in all of life stages. Throughout these stages from her miserable childhood till the end of the novel, Jane keeps working hard for a balanced constructing of her respectable character among the others. She aims to create a social identity for herself by using developing steps firmly for her character. And for the sake of this, she faces difficulties which can't be stand against by an ordinary fictional force; ultimately, she has her own limitations and standards of wrong and right even with those whom she respects and considers. Agree with this opinion, Naszkowska describes that Jane really has so much consideration to herself and even to her surname. In fact, she obviously feels proud of herself that for instance, when Rochester called her Mrs Jane Rochester, as they are preparing to get married, she soon replies proudly that her name is Jane Eyre (p. 154). Jane can't be but well pleased of herself as she says to Rochester, "It is Jane Eyre, sir." (Brontë, 1864, p. 273).

One of the essential characteristics of her personality when she grows up is the excessive attention she tends to pay to aspects which were actually regarded unfamiliar, yet rejected to be practiced by women at that period of the Victorian Age, such as choosing the economical independency with the maintain of self respect. However, Jyoti Naresh (2016) reveals how she depends on herself in front all of hard circumstances she faced in childhood; as a result, Jane's character becomes more independent and becomes stronger. She has a strong belief in herself rather than anyone else around her, she often stays true to herself, and finally, she becomes capable of making decisions under life pressure- although the time she lived at in the nineteenth century was distinguished by the restricted rules for women and even there was somehow of low respecting to them. Naresh also suggests that Jane has the majority of depending on herself without asking anyone's assistant. That's because she has previously judged the community and its contempt all her life. So in this respect, even when she loves Rochester, she won't let these emotions control her and affect her (p. 23).

The memories of her miserable childhood with all of theirs isolation and privation from belonging to a family stay with her whenever she faces difficult circumstances. For instance, after leaving Rochester with the feeling of loneliness, cold

and even hungry soon after her recovery, she decides to rearrange her life and starts planning to begin a new work by establishing a school, as Andrson illustrates (2001, p. 12).

On the level of her personal choices, it is true that Jane calls back her childhood painful memories of loneliness and abandoning feelings but she uses them to strengthen her character by making the right choice due to that the most important aspect of her character since she was a child was she is used to choose what she really feels rather than what is reasonable theoretically. As a result, fortunately this gives her a push to go back to Rochester. Besides, when she finds her cousins, it is supposed that she is going to get used to live with them because they are the only relatives she has, whereas in contrast, she can't feel so due to that she doesn't really forget her miserable childhood of lonely struggle. Actually, she has a negative implication of relatives as a result of her childhood memories with the Reeds in addition to the restless similarity between St. John and Mr Broklehurst. She finds that both of them have almost the same toughness way of dealing with pupils, the matter she rejects strongly, plus she even denies their way of worship which it is based on the fear of God rather than love Him (pp. 691,695). By putting these reasons in her mind, she makes up her mind of going back to Rochester in addition to her earlier decision of sharing her inheritance with her cousins because she believes that this makes her feel happiness deeply. In addition to that she is used to work and earn her own living without depending on anybody else which strengthens the economical independence aspect of her character (p. 416).

One of her personality traits is to build herself a career that enables her to go beyond the stereotyped shape of a conventional teacher, and that is the reason behind her insistence on being a governess rather than being an ordinary teacher at Lowood. As work, in fact, represents a unique meaning for her, especially at that period of time in the nineteenth century. However, as Pell (1977) demonstrates that Charlotte Brontë stresses that since Jane was a child, she was used to depend on herself that she even in her early young age worked to earn her living (p. 416). The same opinion has been expressed by Hennelly (1984) when he states that in *Jane Eyre*, Brontë develops the theme of social status as Jane begins to construct her own job of teaching at Thornfield. She has to cope with the circumstances of the bourgeois class standards which she doesn't even know because she was brought up in poverty at Lowood

School. On the social level, Jane tries hard to establish a kind of life style so close to her own inside feelings. What she deeply believes and thinks support her to build such kind of character that she depends on whenever she meets difficulties (p. 697). As we can see that her social attitude has been noticed by Rochester throughout her politeness and confidence behaviour that he says, "I saw you had a social heart". (Brontë, 1864, p. 333).

Regarding the governess career at that time, in fact it was believed that it was a difficult job since it had restricted circumstances in the nineteenth century. Some of these circumstances are, as Jennifer Pearce (2013) states that governess was considered as a stranger in the others houses, they actually didn't do what the other women did at that time which made them feeling that they were separated from the family members, in addition to that the governess suffered from the isolation because they had to act as the upper class women did rather than what their real class ones did which made them live in two different worlds. Finally, the governess felt just like those who had spent their life wandering from one place to another and it seemed endless. They didn't really had families and independent characters nor even felt in their existence. In general, the job as a governess was limited to the middle class young girls. Those girls whose families were bankrupted or their fathers have been died, so as a result they have to work in order to earn their families living. In addition to this class, this job was limited to a certain number of the lower class young girls, as Jane was one of them (p. 35). In spite of these circumstances and in order to construct herself a new independent life away from Lowood School where she suffers in her childhood, Jane chooses the governess job in a remote palace to stay far away from her miserable childhood memories. She even doesn't accept to be just like any ordinary young girl who dreams to be married and has a house. Rather, she decides to become economically and educationally independent because work for Jane doesn't merely a necessity for living; it is rather an aim for her., according to Pearce (p. 49). In spite of this fact, Jane insists to have this job and keeps supporting herself confidently as she says, "Had I not been a teacher two years?" (Brontë, 1864, p. 89).

In order to analyse her will of getting such job, Robert Emmons (2003) comments that, aims are usually accompanied by anyone's income limits. So those of low financial state seek to achieve their aims and try hard to make them true. That's because they sometimes have the essential factors to be glad and satisfied; besides

aims represent as a precious gift for them as soon as they achieve them. Basically, people's aims look like the field of the daily discussion when they are about to achieve away from dependability and under the essence of self discipline (pp. 114,117).

Sayers (1998) also suggests that the psychological researches show that despite the fact that inhibition is usually caused by work, yet it still has a positive aspect for anyone in avoiding depression and becomes more capable of improving his personality. In the matter of fact, Interesting experiences have qualities of novelty, of changes from routine and qualities of unity, which relate them to the knowledge that is already possessed. These qualities are in everything around people. Very early in life, humans exhibited a powerful and increasing tendency to be aware of the varieties. As they grew a little older, with the help of language and with the guidance of parents and teachers, they learnt to classify these varieties. Today though they grew up, very fortunately still notice varieties and resemblances but the understanding of what is important forms aim. This aim is a conscious guide to anyone. It has both positive and negative qualities. The positive qualities help to follow the aim, getting closer and closer to it. The negative qualities help to avoid following any other aim. People acquire information with avidity; their understanding of certain problems develops quickly and pleasingly; their progress in them gives them intense pleasure, increases their confidence and helps them to express themselves well. As an individual, someone becomes much happier and as a member of society, anyone becomes more attractive and useful (p. 43).

Ultimately, Naszkowska (2012) shows that Jane is not merely an orphan child with a miserable reality; she rather has the constant need for being an independent character among the severe community situations. The sense of independence resembles an effective motif for her to have a high level of self education in order to rely upon herself economically as she grows up. Undoubtedly, at that time of the nineteenth century in the middle of such a society based on women's inferiority, this behaviour is a challenge by itself. Nevertheless in spite of this conservative environment, Jane achieves her goal successfully (p. 38). Subsequently, Esther Godfrey (2005) analyses Jane's Choice of working as a governess as it seems to be a challenge to the class conflict she was brought up with. Relating this job has been mentioned previously, it takes the role of the mother in the bourgeois families at that time, rather the salaries the governess takes is just like anyone in lower class. This

situation authorizes her to affect the relations of the bourgeois families which make them fear from the invasion of the lower class inside theirs so they prefer to hire governesses from their class. Jane intends to have this career in spite of the difficulties she has faced at Lowood School as a result of the severe conditions that Mr Brocklehurst has early constructed there. She makes up her mind to change her position from the lower class to the bourgeois one in addition to her ambition to have a bigger salary than she receives at Lowood School. So her insisting to work at Thornfield due to that she has confidence in herself which it is the landmark of her character despite the fact that she takes this brave decision depending on her short teaching experience as a teacher at Lowood (pp. 145,333).

Therefore, as a result of the abovementioned social obstacles encountered, it was so hard to be accepted at that time the work of women outdoors, besides it was mainly usual to see them as housewives indoor, especially among the upper and the bourgeois class. While on the contrary of this usual attitude, the young Jane decides to choose to work rather than being a housewife, according to Godfrey (2005, p. 2). This due to she chooses to stand in the face of the familiar at that time to prove her determination to build her present and ensure her future.

The analysis of the novel above reveals that the human basic need is to achieve a degree of satisfaction. From this perspective derives the importance of achieving one's destinations carefully based on a priority of needs. An individual that can identify his goals and work hard to achieve them should make a serious attempt at overcoming the severe circumstances and harsh disciplines that weigh down his or her personality and prevent him from achieving them. With this view in mind, Jane decides to build her personality depending upon her own potentials, the fact that compels others like Rochester to admire her strength and will and wish to propose her. The same way that Jane does not allow herself of being controlled by her miserable childhood conditions, we will see the next chapter how *Amy of Little Dorrit* deals with others opinions and judgements of life based on the same principle of strengthening aspects of her personality which enables her to adopt with her childhood realty at the same time, which may be rejected or even unsustainable by others.

