

VOLDEMORT'S PSYCHOSOCIAL DEVELOPMENT: LESSONS LEARNED AND IMPLICATIONS

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Abstract

This research was conducted to study the psychosocial development of Voldemort, the antagonist in J.K. Rowling's Harry Potter book series and to obtain applicable lessons learned from him in real-life scenarios. Erik Erikson's Psychosocial Development (1958) was used as a theoretical framework. The findings revealed that nurturing and experiences especially during his childhood strongly influenced his behaviors and values in life and that society plays an essential role in his life development. Without proper care and guidance, Voldemort's behaviors worsened as he grew older. He could not overcome life crises, and these crises negatively affected his long-term physical and mental states. The lack of trust prevented him from establishing healthy relationships with other people, resulting in his isolation from society. Instead, he relied on obsession in power and eternal life to overcome the crises. Such solutions worsened his state of mind and led him to his tragic death. Lessons learned from Voldemort emphasized the significance of society that has affected individuals' development since childhood. The results of this research encourage parents, teachers, caregivers, babysitters, and other child care professionals to provide love and guidance for children, so they will become healthy adults.

Keywords: Psychosocial Development, Voldemort, Childhood Experience, Social Nurturing

Introduction

Experiences in each stage of life are essential as they help shape one's behaviors, especially those in childhood. Locke (1996) stated that children are born as a blank slate, and experiences later shape their behaviors and values in life. What Locke reflected towards childhood suggests that this period is of significance to individual growth. The

development during childhood serves as a strong basis for further developmental stages.

While individuals' personalities develop across their lifespans with the society as a significant factor, experiences in childhood influenced by the society and the community play the most crucial role. Realizing the importance of society on human development will help develop positive personalities and

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behaviors in children, leading to healthy life when they grow up. This process is also shown in various media, especially in literature that clearly displays the developmental period of characters throughout the storylines.

Literature can be considered a reflection of the real world, and it can be used in examining and understanding people's behaviors, either shown in positive or negative manners. Literature is a suitable medium to be used as an experience simulator, for studying other people's mistakes will help the individuals to efficiently avoid their future mistakes (Bledow et al., 2017). Although the ways an individual is nurtured cruelly until he or she becomes distorted cannot justify his or her cruelty, learning the process of making an individual become evil will help understand and avoid making the same mistakes in the future. This is the same for the characters in literature. It can be assumed that before the villains become who they are at present, they used to be maltreated by the society, becoming crooked because of social nurturing. Parenting also plays a significant role for children to become either good or evil adults, and this concept is shown through various children's books. For example, gang members in S.E. Hinton's *The Outsiders* experienced issues with their parents, and this drove them to become delinquent teenagers. There are many children's books which portray the development of the villain from a normal person to an evil one, and one of the book series logically portraying the villain's psychosocial development is J.K. Rowling's *Harry Potter*.

The book series features the adventure of the boy named Harry Potter who survived the deadly attack from the Dark Lord Voldemort, the main antagonist in the series. Voldemort, known as Tom Marvolo Riddle at a young age. As a young orphan, Tom Marvolo Riddle was troublesome, and once he studied at Hogwarts School of Witchcraft and Wizardry, he slowly turned evil until the end of his life.

The character Voldemort plays a significant role in terms of the character development. Voldemort is considered one of the most powerful antagonists in films not only for his crimes, but for the character's depth (Taylor, 2022). From the orphan lacking parental care to the greatest Dark Lord who yearned for conquering the wizarding world, Voldemort went through many life crises that shaped who he was. Unlike his enemy Harry Potter, who had healthy relationships with friends and was loved by his parents, Voldemort was clearly the opposite. He lacked parental care and had superficial relationships with others. For this reason, their different experiences led them to different paths of life and ending. For this reason, Voldemort is one of the characters that is worth studying. This research aimed to study Voldemort's developmental stages by using Erikson's psychosocial perspectives to illustrate how society negatively affected his behaviors and thoughts from childhood, the most important period of life, to adulthood. The Harry Potter book series, including *Harry Potter and the Sorcerer's Stone* (Rowling, 1998b), *Harry Potter and the Chamber of Secrets* (Rowling, 1998a),

Harry Potter and the Prisoner of Azkaban (Rowling, 1999), *Harry Potter and the Goblet of Fire* (Rowling, 2003a), *Harry Potter and the Order of the Phoenix* (Rowling, 2003b), *Harry Potter and the Half-Blood Prince* (Rowling, 2005), *Harry Potter and the Deathly Hallows* (Rowling, 2007), and the sequel *Harry Potter and the Cursed Child* (Throne, 2016), were used to analyze in this research. The result of the analysis will serve as lessons learned for those who take care of children. This lesson will be beneficial to parents, teachers, and caregivers as well as any child-care professionals as they will have an awareness in raising their children to grow physically and mentally healthy. This research also promotes the importance of positive childhood environment and healthy childcare through the example of Voldemort. People who are responsible for parenting or giving guidance to children can apply the results of this study to adjust the way they treat children in different ages.