CHAPTER THREE

Self Development versus Discipline in *Little Dorrit* by Charles Dickens

This chapter is an attempt at analysing Charles Dickens' work *Little Dorrit* from a perspective of self-development versus discipline. The aspects of the work this chapter focuses on are the psychological analysis of Amy's personality and the way she treats those around her regarding that she has been brought up inside a prison. In addition to the reason behind that she considers the prison her real home and whether the class conflict has an effect upon her or not.

According to George Orwell (2002), Charles Dickens was considered the most famous English novelist and social critic in the Victorian era. He made all of his efforts to visualize where children lived during the gloomy stage after the industrial revolution. When he was ten years old, Dickens joined the mills where he derived most of his novels' settings. All of what he remembered from these times made him feel sorrow and insult (p. 22).

In a similar manner, John Bowen & Robert Patten (2006) explain that when Dickens was a child, his father had been jailed for thirty years at the prison of Marshalsea because of a debt he couldn't pay off. As a result, Dickens had to work in dark factories stores at the age of ten. This was truly the most painful period he ever faced that he hid it from everyone even his wife. However, after almost twenty five years, he disclosed it in front of the writer who wrote down about his life story events. In particular, these events were not published up to the time of two years after his death at the age of seventy three. In fact, Dickens couldn't forgive his parents for the circumstances he was forced to face as a result of their acts. This is due to his deep belief that parents must have the responsibility to establish an appropriate environment of upbringing children (p. 53). As a result of his suffering during his childhood, he was proud of himself for all the success he gained as a writer. Despite the fact that he even didn't take the opportunity of learning at schools, but with the consideration of the bad educational environment at that time, he really didn't miss out on much. As a result, he had a self cultured mind that he depended on in creating his novels using his own painful memories as a child that even when he grew up, he still remembered and recognized them in every street where he spent his childhood at, as Bowen & Patten illustrate (p. 61).

In fact *Little Dorrit* is one of Charles Dickens' novels in a serial from 1855 until 1857. The setting of this novel is the prison of Marshalsea which it was the same prison where Dickens' father had been imprisoned earlier. The novel is about the Dorrits whose father has been jailed in the prison of Marshalsea twenty years before the events. However, the story begins when William Dorrit enters the prison of Marshalsea because he can not pay off his debts. As a result his wife, son and daughter enter the prison with him where his wife gives birth of little Amy; as her father used to call her. She is the first child who is born in the prison. Then, she is going to be the heroin of the novel. From the beginning of the novel, Dickens indicates that she was raised up motherless inside the prison from the age of eight while her brother and sister were free to go out of the prison, but they act with misbehaviour outside it in contrast Amy who lived inside it. Soon, the events of the novel transfer beyond about twenty years, according to P. Scott (1979, p. 64).

With regard to the fact that Amy was born inside a prison, the widely held point of view indicates that the reality of this setting definitely affects her personality in accordance to the restricted rules she has to obey, while in contrast, when the novel starts, the most essential aspect that Charles Dickens focuses on is the positive reflection of the prison upon Amy. Precisely regarding the years that Amy had spent inside the prison did not reflect the misery of these circumstances upon her attitudes. By this respect, Scott (1979) describes that when Amy grows up, she doesn't only take care of her father in addition to the housekeeping works, she also works hard outside the prison in order to earn their living. Her character is distinguished by kindness and patience without complaining. She works as a seamstress without telling her father because he disguises working with honour and he prefers the deceiving appearances. Dickens develops the plot of *Little Dorrit* as soon as Amy works at Mrs Clennam's house when he uses the character of Arthur Clennam to show the sensitive aspect of Amy's character. Previously in the past, Mrs Clennam had taken the son of her husband and the women he had earlier loved and she decided to raise him up away from his real mother who she wasn't accepted to see her son. Hence Mrs Clennam claimed that he is her own son. Then she sent him far away to China for twenty years, and during this, his real mother died. As soon as he returns, he introduces Amy and has a suspect that she has a connection with what his father had urged him to do while he was dying regarding what had been written inside a watch. It is a phrase of (your

mother, don't forget). Soon after his arrival, Clennam keeps searching about Amy's family till he discovers that Amy's father is the lost heir to a large fortune. Arthur Clennam tells this truth. And because of him William Dorrit pays his debts and he is set free of the prison of Marshalsea. But sooner after a while he loses his fortune and died. The same happens to Arthur that he has been imprisoned in Marshalsea and almost dies unless Amy takes care of him inside the prison. During this, Amy knows the truth about Arthur's real mother but she chooses to keep silent to avoid losing his self-confidence. She supports him till he becomes able to repay his debts then they get married, as Scott explains (p. 66).

Since she was born, her father called her "little Amy"; and this continued after she has grown up when those around her are used to call her "Little Dorrit" due to that either she is the youngest of her family or because she is somehow apparently and physically little and thin. In addition to this name, the orphan girl Maggy; who is from those of the special needs; always calls her mother although that she is in Amy's age or even older than her. In fact, Maggy considers Amy as her little mother for her kindness with her. In fact, Dickens strengthens the character of Amy by this analogy in order to support the kindness and innocence aspect of her personality. Regarding this important aspect in this novel, the name they call her- Little Dorrit, indicates more than her surname, it rather indicates the sense of child innocence inside her. That is what Clennam notices about her character, according to Ronald Librach (1975, p. 547).

However, the novel does not mention how she was brought up there; rather Dickens develops the character of Amy and shows her as a young girl taking care of her father in the prison in addition to that she works hard outside it in order to earn their living. To put it clear, Amy from her early years plays the role of the mother in the prison with all of her family including her father, her sister and brother in addition to Maggy, despite the fact that she was born and brought up motherless. She treats everybody around her with kindness and responsibility. Because of that, her father completely depends on her in everything that she even feeds him (Scott, 1979, p. 133).

Scott also describes that in the beginning of *Little Dorrit*, Charles Dickens illustrates how Amy Dorrit was born in the prison twenty years earlier and there she learnt how to walk and talk as an infant, she spent her childhood inside it till the age of eight when her mother died (p. 132), as we can see when the narrator describes how

Amy spent her early years inside the prison when he says: “this Child of the Marshalsea and the child of the Father of the Marshalsea, sat by her friend the turnkey in the lodge, kept the family room, or wandered about the prison-yard, for the first eight years of her life” (Dickens, 1857, p. 105).

From the beginning of the novel, one can easily recognize some aspects of Amy’s personality that look like at first glance as those of a responsible mother towards all around her, including her father. Regarding her sense of responsibility, Librach (1975) states that Amy has the same sense of responsibility towards Clennam when he is imprisoned, feels sick and he almost dies. She immediately takes care of him as if she was his mother- that he even was not really used to such treatment from his own mother- she does not consider herself merely a woman in love. The reason behind this is that her character is formed to deal with tenderness to all those around her. Furthermore, her inner feeling of calmness with the others gives them such a positive energy. She believes that this behaviour is the only way she can use to give hand to the others who are in need (p. 549).

In order to make Amy’s behaviour clear, Newman & Newman (2012) explain that children’s relations with the others differ according to the age period they have. For example, till the age of ten, their contact is almost limited to their families, while from ten onward; children can find another way to have assistance. In this respect, they may resort to their colleagues in order to share thoughts and decision (p. 369). Moreover, the sense of being an orphan since childhood may yield positive results. Such opinion is supported by some studies which indicate that those who have had the sorrow of one of family member’s death become more rationality, trying to work harder in their studies and they even have more appreciation of the politeness behaviour. In general, they become familiar with the meaning of death, as Packman et al claim (2006, p. 828).

Besides, the sense of responsibility has been discussed from more than one point of view, and one of those is discussed by Andrew Eshleman (2004) who states that attitudes which identify the moral responsible variety of a wide range have been derived from our participation in personal relationships, e.g., resentment, indignation, hurt feelings, anger, gratitude, reciprocal love and forgiveness. The function of these attitudes is to express how much we actually mind, how much it matters to us, whether

the actions of other people reflect attitudes towards us of good will, affection, or esteem on one hand or they rather reflect contempt, indifference, or malevolence on the other. These attitudes are thus participant reactive ones, because they are natural attitudinal reactions to the perception of others good will, ill will, or indifference, and also they express stance of those who are immersed in interpersonal relationships. In other words, being responsible cannot be explicated strictly in terms of an existing practice of holding responsible, rather a possible role to be played by independent theoretical conditions on being responsible would be suggested (p. 76). Accordingly, those around Amy can not see her but the helpful and the reliable one they get used to, as Clennam has implicated from the opinion of Amy's uncle about her when the narrator says:

He fancied that although they had before them, every day, the means of comparison between her and one another and themselves, they regarded her as being in her necessary place; as holding a position towards them all which belonged to her, like her name or her age. He fancied that they viewed her, not as having risen away from the prison atmosphere, but as appertaining to it; as being vaguely what they had a right to expect, and nothing more. (Dickens, 1857, p. 141).

What has been mentioned previously demonstrates that Amy has grown up with a unique personality that differs from the others who are not only her family, but also those who are imprisoned in Marshalsea and she has been brought up with. She identifies both of her commitments and destinations. According to Lewis Horne (1990), Amy's personality is capable of applying the moral beliefs normally without affectation. She always uses self discipline with herself in order not to let the others down. As a result, this behaviour becomes as one of her normal features that she doesn't wait for any gratitude from the others. According to people around her especially those who love her, Amy is always regarded as a child typically for her innocence and kindness (pp. 539,545). Regarding the aspect of her personality which has been discussed previously, Sayers (1998) reveals that from the Marxist point of view, the fruitful working hard is a substantial human action and from this perspective; people may have the chance of self development and improving their skills. Rather, this way of working doesn't take in consideration the people naturally balance between

work and comfort. This aspect is necessarily important because work results not only production, but also suffering that one could not choose it if he doesn't have to (p. 43).

In the matter of fact, Amy's character has the mercy of those who are of firm and honest faith. She deals with all those of around her from this perspective. She doesn't merely reflex her religious belief spiritually but rather on her daily routine, according to Librach (1975, p. 546). To put it in another way, it is believed that the reason behind Amy's improving personality is that adults usually seek to make the circle of their relations wider and this is a good way to strengthen the development of their characters. As a result, they are capable of having a stable contact with the community. They can plan their own way of choosing according to their qualifications. For instance, they will give importance to their properties, their personalities and their beliefs, according to Newman & Newman (2012, p. 371).

However, Amy's realization of her own role in life depends upon the duty she is tied by toward those she cares about. Based on the principle of that she has a deep sense of commitment inside her, she accepts working in low grade works almost hunger in order to earn living for others without complaining. It is believed that the normal individual adjusted himself to his surroundings; therefore he can't be inferior mentally to any other member of society. It is also possible to remove the causes of occasional depressions, fears, irritations, and other such unpleasant experiences and make them rarer in life. Deeply and sincerely planning are demanded to make and carry out well-planned and well-thought out efforts towards self-guidance. Since that is her principle in life, she doesn't feel shame of the fact that they are in need. On the contrary, her advice to her sister is not to accept marry just for utilization. Furthermore, she refuses to use John Chivery's feelings towards her because she doesn't love him. She could even convert all sadness and misery into pleasant reactions from this principle; she doesn't give hand to her father and Maggy alone, but also to Clennam when he is imprisoned, as Scott, P. (1979) concludes (p. 136), and we can grasp this description when she regards the taking care of Clennam as her responsibility as the narrator says:

She nursed him as lovingly, and GOD knows as innocently, as she had nursed her father in that room when she had been but a baby, needing all the care from others that she took of them. (Dickens, 1857, p. 1073).

In order to analyse Amy's behaviour towards those around her and in order to identify whether her attitude has been derived from the empathetic motivation or from the commitment one, Stephen Darwall (2018) shows the importance of empathy that it does not simply mean copying others' feelings or thought processes as we imagine them. Rather, we place ourselves in the other's situation and work out what to feel, as though we were they. This puts us into a position opposite the other's feeling or dissent from it. Meaning is to sense of the propriety of others feelings, whether, that is it warranted or not. If we cannot enter into an angry person's sense of a situation that provokes his anger, we will feel that this anger inappropriate. Or if a person laments his misfortunes, but bringing his feeling to ourselves does not affect us similarly, we will not share his grief but think it unwarranted. From the first-person perspective of a person having an emotion, one's situation presents it as providing some warrant for the emotion (p. 112). This doesn't mean that one must believe the emotion warranted, not even in any respect, and certainly not all things considered. Rather, things will seem to one as warranting the emotion. It will be to one as if one's situation gave one reason to feel as one does. The second point is that if one is inclined to believe that another's feelings are not warranted by his situation, this will make it more difficult to share them through empathy. Indeed, one's relative inability to empathize will itself be an expression of thinking the other's feelings to be unwarranted. When we do share others' feelings through empathy, consequently, we confirm their feelings (Darwall, 2018, p. 112).

Unlike the general findings arrived at by Dian Hogan (2004), the reality of Amy's character shapes an exception somehow. To clarify this, Hogan finds that the psychological studies stress on the role of childhood stage in improving futuristic adults' skills and qualifications. For instance, adults who didn't receive education in childhood, find it so difficult to compensate it after that, this proves that children are naturally qualified to educate more than adults. And also so many features in adulthood have their basics in childhood (p. 29). In fact, this interpretation differs from what Amy's character actually reflects. However, Amy's behaviour that has been described above has another psychological aspect as Hogan argues. In general, the stereotyped perspective of childhood and immature children is that they are merely creatures live in their limited and unreal world. They are used to be controlled rather

than being reliable and dependable. And this perspective is even applied on literary texts. But this opposes the fact that the reasonable, modern, educated, successful and independent adults of today were basically those creatures mentioned above. Subsequently and from this perspective, Hogan concluded and reveals what Freud finds that anything inside mature brain was essentially stuck from childhood (p. 33).

Since Amy was born in a prison and continues living there till she becomes a young girl, this means that those long twenty years she has spent inside the prison establish a special kind of connection with it. In simple terms, Amy doesn't really regard Marshalsea as a prison due to, from one side, she considers it literally her house; since she spent all of her life there and she has no where else to live in, and from the other side; it is true that Marshalsea is a prison for her father and for the other inhibitors, but it is not for her because she is free to go out of it whenever she wants. In contrast her younger sister and brother who they were children when their fathers had been jailed, and despite of this they didn't get familiar on it like her. As a result, Amy almost has no reasonable reasons to reject it.

Actually, this fact is in contrast of the social studies standards which are adopted from researchers like Bronfenbrenner (1979) who explains that those children who experience circumstances of being under the governmental interference are in need to communicate with mature people who should take care of them. And this perspective is proved by the psychological researches which indicate that the detachment circumstances of the prison do not only affect the prisoners, but also everybody work there including guards and employees; specially those who spend a long term of their life in prisons. As a result of these circumstances, the efficiency of improving personality, skills and finally attitude will be affected (pp. 142,162). In fact, these results are in contrast to Amy's case where she broke this social norm that she has a special kind of personality endurance and adaptation. In fact, Marshalsea for Amy is not a jail, it rather means for her safety and protection just like any other home, according to Horn (1990, p. 544). Besides, this point of view is supported by Scott (1979) who predicts that even though Amy and her family have faced the same circumstances, but she works hard to have a special personality which it is completely unlike them. Scott also adds that since Amy was born in the prison of Marshalsea, it becomes naturally her house. She really belongs to it and gets familiar on it.

Furthermore, she doesn't have the reasons of hating it just like the others who have lived outside it before. That's why she really feels missing it during the tour in Italy. On the contrary of her family who never had the same sense during the long years they spent in the prison and that is the reason behind after they leave it, they attitudinize and act the same false hearted (p. 137).

Scott continues that the circumstances of Marshalsea enable Amy to have an extremely self determination. She even deals with the family's sudden finance change calmly. In fact, under the economical change and wealth manner the Dorrits have, all of the family members have deeply changed not only apparently, but also in their way of thinking. In contrast, Amy considers this change superficial and it doesn't affect her basic principles those she was used to. However, she considers this new well-off living somehow unfamiliar. She always calls back her memories of Marshalsea; although it was really a jail, but she got familiar on it, its chambers and even its iron bars. She almost thinks of this change as a dream and she soon will wake up from it and go back to the reality of her life in Marshalsea. During this travel, whenever she has a look for the silent roads of Venice, she feels loneliness in spite of all the family members is joining her. In her past days of Marshalsea, she misses the busy day and night she had. She was used to be responsible of others in her life like her father, Maggy in addition to people she was brought up with (pp. 138,140).

Scott also maintains that her past usual role of responsibility and take care of others pleases her in contrast to the days of the travel when there was more than one who was under her father's service. When she has joined the tour to the Alps with their attractive and natural atmosphere, she becomes more realizing the facts around her. This period of prosperity makes her feel more sympathy with others, have a bigger amount of responsibility, and this is the reason behind that the fortune doesn't affect her principles. In addition to that she has a strange feeling of the new life that is waiting for her, but she still true of herself and refuses dealing with anyone with arrogant. Depending on this attitude, she has the ability of helping Clennam, empowering his potentials and healing his destroyed moral beliefs when he enters the prison, even though she herself at that time has faced hard situations of her father's death and the losing of their fortune (p. 186).

One of the positive aspects of her character is that she does not have the sense of being shamed that she and her family live in a prison. Her self confidence is clear when she deals with those who belong to the upper class, which makes her gain self respect in addition to the admiration the others feel for her. Petch (2008) stresses that Amy remained true even when her father received his inheritance and they all had prosperity conditions. Not only the suffering of pressure which is exerted by the darker aspects of poverty makes her construct a self respect, but also the consideration of others working hard for earning their living. Therefore Dickens' fine analysis of social forces and his lyrical impulse find rich expression in his visions of the real behaviours among society. Those visions assure the human capacity of endurance and triumph amid the uproar of the noisy, the eager, the arrogant, and the vain (p. 105). Regarding this aspect, Scott speculates that in *Little Dorrit* Dickens shows Amy proud of herself despite the fact that she is poor. That's obvious in the way she regards her work as a seamstress. In order to earn living for herself, her father and even Maggy sometimes, she has to work at rich people. She never feels envy to them despite the fact that they don't belong to her working class and live in well- off conditions. Rather she deeply reacts with the suffering of those who belong to her social class and to those who endure poverty like her. Accordingly, it is believed that self care, self-discipline and training have not only cured the psychological problems, but also they help to build such a kind of character distinguished by the ability of enjoyment and the leisure of work (p. 124). Scott continues that high principles secure triumphs over the individual weakness. Self-guidance and self-development will complete the task of protecting the high principles. As the latter has helped to bodily health, to the right adjustment of the body to the ecological factors, so the former will help to mental health, to complete the personal adjustment to the ecological factors. From this principle, she takes care of Maggy who she even considers Amy a (little mother) for her. Besides, living her childhood in Marshalsea in restricted circumstances further more the losing of her mother in early age makes Amy have the real sense of motherhood to Maggy. To make it more plain, the parenthood can be found between two people who are practically on the same age and unrelated by blood despite the fact that Amy is probably not least rewarded for her generosity of taking care of Maggy who depends on her. She at nights of their being locked out of the Marshalsea, draws and plays with Maggy without

complaining that she is tired of work outside or inside the prison (p. 124), that explains the happiness Amy feels as Maggy is exited when the narrator says:

When he saw how pleasure brought a rosy tint into Little Dorrit's face when Maggy made a hit, he felt that he could have stood there making a library of the grocer's window until the rain and wind were tired. (Dickens, 1857, p. 153).