Erikson's Stages of Psychosocial Development

Erikson's Stages of Psychosocial Development are theoretical frameworks attempting to describe stages of the individual development influenced by the society across lifespans. Psychosocial development divides emotional and identity growth into eight stages, starting from infancy to aging period (Erikson, 1950). Individuals experience crises in each stage, and these crises positively or negatively affect the development of individuals. The crises are formed from conflicts between individuals' societal and psychological needs. Successfully

overcoming crises results in healthy personalities. However, failing to prevail against the crises leads to unhealthy personalities, obstructing next stages of development.

Stage 1: Infancy Period or Crisis of Trust vs Mistrust (0-2 years old)

During the birth, infants heavily rely on parental care and love. Once they receive physical touch and emotional care from parents, their needs will be fulfilled, and they will learn to trust their parents and surroundings. On the contrary, if the infants are deprived of parental attention, their needs will not be satisfied, and this can cause mistrust in themselves, people, and surroundings.

Stage 2: Toddler Period or Crisis of Autonomy vs Shame and Doubt (2-3 years old)

For this stage, toddlers focus on developing a sense of independence and personal control over their physical capabilities. If they are appropriately encouraged to do things by themselves, they will learn to be independent. In contrast, when parents are overprotective, doing everything for the toddlers and not allowing them to explore new things, this can cause the toddlers to lack independence and self-esteem. Besides overprotective parents, too lenient ones can also cause their toddlers to have unhealthy behaviors.

Stage 3: Preschool Period or Crisis of Initiative vs Guilt (3-6 years old)

During this stage, children are inquisitive and eager to try new things from their own imagination. If children receive an understanding and encouragement from their parents in

doing their favorite activities, they will be likely to develop self-confidence and initiative, making them ready to encounter difficulties. However, children excessively controlled by parents will find it difficult to move to the next stage because they feel guilty to do things themselves.

Stage 4: School Period or Crisis of Industry vs Inferiority (6-12 years old)

Children at this stage develop their emotional awareness and a sense of identity as they are willing to do activities by themselves with their creativity. They long for acceptance from teachers and peers. If being complimented and supported, they will be industrious and willing to challenge themselves to improve their personalities. Conversely, if they are insulted and discouraged, they will have self-doubt and inferiority, signifying the failure to reach their potential.

Stage 5: Adolescent Period or Crisis of Identity vs Role Confusion (12-20 years old)

Adolescents at this stage are interested in social interaction within the community and their social status (Erikson, 1974). They require to find their identity, belief, and desire. Finding the identity with their liberation can result in self acknowledgement. However, failing to do so because the society does not allow them to express and explore themselves will cause them to be confused with their own roles in the community. With the role confusion, they will have trouble understanding what they want and have conflicts within themselves.

Stage 6: Early Adult Period or Crisis of Intimacy vs Isolation (20-40 years old)

The main conflicts at this stage are exploring relationships that could lead to longer-term commitments with people who are not family members and developing close, loving relationships with other people. Succeeding in obtaining a happy relationship and a feeling of commitment, safety, and care within a relationship will be the ultimate goal of this stage. Failure to achieve an intimate relationship can lead to loneliness; they tend to isolate themselves from the society.

Stage 7: Adult Period or Crisis of Generativity vs Stagnation (40-60 years old)

This stage is the period when individuals turn their attention to society. They start to contribute their creative pieces of work for the society, and they tend to think of others' benefits before theirs. However, some of the individuals failing to find ways to be part of the social contributions will find themselves stagnant and unwilling to be part of the community. They tend to separate themselves from others; as a result, they can develop their self-centeredness. Most of the stagnant individuals are unproductive, unwilling to get involved with the surroundings, and eventually unhappy with their lives.

Stage 8: Aging Period or Crisis of Integrity vs Despair (over 60 years old)

Individuals in this stage accept the reality of their lives and tend to be nostalgic. If they are successful in their younger time, they are likely to trust themselves and other people.

They will be emotionally stable and proud to tell their success stories to their younger generations. In contrast, those who fail in their young age, they will be in despair, dissatisfying and struggling to live their lives. They will also have doubt in themselves and feel bitter for the failure in their past.