Moreover, Amy plays the same role of commitment towards Arthur Clennam when he enters the prison. She takes care of him at the times of his weakness, illness and the negligence of the others, just as she did previously with Maggy. Robert Emmons (2003) explains that in general Amy's behaviour can be explained by the self satisfaction aspect; and in order to get it, it will be better to put forward aims and plans to achieve them. Those aims are going to direct destinations accordingly. Although some specific aims may cause pressure that it is not easy to bear and even may result unhappiness and tribulation besides some aims will be better to be achieved with the assistance of the others. In general, not all aims are suitable to adopt. It demands reason to judge whether this aim is appropriate or not. In addition to the ability of distinguishing the right aim, the rational character can also follow it perfectly, insistently and finally can avoid problems. However, in order to maintain communication with others, the faculty of keeping attachment with taking care of them are demanded rather than dominance of them. This faculty qualifies a mutual connection that derives from confidence and effectiveness, besides; it forms one of the essential psychological growth standards (p. 122).

More attention is given to the reaction among people both to the conditions and attitudes by the psychological researches. Usually, people's actions and also the connection among them are restricted by the society interacts in specific situations and circumstances. Accordingly, these actions are either inside the family or outside it. As a result, people have common interests. During the life stages, one alters its attitudes in accordance to the daily requirements regarding the expertise and realization. Subsequently, this alteration could be unacceptable when it happened unexpectedly, precisely with children. For example, they would be independent and self-supporting and they will be used to not getting help from their families or the establishments which they take care of them, according to Ole Dreier (2011, p. 4).

Dreier also insists that people are influenced by the circumstances they derived their attitudes from, which are associated with bigger circle of connections in the society, and then they will be qualified to share more difficult community actions. This means that from the psychological perspective, people's requirements seek coincidence in their different actions. Actually, People realize that in order to achieve their goals, they should maintain the varied community connections. And this demands understanding of these connections. In addition to those people should identify what is substantial to keep working for having the appropriate arrangement of getting it. However, the connection with others demands daily regulation of different requirements and connections, and because of this, they have steps to poise both the community connections and requirements. One of those steps should be taken inside the family (p. 7) .

It is well known that the regulation actions inside a family may be directed and controlled or not. Besides it is also well known that personality is one's view which resembles what he likes in his relationship with other people. It is always being expressed in his bearing, in his talking and in his actions towards others. It is impossible to show fine qualities of personality without at the same time having an able and well-developed mind. As a successful plan demands that people should precede step by step and in order to gain goals, the plan for self-development will be outlined under the order mind of character development, temperament development and the development of personality (Dreier, 2011, p. 11).

In fact, the opinion of Scott regarding Amy's case is different. He claims that although Amy was brought up in such miserable conditions of the prison, but she fortunately has been educated. In spite of the superficially levels of education she has, but it adds to her personality a kind of realization to contain her family's members patiently. Besides because of Amy is still true of herself with her endure and kind personality, she success to win the love of Clennam who does not give consideration to the class conflict between them in addition to the truth that she has lived all of her life inside a prison and they get married with the shadows of the Marshalsea behind them. *Little Dorrit* has moral lessons especially what the prison of Marshalsea represents with all of its darkness and hard situations. It is really like an ordeal for both of Amy and Clennam (pp. 181,193). Rather Marshalsea represents the personal inside

confusion, and it also may represent the earth where Man lived after his eliminating from Heaven as Lewis Horn clarifies (1990, p. 537).

The analysis above of *Little Dorrit* discovers the human ability to alter extraordinary conditions into their positive aspects. From this perspective derives the need to preserve the moral behaviour even though the general atmosphere is inappropriate. An individual that feels of high range of commitment towards those around him, ultimately will gain others respect and love regardless severe circumstances and harsh discipline which confront him. With this view in mind, Amy deals with others basically from her appreciation towards them in addition to that her personality is basically distinguished by kindness, sympathy, proud and obligation which are perfectly employed by her and become the natural features of her personality. Ultimately, Amy has succeeded to gain the admiration and respect of those around her especially Clennam who loves her without giving attention to the fact that she was brought up in a prison and belongs to a different class of him. The same way Amy success to direct her choices regardless of the prison surroundings where she grew up, we will see in the next chapter how the young Jim of *The Empire of the Sun* thinks about his potentials when he is confronted by extraordinary conditions comparing to other children. Adding to this is the fact of being alone facing difficult circumstances and the way he deals with the sudden yet striking lifestyle change.

CHAPTER FOUR

Self Development versus Discipline in *The Empire of the Sun* by J.G. Ballard

This chapter is an attempt at analysing J.G. Ballard's work *The Empire of the Sun* from a perspective of self development versus discipline. The aspects of the work this chapter focuses on are the psychological analysis of the young boy Jim Graham – Jamie's personality before and after the internment and the positive impact of this incident on his self- development, the impact of the camp in the light of discipline and reality imposed upon him, and finally the effects of the individuals him according to the diversity of class and cultural backgrounds. The young boy's self development and the positive aspect of his behaviour are examined in relation to the severe and harsh circumstances in the internment camp where he had to spend his time.

James Graham Ballard (1930- 2009), the English novelist, short story writer, essayist and satirist was born in Shanghai and died in London. Ballard lived In Shanghai until 1945 in two completely different lives, the first one was at Shanghai International Settlement which was under the control of the British and the American forces with the dominion of Chinese authorities, and the other was in Lunghua civilian camp after the Japanese invasion, according to Jeannette Baxter & Rowland Wymer (2012, p. 1).

Ballard's childhood in Shanghai had inspired him later with the writing of his novels, especially regarding the first period when he was living in the Chinese city – Shanghai with a great deal of privileged life compared with the second period of his childhood when he and his family were forced to spend the last two years of the Second World War interned in a civilian camp. Finally after the end of the 2nd World War, Ballard went back to England, which despite being his native country, but he couldn't cope with its pale and sad atmosphere and in his mind, Shanghai stayed his remote and glamorous city, as Baxter & Wymer illustrate (p. 181).

In some of his novels, Ballard formed characters whom the physical environment reverted their innate nature to an egocentric one. Importantly, Ballard throughout his works simplified the real world rudeness regardless of the middle class psychological overlapping in different time and place, as Baxter & Wymer find (p. 201). However, J.G. Ballard's fiction can be distinguished by its adjective 'Ballardian' which it is defined by the Collins English Dictionary either firstly as (adj) of James Graham Ballard (born 1930), the British novelist, or his works. Or secondly as resembling or suggestive of the conditions described in Ballard's novels and stories, especially dystopian modernity, bleak man-made landscapes and the psychological effects of technological, social or ecological developments. However, the adjective of 'Ballardian is the most important thing relating Ballard's literary works Ballard has been formerly recognized into the English language due to the bright imagination and the distinctiveness view of modernity he has, according to Baxter & Wymer (p. 1).

J.G. Ballard's *The Empire of the Sun* is a war novel set during the Second World War in 1941. It should be noted in accordance to the author himself that this novel can be considered as his own semi autobiography due to the parallels which can be clearly drawn between him and the young boy Jim Graham – Jamie regarding the similarities between both of their childhood in addition to the experiment of the internment camp. Ballard explains how his childhood experiences had inspired him with the writing of *The Empire of the Sun*, as Baxter & Wymer state (p. 211).

However, the protagonist of the novel is an eleven-year-old spoiled British boy named Jim Graham- Jamie, lives in prosperity with his parents in Shanghai International Settlement. His family is from the upper middle class. Suddenly, because of the invasion of the Japanese to the settlement after the attack on Pearl Harbor, Jim's family is forced to evacuate their house in the settlement. Moreover, as a result of the chaos that happens all over the city, he is separated from his parents and still alone in streets of Shanghai until he is arrested by the Japanese forces and put in the internment camp in Suzhou with other British and American prisoners. Some of them are so kind with him like the Vincents, Dr Ransome and Mr Maxted. He stays there for four years in very bad conditions. This novel exhibits the severe circumstances and harsh conditions Jim faces at the internment camp alone without his parents, how did he employ these different circumstances which were completely different compared to his

pervious life. Despite the fact that he is just a little boy, the harsh of this experience in addition to some bad people whom he is encountered by in the camp- like Basie, Jim success to overcome the obstacles and can develop most of his personality's aspects compared to the period before the internment, as Baxter & Wymer (p. 182.232) claim.

In *The Empire of the Sun*, Ballard shows Jim's character when the novel starts as an ordinary child of the highest level of the middle class. He has lived with his parents in a big house with servants. Regarding the fact that he is eleven years old in addition to the idea that he lives a fairly comfortable life and he is the only son of his parents, Jim's character at the beginning of the novel is distinguished by superficiality yet selfish behavior. He lives inside a settlement with prosperity away of Shanghai poor people. His life, as Andrew Gordon (1991) describes, is lived as if everything around him was simple as a game. Yet according to his plain imagination, the young spoiled Jim thinks that war is just a kind of game, he sends light signs to the Japanese forces which makes them react by bombing his house, then when Jim's father comes to see him, he immediately says that he didn't mean to do it and he thinks that because of him the war has been started (p. 214).

As a result of the fact that his life was isolated from the lives of the poor people and their poverty and hunger, in addition to his ignorance of the dire consequences of war, Jim admires war so much. In the matter of fact, this is understandable because sometimes what adults see as disastrous, children like it as it is an exciting thing. With Jim's case, there are so many identifications between war and his imagination, besides, his conception is so active and at the same time so confounded that he often resembles war as a huge view from the beginning when he has begun to dream of wars. Even the armed conflicts he witnesses in the streets alone is for him just like a picture, because in the unconscious mind he really suffers from living in a day- dream that he doesn't really want to wake up from, he always lives with the admiration of wars and that's why he feels over activity when he was with his parents and this belief continues after his separation from them as a compensation of his inner fears and an explanation of his attitude. Even when he has lost his parents in the chaos, he gets the lorry with an unknown childish delightful shouting in spite that his face is bleeding meanwhile, as Gordon describes (p. 212).

Ballard in *The Empire of the Sun* shows the inexperience of Jim's character before the internment period indicating that everything happens in a way that makes him deal with danger as a game. The irresponsible aspects of his personality are clear. In simple terms, with the reference to the childish understanding of Jim when he was in his house with his parents, Ballard tries to strengthen the superficial aspect of his realization before the internment. This is as a result of his limited connection with the others. To put it in another way, Jim's disruption is justified because of some reasons. Firstly, he is a child with an active and imaginative faculty which doesn't let him distinguish the differences among vision, fun and real things. Secondly and the most important that when he was living with his parents, his life was completely different and isolated from the outside of his big house in Shanghai where people suffered from severe poverty. Those two contradiction lives are just like a dream, but Jim wakes up from it by the Japanese occupation which causes chaos in Shanghai streets when he is forced to wander alone like other orphans the streets are full of them (Gordon, 1991, p. 213). When he is forced to wake up from his dream, he finds that he lacks the connecting with the others. That's due to, according to Elder et al, it is believed that in society, the closely connected relations expanded out of the range of the family to friends, instructors and even to the houses nearby. It is supposed that the affirmative effectiveness can substitute the passive one. For example the affirmative school conditions including friends and teachers could make up the child's passive conditions of his family and even the next door houses (p. 32).

In addition to what has been mentioned above, when the novel begins, Jim is just a child of eleven years old, means that he is at the beginning of his adolescence. Hence, the sense of egocentrism may be normal on the whole. To clarify it, adolescents often reduce their egocentrism which in early maturity they have a feature that probably impact their contact with others in addition to the way they are used to deal with problems. However, this feature is they think others also have a deep absorption of their thinking. They probably think that they are the focus of anyone else interest. Furthermore they don't think that others are all at the same level of the occupation in their own responsibilities; on the contrary, they may imagine their ideas are in the center of the others mind. As a result, they create a restless self consciousness and causes unsuitable relations. The absorption of the notion that others who care about someone closely could be a significant aspect in transferring attention, moving toward

the others in addition to their points of view about him, yet giving more attention to this could develop self consciousness. Any way, Egocentrism causes difficulties at adolescent stage in addition to any other stage that needs extending acknowledgment, so people depend so much on their behaviours and understandings to less tension relating doubts, as Newman & Newman suggest (p. 395).

Equally important to the previous analysis it is Ballard's use of the themes of cultural breakdown and the loss of family, the son seeking for parents, the virtue of childhood, the need for connecting with larger one and finally the overweening energy by Jim. Henceforth, Jim of the eleven-year-old showed through his childish view the reality of war, its illogical crushing of all and what it imposes on them regardless of their age. The basic fear Jim has faced when he is forced to have been separated from his parents and lives in very different and even dangerous conditions for a child in his age according to Gordon (p. 211).

Furthermore Roger Luckhurst (1994) describes that after losing his parents in the chaos and his useless wandering in the city; Jim decides choosing to give up to the Japanese. It is a brave and an intelligent choice, like the strategies which soldiers try in the battle when they surrender in order to keep themselves alive. He thinks that he can find a little amount of safe at the prisoners' camp (p. 698). Rather, when he is put alone in the internment camp without his parents, he has to behave like the older ones.

As soon as he surrenders to the Japanese forces, he is transported out to the internment camp, and then he begins to recognize gradually the meaning of being alone isolated from his parents. This is the real onset of his character's transformation as Elder et al (2015) comment on the significance of all childhood phases that are living without one of the parents or with neither both of them. It is an essential period of an individual where that event could make a great impact on his or her personality (p. 30).

After Jim's internment experience and being under the pressure of harsh circumstances and discipline which he suffered, he begins to change almost all of what he was accustomed to earlier in accordance with his new position demands. For instance and as a consequence of this hard feeling, Gordon (1991) reveals that, Jim finds in the internment camp a strange connection between his great admiration of

planes and the missing for his parents. Whenever he is starving or feels bitterness of losing his parents, he expresses his nostalgia to them through passion of planes. He even imagines that the wings of the plane are just like his parents arms that he throws himself on it trying to remember them with a big suffering and sadness. Accordingly his fondness for planes expresses his yearning to his lost parents. He even thinks that they rest in Heaven. Death means for him salvation comparing with the miserable condition in the internment (p. 215). As he is expressing his passion of planes besides what he feels about the missing of his parents to Basie, he says "I'm going to be a pilot, Basie, one day. I'll take my mother and father down to Java. I've thought a lot about that." (Ballard, 1984, p. 258).

Similar cases of Jim's missing to his parents have been analysed by Philip Newman & Barbara Newman (1978) as they state that when a child is forced to be separated from his parents, he will suffer from fearful, disturbing and a kind of sentimental pain (p. 18). Correspondingly while the camp has been bombing during a raid, Jim rushes on to the ramshackle temple roof followed by Dr Ransome, shouting and waving as if he would fly with the planes, rather the planes pull away. As a result of this tormenting moment, Jim can't continue expressing his sad feelings because he doesn't even sure whether his parents are deceased or not. And if they still vivid, he wonders if he will meet them again, as Gordon (p. 217) describes. He feels nervous breakdown and falls crying that he actually can't even remember his parents' faces, as the narrator says:

During the past year Jim had gradually realized that he could no longer remember what his parents looked like. Their veiled figures still entered his dreams, but he had forgotten their faces. (Ballard, 1984, p. 133).

Gordon (1991) continues describing how Jim collapses which makes Dr. Ransome holds him just like a little child. Then immediately, Jim poises and controls himself as if he was unconscious at the top of the world and tries to spell the Latin word (*Amatus sum Amatus es Amatus est.*), this behaviour shows that he wants through the sense of this elation to deal with his invisible missing of his parents. It is a visual reaction covers the true act. He wants to protect himself from worry, actuality

and the acceptance of risks, absence, dismissal and frustration (p. 217). In like manner, Newman & Newman (1978) comment that in early maturity and while they are improving their elasticity of ideas which they are with the formal point of view, adolescents often reduce their egocentrism, however, it probably impacts their contact with others and also the way they use to deal with problems (p. 16).

In fact, Jim connects his passion of planes to his missing of his parents and in order to hide the hard feelings of deep sadness, sorrow and discomfort for a kid at his age, he keeps himself amidst the intentional constant busyness. In the matter of fact, the sense of nostalgia for his parents is covered with behaviours which are illustrated for instance throughout his passion of planes as a substitution of his parents. That's obvious in his reaction as the camp is being attacked by a raid. This reaction isn't expected from him when everyone is really afraid. Jim unlike the others rushes to the top of the rickety temple waving with excitement thinks that the planes will release him from his internment and get him back to his parents. Besides, the photo on the wall where he sleeps in the camp is for a baby with lovely parents' eyes watching him. It also exemplifies Jim's missing of his parents. And finally, his cherishing on the Welsh song "Suo Gan", to soothing a baby in the cradle, is another proof about his deep missing of his parents. The lyrics of this song are about a mother reassures her baby that he finds safe, love and comfort on her bosom and she protects him because she is his mother. She tells him not to be afraid and that nothing can even arouse him from his safe sleeping on her bosom. This shows how much Jim misses his parents especially his mother who represents rest and safe for him, as Gordon finds (pp. 217,218). As we can notice from the magazine's photo he keeps of a baby with his parents looking at with love when the narrator says:

This unknown English couple, perhaps dead in an air raid, had almost become his mother and father. Jim knew that they were complete strangers, but he kept the parents alive, so that in turn he could keep alive the lost memory of his parents. The world before the war, his childhood in Amherst Avenue, his class at the Cathedral School belonged to the invisible film that Mrs Vincent watched from her bunk. (Ballard, 1984, p. 137)

Not only Jim's missing of his parents is difficult, but also the harsh conditions in the camp. Subsequently, the way that some deal with towards circumstances which encounter them is discussed by Serpil Opperman (1999) when he refers to the nature/culture dichotomy where discipline and self- independence can be applied practically (p. 34). To make it clear, Jim looks like a wildness tweeter bird, when his actions are examined it is found that he has a sense of wildly emotional and exaggerated reaction which it is a kind of obsession when ego and ego ideal have been merged with each other and in this case, the one who is with a good feeling of himself can cancel his routines, his regard to the others, and his self criticism. The obsession could be a cure for anxiety and hard self blaming that may cause sadness, as Gordon suggests (p. 216) . This is obvious when he rushes out during the raid as if he got used of danger or even of loosing anyone when he says "I'm here, Dr Ransome. I think I was nearly killed. Is anyone else dead?" (Ballard, 1984, p. 153). This is another instance of his adaptation of war attacks.