Analysis of Voldemort's Psychosocial Development in Harry Potter Series

Stage 1: Trust vs Mistrust

Before Lord Voldemort became who he was, he had been known as Tom Marvolo Riddle, an orphan born because of a love potion. His father, Tom Riddle Senior, was coerced into marrying his mother, Merope Gaunt, by means of a love potion. Once his father had awakened from the magical potion, he left his wife during her pregnancy. His mother passed away one hour after she gave birth. Being an orphan, Tom Marvolo Riddle was raised in an orphanage. He grew up, receiving no parental care like other children. Due to his lack of parental care during his infancy, he became unconfident in putting his trust in other people. In theory, too little trust in others can result in individuals' anger, frustration, hostility, cynicism, and depression (Feist et al., 2014). With a lack of sustained interactions and positive reactivity between infants and their caregivers, the developmental stage during the infancy will be negatively affected (Bettmann et al., 2015). Tom felt so oppressed with his own circumstances in the orphanage that he did not trust Dumbledore, the

professor of the wizarding school who came to invite him from the orphanage to the school. He obviously showed his hostility as he "leapt from the bed and backed away from Dumbledore, looking furious" and he thought that Dumbledore was unreliable as other adults in the orphanage (Rowling, 2005, p. 269).

Besides, it is obvious that Tom's behaviors were negatively resulted from the ways he was raised. As he trusted no one, this personality was constantly displayed throughout the series. Even when he became the Dark Lord, he could not trust his own subordinates. The only thing he trusted was the ability to detect disloyalty as he powerfully controlled his followers by the Dark Mark. He himself revealed that he trusted in the dark magic, not the people around him.

Tom's mistrust was rooted from the fact that he lacked the warmth from parental care in his childhood, which could not be fulfilled in the orphanage. In the end, his desire to seek for warmth and acceptance from others was transformed into the thirst in power and eternal life. Such thirst continued to be more intense as he intended to become the most feared dark lord.

Stage 2: Autonomy vs Shame and Doubt

It can be assumed that the surroundings of the orphanage where Tom was spending his early years was not supportive to its residents. This place was too lenient with the children. With too lenient care for the children, it is likely for these children to display emotional outbursts, self-confidence,

rebelliousness, cruelty, disorganization, and general carelessness (Sharan, 2000). Tom's negative behaviors were vividly shown through bullying other children in the orphanage. He even showed his cruelty by killing "Billy Stubb's rabbit" and "hang [it] from the rafters". Tom continually bullied his fellow orphans so severely that two of them lost their minds as they were "never quite right afterward" (Rowling, 2005, pp. 267-268). His cruelty also continued after he left the orphanage. Even when he studied at Hogwarts, he decided to unleash Basilisk, a huge snake that can kill preys with a single gaze, to kill the Muggle-born students. As a result of his heinous act, Myrtle Warren known as Moaning Myrtle was instantly killed. Tom considered his murder of Muggle-born as a righteous act. This thought was originated from his conservative belief that Muggle-born witches and wizards were mud blood that needs to be cleared out of the true wizarding bloodline.

Stage 3: Initiative vs Guilt

It can be clearly seen that Tom released his imagination freely and uncontrollably through bullying and hurting his fellow children and his cruelty grew more severely as he constantly aged. According to Erikson, too much imagination and too little guilt result in a maladaptive tendency or ruthlessness. The ruthless individuals take the initiative alright. They always have plans and goals to achieve. Nevertheless, they do not care the people who they step on in order to achieve their goals. The goals, in brief, are what the ruthless aim to achieve, and the feeling of guilt

is only for the weak (Boeree, 2006). What Tom did as an abuser or a mastermind committing something evil caused him to feel indifferent to commit heinous crimes when he grew up.

From the book series, it can be stated that Tom did not receive proper instructions to see what was right and wrong. This might be because of too lenient care from the caregivers that he received at the orphanage. In addition, very little attention was paid for the exposure to violence and abuse in an institutional care even though many children frequently encounter physical, emotional and sexual abuse (UNICEF, 2014). The significance of guilt at an adaptive level is that the guilt itself promotes prosocial and inhibits aggressive behaviors; on the contrary, shame fosters the conformity or deference to standards of the conduct that are valued by the group (Ferguson et al., 1991). Not feeling guilty and shameful for Tom resulted from his vicious cycle of repeatedly bullying other children without proper punishment. Tom's lack of guilt negatively affected his behaviors as he grew up.