One of his positive ways of adaptation inside the internment camp is his good relations with the Japanese and the Americans unlike the British. However Gordon indicates that his open relations with the Japanese from one side and with the Americans from the other opposes to the British reservationist behavior in the camp. With this in mind, Jim makes very good relations with the Japanese who are considered his jailors which gives chance to communicate with them especially Sergeant Nagata who also learns some English words from Jim, according to Gordon (p. 219). As we notice how the Japanese sergeant used to say in English whenever he look at Jim wandering and moving actively inside the camp: "Boy, difficult boy". (Ballard, 1984, p. 157).

Yet, Jim's dedication to the British inside the camp has become an essential part of his personality, including his special relation with Dr Ransome and the Vincents. With this purpose, it is important to understand the way of employing power by people as a transition method in order to make use of their goals when they see the resistance power stand against them by class, origin, faith, principle, functions and habits, as Gordon suggests (p. 220). Regarding such behaviour, according to Zapf (2010) that as a result of the fact that people are encountered by the ecological factors, the connection between humanities and living world is considered a fundamental

factor. Besides, it has to be in front of the understanding difficulties which arise between the natural science and people of two cultures. No obvious difference between those two fields is identified because the mankind culture is an essential part of the ecological activities and it is innate of them in addition to their cultural behaviours (p. 136).

However, people differ in their ability of populating the ecological activities in accordance to the obstacles they face. If two people have the same obstacles but their ability of populating are not the same, the results definitely will change. Besides that the ecological intellectuality concerns with the inside conformity, cohesion, or reasoning and dropping out the outside environment, according to Todd & Gigerenzer (2012, pp. 11,14). That may clarify Jim's relation with the Japanese. Means, with the reference to his connection to the Japanese, he thinks that the learning of Japanese may be useful for him. He could fend from them as they are smashing everything furiously and beating the prisoners including Dr Ransome. During these hard times, Jim rushes and kneels in front of Japanese feet, begging them in Japanese in order to calm them down. As a result, they stop beating Dr Ransome and he is saved by the help of Jim. This is Jim's way of dedicating for the sake of the others. Actually, his self hard working in learn Japanese opens in front of him good relations with them. In the matter of fact, it is a very intelligent and unexpected way of thinking from a boy in his age, as Luckhurt describes (1994, p. 690).

In *The Empire of the Sun* Ballard uses the action associated with war in order to develop Jim's transitional character. Consequently, Luckhurt notes that when Dr Ransome asks Jim to give him a hand in the hospital he immediately accepts with his dusty hair soon after the raid. Jim doesn't give more attention or even feels afraid from the raid or bombs (p. 690). To clarify this behaviour, Jane Heal (2003) explains that in order to recognize the psychological concepts, it should be understood that many have specific interactions which are basically a result of more and more outside actions. However, those reactions are in order to result moreover actions that at last unite together to shape the behaviour. In order to have a rational conception of a specific action, the function of the specific purpose –explanation is required (p. 28).

Elder et al (2015) imply that the transitive practices throughout life demand personal actions, circumstances factors, the past organized practices, and the impact on others. In fact, even though that many aspects control people, adolescents have a serious job on themselves in establishing their own lives by their options. Since people build up their lives throughout options and acts they make up within chances and they focus on the past besides society conditions. In short, people have options in accordance to conditions they face as a result and in order to influence their own stances and options they make a deep connection between the transformation of society and life stages (p. 29).

Correspondingly and in order to apply the previous analysis on Jim's actions after the internment, some behaviours can be identified including the over activity, the quickly rushing, the continuous having fun and games, the imagination he has in particular the diversity of ideas with clear and rapid thinking, the permanent feelings of joy as he expresses the risky actions, the getting rid of worry and any negative feelings, the using of religious sharp language sometimes, the excited way of talking and finally, he looks like someone walks while sleeping or awaking of an extremely joyful dream. This kind of character may be a sleep walker. This kind of behaviour may be experienced by adolescents as well as matures depending on their frequent resumptions, sharpness and finally their case as a traditional signs or as a completely impulsive curiosity, according to Gordon (p. 213). As it is clear when the narrator says, "Jim knew that he was awake and asleep at the same time, dreaming of war and yet dreamed of by the war". (Ballard, 1984, p. 204).

What has been analysed above from the behaviour of Jim can be applied in accordance to the individual's ability as well as requirements which they are basically the reflection of the individual himself and the society he belongs to. Basically, those reflections are the result of the major individual working hard. Throughout dealing with the ecological factors and their relations, people alter their own traits. And by working hard, they can improve their abilities and efficiencies, according to Sayers (p. 48). However, while he stays on the camp, Jim always keeps himself busy by giving hand to all of the prisoners there for example the Vincents whom he almost lives with. He also makes good relations with the Japanese soldiers. Along with this, he tries

every thing that makes him still safe for example, he is convinced the idea that he should keep himself healthy in order to stay alive and because of this, he eats the weevils as Dr Ransome had told him. He eats these insects in order to have the useful proteins, although everyone else in the camp washed them away, according to Baxter & Wymer (2012, p. 230), as we can discern from the dialogue between Jim and Mrs Vincent below:

“Right. But we should eat the weevils, Mrs Vincent.”

“I know, Jim. Dr Ransome told you so.”

“He said we need the protein.”

“Dr Ransome is right. We should all eat the weevils.”

Hoping to brighten the conversation, Jim asked, “Mrs Vincent, do you believe in vitamins?” (Ballard, 1984, p. 141)

Speaking about the Vincents and especially, Mrs Vincent whom he considers somewhat like his mother, it should be noted that Jim has spent his childhood moving from one bad nanny to another. One of them is the Chinese servant who smacks him; the other is the Chinese chef who throws the boiling soup at him. They act with him in that way after the Japanese invasion when he becomes alone, then Jim has Mrs. Vincent who is exhausted and ill and he takes care of her and not the vice versa, finally, there will be the effect of Basie, in fact it is notable that Basie may represent another shape of Jim’s nanny with all of his confused character. He always uses Jim badly but in spite of this, Jim finds in Basie his last resort to run away from the internment camp. In fact Jim’s fellowship to Basie due to, from one hand, he looks for a substitute mother as compensation of his missing mother, and from the other hand, Basie keeps promising Jim that he will take him when he escapes from the internment. As a result, Basie has used this need of Jim in bad way making him obey his instructions because he becomes an ideal person for him, as Gordon reveals (pp. 218,219).

Elder et al (2015) suggest that during life, someone’s options in specific stances give an essential and fictional act for life. And within any transformation, people are in front of options and they make up their minds according to their awareness, methods, chances and focuses. Options have been also treated as a methodological interest due to that the post presented distinctions change advantages results in addition to they

help with the realization of causes and effects (p. 38). Therefore, by applying this concept to the reasons that make Jim communicate with others whom may apparently look different from him intellectually or they even belong to another race, one can notice as it has been mentioned earlier from his relations for example with both Basie and the Japanese pilot the described principle of the causes and effects.

Regarding his relation with Basie, it seems that he does whatever Basie wants, but the causes of this obeying are his hope of escaping from the camp with Basie. As a result, he is ready to do whatever Basie asks, for example, according to Gordon (1991), when Basie asks him to check the barrier of the internment, the guards almost will discover him, but fortunately he has been saved by a young Japanese pilot who tries to disperse the guards attention which give Jim time to hide and still alive. However, here is the other shape of relations Jim has in the camp, but it differs from his relation with Basie by its causes and effects. Regarding this, it is obvious that from this time and despite his difficult situations, Jim refreshes his passion of planes as he looks at the Japanese pilot and has a beautiful sense of friendship with him. Actually, Jim behaves without any restrictions of racism even though with enemies. By his turn, the Japanese pilot also shares Jim the passion of planes as he is regarded one of the Kamikaze pilots (suicidal pilots), as they called them in Japan. From this time, whenever Jim sees that his Japanese friend is about to take off his aircraft, he raises his arms with the salute and starting his Welsh hymn "Suo Gan". This has a nice echo at the young Japanese (p. 219).

After the loosing of Japan the war, Jim meets his friend who is in a miserable manner; he calms him down then the young Japanese tries to cut an apple with his sword, unfortunately Basie and his companions thinking that he is going to kill Jim, they shoot him and he dies, as Luckhurt describes (1994, p. 697). Although Jim tries hard to save him, yet he casts his hymn of bringing the dead people back again as he believes, rather he doesn't give up until he accepts the fact that he has gone. Obviously, Jim deals with the situation positively by making up his mind to leave the bad companionship with Basie and deciding to stay alone by himself and going back to the camp in spite of his hard feeling of loneliness, starving, and exhausting manner (Gordon, 1991, p. 220).

Starting from the concept of causes and effects that has been presented previously, and by merging both relations with each other to clarify their effects on Jim, it will be clear that the death of his Japanese friend has the greatest impact on the clarity of the truth of his relationship with Basie. This event makes him decide to stop following Basie without thinking. Accordingly, he prefers to return back to the camp and staying there alone rather to join Basie and his gang to the unknown.

In *the Empire of the Sun*, Ballard uses the setting of the internment camp, and also the severe conditions Jim has faced to emphasize the positive change in his personality during the years of harsh internment which was obviously clear. And one of the important events which cause this change is the death of his Japanese friend who shares him the admiration of the planes. It is an important event in his life because at that time he refuses to join Basie's gang; instead he decides to stay alone in the camp. When they leave him, he reads the newspaper, so now he realizes that the 2nd World War has been ended, but he is also afraid that there is will be another one. That indicates his wide understanding of the truth reality of the world around him, regardless of his young age, according to Gordon (1991, p. 219).

To complete what has been discussed earlier, Baxter & Wymer (2012) illustrate that although he has left Basie and become alone; he decides to go back to the camp. That's because he realizes the fact that he can not correspond with Basie and his friends in their bad works. Of course it is a very brave decision, for a boy in his age, to leave a group of people and stay a lone. Eventually, Jim stays alone in the camp until the American forces come to save him. Then he is put at the orphanage until he is reunited with his parents at the end of the Second World War. He is now fourteen years old and of course that he isn't now the same old young Jim; he realizes that there only one part of his mind will leave Shanghai while the rest will remain there forever (pp. 182,199).

On the whole, Heal (2003) demonstrates that the expectations about behavior are based on the intellectual inputs (whether they are true or false) and how the psychological situations connect with the ecological motives or with another psychological situations and behavioral status. When that inputs are false or insufficient in different places. It is expected from those places to reject them (p. 68). Besides, at the beginning of adolescents transferring of control demands power to

know that people's realization can not be engaged by the others and due to the fact that society is so diverse that goals and aspirations can potentially vary accordingly, adolescents also have to gradually discover life goals in an orderly and understandable way that enables them to realize the need to share others interests (Newman & Newman, 2012, p. 359).

The difficult stances Jim faced make him look at the events with a different response. For example, as he reads in the magazine about the ending of the war, the first thing comes up to his mind that whether the third World War has been started or not. That's just because he reads in papers about Berlin losing the war which makes him concludes that there also will be another World War. This analysing exceeds his age, according to Luckhurt (1994, p. 697). That's why he doesn't really sure whether war has been actually over or not, as it is obvious from the dialogue below with Mr Maxted:

"I know the Japanese surrendered at Okinawa. I hope the war ends soon."

"Not too soon, Jim. Our problems might begin then. Are you still giving English lessons to Private Kimura?" "He isn't interested in learning English,"

Jim had to admit. "I think the war has really ended for Private Kimura." "Will the war really end for you, Jim?"

"You'll see your mother and father again."

"Well..." Jim preferred not to talk about his parents, even with Maxted. (Ballard, 1984, p. 140).

Luckhurt also continues that it is true that Jim sometimes feels as an exhausted and confused adolescent as a result of his staying at the internment camp. However, this period is often includes serious contradictories for a boy at his age, such as he gets safety but with the fear of hunger, the freedom he gains by pretending death among the dead bodies, and his constant glorification to the Japanese who are indeed his jailors (p. 697). In fact, the experiment of the camp makes Jim have more intellectual maturation and it widens his perceptions also. At last when he convenes with his parents, he is exhausted but at the same time feels safety as soon his mother hugs him. His reaction is unexpected from a boy has been separated by his parents, but as a young boy his rationality is in front of his feelings because of the bitterness of the internment period and the harsh discipline, as Gordon finds (p. 220).

Comparing with the time he spends at the beginning of his adolescence (from eleven till fourteen) where he was in seriously tense conditions, Jim, who first was a young spoiled juvenile before the internment, is now unlike before as he was under the circumstances of the internment. One of his personality's transformations that he is deeply reacts with others pains trying to do the impossible to help them. For instance, he has a strong belief that he has a kind of power to make the dead people alive again by a hymn he used to intone. Throughout this usual exaggerating behaviour at the hospital; he is absolutely confident that he can bring the dying lady back to life again, until Dr Ransome pushes him away to force him to face the truth that he can't do such thing. Later he repeats the same thing with his friend the Japanese pilot after he has been shot by Basie's friend, as Gordon illustrates (pp. 210,220).

The analysis of the novel above detects the human potentials which can be run positively in accordance with the necessary and unexpected requirements and needs. Actually some individuals have hidden initiative aspects inside them; those aspects may be still undiscovered during one's lifetime, while in others they are bound to appear as soon as conditions demand so. With this view in mind, Jim discovers such aspects of his personality he had not recognized earlier. The wide range of harsh discipline and severe circumstances he faced alone as he was separated from his parents at the internment camp, reveal his innate potential capacity for survival and adaptation. The experience of the internment does not only terminate the selfish and irresponsible features of his personality, but rather empowers him to recognize how to gain others' love and admiration regardless of whether they are acquaintances or total strangers, or at times even enemies.

CONCLUSION

For several years, great efforts have been devoted to the study of the affecting factors on children's behavior and personalities whether they are in childhood or even in adolescence. As a result, most of the assumed points of view consider children as often under the complete control of almost three (or at least one) of the following influences which are the psychological stress, the ecological influences and finally, the effect of class conflict. However, these aspects potentially determine the way of those children's growth stages.

This thesis is an attempt at proving that such views could in particular cases be inaccurate from perspectives of the psychoanalytic approach, Ecocritical theory and Marxist theory. For this purpose and since the genre of fiction is considered the real reflection of society in general, including the general status of children in a society, and in order to achieve this goal, three selected novels – *Jane Eyre*, *Little Dorrit* and *The Empire of the Sun* - have been analysed and discussed in the previous three chapters. In fact, one of the essential reasons behind selecting those novels in particular is that their authors share common incidents among one another in their childhood and the three novels represent their semi autobiographical accounts. The point raised in this study is that severe conditions and harsh discipline along with class conflict that are faced by Charlotte Brontë, Charles Dickens and J.G. Ballard during their childhood, and these conditions made them successful personalities and have earned them a great deal of respect and appreciation regardless of their gender or the era they lived in.

Despite the fact that *Jane Eyre* and *Little Dorrit* had been published in the nineteenth century while *The Empire of the Sun* was published in the twentieth century, it is obvious that the three protagonists of those novels had reacted positively at the same degree towards the psychological challenges they had faced.

Throughout the psychological analysis of choices and reactions of protagonists mentioned above, both during their childhood and after maturity, a clear positive reflection on their behaviour is identified as a result of the excessive discipline they had faced in their early years. Besides, it has been shown that severe acts towards some children can strengthen their personalities. Definitely, that would be unexpected according to the common points of view which confirm that children are just fragile and dependent creatures. Accordingly, the thesis finds that although those children in the novels mentioned above had suffered from the lack of family relations - the state of being orphan from childhood with Jane and Amy, as well as Jim's separation from his parents - all of them work hard to alter these severe conditions positively towards their own good. They even became active members of the community despite their young age. Jane endured the psychological pressure of both the Reeds during her stay with them, and the aggressive headmaster Lowood. In spite of all this, she manages to set a goal in front of her to keep herself healthy and gets as much education as she can. Thereafter, she takes the right opportunity to carve her own career away from the painful childhood memories and what she went through at that school. In a like manner; Amy's way of thinking is distinguished by her wisdom and prudent behaviour with the alternative mood of her family and others around her. She used to take care of her father and all of her family members despite the fact that she is the youngest of her siblings. Furthermore, she has a strong belief in earning their living with integrity regardless of the prison's conditions which she suffered during her childhood. In Jim's case, it was noticed that there was an important shift in his personality from the selfish and irresponsible side to completely different aspects in terms of independence and assisting others, and that was clear at the end of the novel when a boy in his age makes

the most important and at the same time difficult decision as he would rather stay alone in the camp than join Baisi and his gang.

Equally important and from the ecological point of view, the characters mentioned above can cope with circumstances encountering them with extraordinary ways whenever the occasion rises. Henceforth the three characters in these three novels faced special circumstances which made them lose their favourite comfort zone of childhood in addition to the disciplinary rules they had to obey afterwards. Proof of this is clear in the cases of both Jane and Jim as the circumstances that surrounded them during their childhood revealed an instant response from them regardless of their young age. Jane had to face the extreme discipline of thought practiced at the Lowood School in addition to the strict code of conduct, the harsh circumstances with the minimum amount of care and attention provided, and finally the class conflict she and the other children endured there, since this school was basically a charity school for those children who live in poverty. In a similar manner, Jim in the internment camp still retained his usual childish impulsive curiosity to a positive level. Examples include his rush inside the camp, making very good relations with the prisoners, trying to give hand to anyone in need, his kindness with the children who are younger than him, his swapping things with the others and finally his constant attendance to the camp hospital to help the workers there to treat the needy patients. Besides, he worked hard trying to build some successful aspects in his personality like learning Japanese and getting the most useful things out of the worst of situations. Correspondingly, he chose on his own to eat the insects that are found in the prisoners' food because he had known earlier that the human body needs protein which could be obtained from those insects. Ultimately, in spite of his young age, he exerted efforts to get the best from the bitter experience of the internment. While Amy's character showed a clear but

different reaction compared to the personalities of Jane and Jim, her adaptation to prison life and conditions is due to the fact that she considers it as her real house, as she was born and raised in it. In fact, the author tried to concentrate on the positive aspect of her personality when she grew up depending on what she had suffered during her childhood.

It is quite evident from the foregoing analysis that the three protagonists in these novels have truly strengthened their personalities throughout their self-confidence in the face of the challenges of harsh conditions and imposing social and economic restrictions and issues including class conflict. They had the ability of coping with the personality diversity around them. FJane's strong belief in her qualifications enabled her to finish her studies and then choose the career of a governess. She was able to overcome these challenges through her dedication to her work in addition to her self-confidence, self-esteem and pride. Even through the performance of her job, she contributed to change the social view of the governess common at that time, in addition to her right to find love from the upper class without being looked down upon by others. The same is true of Amy who worked as a seamstress for the upper class. She still had a degree of dignity and self-respect that made others admire her soft and reliable personality. As a result of her sincerity to herself and kindness to others, in addition to her deep sense of obligation towards them, a man from the upper class had a desire to marry her despite the fact that she grew up in a prison and still belongs to the working class. With regard to Jim, there is some difference in attitude and response. Unlike Jane and Amy, Jim had to deal with people who were considered to be inferior to his own class. Nevertheless, with his vitality, perseverance and his constant hope to reunite with his parents, he was able to find creative ways and methods that qualify him to win the affection and approval of

those around him. As a result of this behaviour, Jim, with his friendly personality to others was able to gain in return an inner strength that enabled him to withstand the harsh conditions of internment away from his parents.

Finally, it could fairly be generally concluded that severe circumstances and harsh conditions which children face and struggle with in these novels did in fact strengthen their personalities and play an important role in helping them achieve their positive identities lending them a degree of self-confidence, self-esteem, a desire for hard work and improvement, and a sense of strong will.

REFERENCES

- Alban, G. M. (2016, 11 30). Jane Eyre's Childlike, Avian Fairy Rising Above The Novel's Negativity. *Pamukkale University Journal of Social Sciences Institute*, 136 -150.
- Andrson, A. (2001). *Identity and Independence in Jane Eyre*. English Studies. Swede: Mid Sweden Univerity.
- Ballard, J. G. (1984). *The Empire Of The Sun*. USA: SIMON & SCHUSTER PAPERBACKS.
- Barnard, R., & Barnard, L. (2007). *A Brontë Encyclopedia*. USA: Blackwell publishing Ltd.
- Baxter, J., & Wymer, R. (2012). *J. G. Ballard: Visions and revisions*. New York: Palgrave Machmillian.
- Bowen, J., & Patten, R. (2006). *Palgrave Advances in Charles Dickens Studies*. New York: Palgrave Macmillan Ltd.
- Bronfenbrenner, U. (1979). *The Ecology of Human Development*. USA: Harvard University Press.
- Brontë, C. (1864). *Jane Eyre*. (<https://books.google.com>, Ed.) London: Harper Brothers Publishers.
- Ceci, S. (2006). *Urie Bronfenbrenner(1917-2005)* (Vol. 61). Washington: American Psychologist.
- Darwall, S. (2018). *Philosophical Ethics*. New York & London : Routledge Taylor & Francis Group.
- Dickens, C. (1857). *Little Dorrit*. London: Global Grey2019.
- Dreier, O. (2011). Personality and the Conduct of Everyday Life. *Nordic Psychology*, 63(2), 20.
- Eagle, M., & Wolitzky, D. (2001). The analyst's knowledge and authority: A critique of "new view" in psychoanalysis. *Journal of the American Psychology Association*, 49(2), 457- 488.
- Elder Jr, G. H., Shanahan, M. J., & Jennings, J. A. (2015, 3 23). Human Development inTime and Place. In E. S. Processes, *Handbook of Child and Psychology and Developmental Science* (Vol. 4, pp. 6 - 54). USA: Wiley Online Library.
- Emmons, R. A. (2003). Personal Goals, life meaning and virtue. In C. K. (Eds.), *Flourishing: positive psychology and the life well- lived* (pp. 105 - 128). USA: American Psychological Association.

- Eshleman, A. (2004, Spring/ Fall). Responsibility for Character. *Philosophical Topics*, 32(1/2), 65-94.
- Freud, S. (1917). *a General Introduction to Psychoanalysis*. (G. S. 1920, Trans.) Clark University: Global Grey ebooks 2018.
- Garrard, G. (2004). *Ecocriticism*. London and New York: Routledge, Taylor & Francis Group.
- Gaskell, E. C. (1857). *Collection of British Authers* (copyright ed., Vol. 1). (<https://books.google.com>, Ed.) LONDON: LEIPZIG (Bernard Tauchnitz).
- Godfrey, E. (2005, Autumn). Jane Eyre, from Governess to Girl Bride. *Studies in English Literature, 1500- 1900*, 45(4 The Nineteenth Century), 853- 871 (19 pages).
- Gordon, A. (1991). A Boy's Dream of War. In L. Quarterly, *Empire of the Sun* (Vol. 19, pp. 210-221). USA: Salisbury University.
- Goulimari, P. (2004, May 3). "Myriad Little Connections": Minoritarian Movement in the Postmodernism Debate. *Postmodern Culture*, 14, 20.
- Gribble, J. (1968). Jane Eyre's Imagination. In J. Gribble, *Nineteenth- Century Fiction* (Vol. 3, pp. 279 - 293). California: University of California Press.
- Habeeb, G., & Habeeb, D. (2012, Jan 27-28). Eco- Critical Theory or E - Theory. *Proceedings of National Seminar* (pp. 504 - 518). Nanded: Postmodern Literary Theory and Literature.
- Heal, J. (2003). *Mind, Reason and Imagination: Selected Essays in Philosophy of Mind and Language*. New York: Cambridge University Press.
- Hennelly, M. M. (1984, Winter). *Jane Eyre's Reading Lesson* (Vol. 4). Baltimore: The Johns Hopkins University Press.
- Hogan, D. M. (2004, 9 23). Researching 'the child' in Development Psychology. 02, *qxd*, pp. 22 - 41.
- Horne, L. (1990). Little Dorrit and the Region Of Despair. In L. Horne. *canada: Dalhousie Review*.
- Hossain, M. (2014). Interactive Teaching and Problems in Perspective of Bangladesh. *Journal of Research & Method in Education (IOSR- JRME)*, 4(4), 14-17.
- Houston, S. (2017). Towards a Critical Ecology of Child Development in Social Work. *Families, relationships and societies*, 6(1), 53- 69.
- Kumari, P. (2017). Human Growth and Development. *Int J Cur Res Rev*, 9(21), 13.

- Librach, R. S. (1975, winter). The Burdens of Self and Society. *Studies in the Novel*, 7(4), 538-551.
- Luckhurst, R. (1994, Winter). Petition, Repetition, and "Autobiography". In *contemporary literary* (Vol. 35, pp. 689-708). USA: University of Wisconsin Press.
- McHoul, A., & Grace, W. (2002). *A Foucault Primer*. London and New York: Routledge, Taylor & Francis Group.
- Naker, D., & Sekitoleko, D. (2009). *Positive Discipline*. Kamwokya: Raising Voices.
- Naresh, J. (2016, January 1). Identity and Independence in Charlotte Bronte's Jane Eyre. *MIT International Journal of English Language & Literature*, 3(1), 20 - 24.
- Naszkowska, K. (2012). *The Living Mirror*. UK.: The University of Adinburgh.
- Newman, B. M., & Newman, P. R. (2012). *The Development Through Life* (Vol. 11). USA: Wadsworth Cengage Learning.
- Newman, P. R., & Newman, B. M. (1978). The Implications of Psychosocial Theory for Personal Growth in the Family. *the World Congress of Sociology*, (p. 17). Uppsala, Sweden: The Educational Resources (ERIC).
- Opperman, S. (1999). Ecocriticism: Natural World in the Literary Viewfinder. *Hacettepe Universitesi Edebiyat Fakultesi Dergisi*, 16(2), 29 - 46.
- Orwell, G. (2002). *The Critical Heritage*. (J. Meyrs, Ed.) London and New York: Routledge.
- Packman, W., Horsley, H., Davies, B., & Kramer, R. (2006, May 29). Sibling bereavement and continuing bonds. *Routledge*, pp. 817 - 841.
- Pearce, J. (2013). *Life in Transit*. England: University of Hull.
- Pell, N. (1977). Resistance, Rebellion and Marriage: The Economics of Jane Eyre. In *Nineteenth Century Fiction* (Vol. 4, pp. 397 - 420). California: The University of California Press.
- Petch, S. (2008). Little Dorrit: Some Visions of Pastoral. (openjournals.library.sydney.edu.au, Ed.) *Sydney Studies in English*, 102-114.
- Sayers, S. (1998). *Marxism and Human Nature*. New York: Routledge.
- Sayers, S. (2011). *Marx and Alienation*. UK: Palgrave macmillan.
- Scott, P. J. (1979). *Reality and Comic Confidence in Charles Dickens*. London and Basingstoke: the Machmillan Press LTD.

- Shapiro, A. (1968, Autumn). In Defense of Jane Eyre. *Studies In English Literature*, 8(4), 681 - 698.
- Todd, P. M., & Gigerenzer, G. (2012). *Ecological Rationality: Intelligence in the World*. Oxford: Oxford University Press, Inc.
- Zapf, H. (2010). Ecocriticism, Cultural Ecology and Literary Studies. *Ecozon*, 1(1), 136 - 147.

CURRICULUM VITAE

Abeer AL- Obaidi has first received a BA degree in agriculture in 1995 and she works in this field till now. In 2009 she received a BA degree in translation (to and from Arabic and English) from the College of Arts of AL- Mustansiriyah University in Baghdad, Iraq (the evening studies). Lately in 2021, she took her MA studies of English literature (the genre of fiction) from the Department of English Language and Literature in the Institute of Graduate Programmes at Karabük University in Turkey, and this presented thesis is for her MA requirements.