Mrs. Cole, Tom's matron of the orphanage, told Dumbledore that Tom was addicted to bullying others, and he took pride in bullying others as he kept other children's belongings as his trophy (Rowling, 2005). His lack of conscience may result from negligence of nurturing as neglected children are more prone to shame-proneness and depressive symptoms than their counterparts (Bennet et al., 2013). At the age of 16, Tom showed his ruthlessness through committing patricides and framed his uncle for the killing (Rowling,

2005). Another example of ruthlessness was that he killed the Muggle-born student and convinced everyone that it was Hagrid's doing. As he grew up, he killed more people without any conscience.

Stage 4: Industry vs Inferiority

The purpose for this stage is to be recognized from the community by starting to produce things. According to Erikson (1959), the individuals learn to gain recognition by going beyond expressions of moving limbs or pleasure from senses to develop a sense of industry, adjusting the self to the laws of the community. Children are eager to be diligent in order to receive recognition; however, their actions might be displayed through bad behaviors. If such actions receive no punishment but rewards or positive reactions, they are more likely to repeat those actions and assume that their bad behaviors are the right ways to gain attention and acceptance. Some children seek to become the best by behaving badly, and they are likely to show their self-destructive behaviors, their defiance and sexual behaviors as the substitution for positive behaviors in order to gain notoriety from others. In the book series, Tom was feared by other children, and this fear was the measurement of Tom's success. Tom bullied other children to make himself superior to others at the orphanage; he continually did this without being caught red-handed. Besides, he believed that he was the best one as seen in the conversation between Tom and Dumbledore. "I knew I was different ... I knew I was special" (Rowling, 2005, p. 271). This belief of

being the best one was the representation of success; however, it clearly reflected that Tom could not get along with other children and tended to separate himself from others. This separation from the society did not cause loneliness or anxiety to Tom, but he thought that he was better than others to the point that no one was worthy enough to be his friends. In fact, Tom did not have friend in the orphanage because of his vicious acts as a bully and his inability to get along with other children. To cope with the lack of friendship, he built his ambition—looking down on other people, and believing that it was not necessary to have friends.

His ambition was seen throughout his life. For example, when he studied at Hogwarts, he attempted to be the beloved student of many professors and during his fifth year at the school he was chosen to be the prefect of Slytherin's House. He acted as the leader of the fellow students and did not consider anyone equal to him. Until he became the Dark Lord, he still had this deep-rooted belief.

Stage 5: Identity vs Role Confusion

Tom's role was obvious during his student years; he was the leader of the students who thrived in power. Even though Tom managed to overcome the crisis at this stage as he knew his own role in the community. Despite this, he had accumulated burdens from previous stages, and these burdens affected his thought. Compared to his counterpart, Harry Potter used to show his passive aggression during the time he lived with the Dursley. For example, during the visit to the zoo, Harry

unintentionally freed the snake in front of his cousin, seemingly in the hope of vengeance (Rowling, 1998). It was surprising that Harry did not feel guilty for what he did. However, as Harry grew up, he learned to improve himself from a healthy relationship with his friends. Unlike Tom, his aggression never faded, and he yearned for greatness and the leadership from his followers. “There were half a dozen teenage boys sitting around Slughorn with Tom Riddle in the middle of them ... Tom Riddle merely smiled as the others laughed again. Harry noticed that he was by no means the eldest of the group of boys, but that they all seemed to look at him as their leader” (Rowling, 2005, pp. 404-405). From the reactions of the group members, they did not treat Tom as a friend; instead, they thought of Tom as their leader or the one who was higher in terms of hierarchy. These members later turned into Death Eaters, loyal subjects to Tom, known as Lord Voldemort. Dumbledore stated that many of Lord Voldemort’s Death Eaters claimed that they were in his confidence, that they alone were close to him, and even understood him. All of them were deluded, for Lord Voldemort never wanted to have a friend or consider that he needed one (Rowling, 2005).

Tom had little doubt about his goals and did everything to get what he wanted. Developed from his wish to be superior than other children in the orphanage, his ambition was to be the greatest and most powerful wizard in history. He chose to use the forbidden Dark Arts with a view to reaching his evil goals.

Stage 6: Intimacy vs Isolation

Voldemort was described as a person who could not conceive love due to the fact that he was born with the use of a love potion. However, it might not be true as the love potion was just a symbol that he was born from a loveless couple. From Rowling’s interview, she explained that had Voldemort’s mother lived and taken care of him with love, he would not have become who he was (quote from Harry Potter Lexicon, 2007). Even though Erikson focused on the relationship with other people in the community, it cannot be denied that the lack of love and care at early ages had long-term effects on bonding the relationship with others during the adult period.

The isolation Voldemort felt was replaced by his thirst for power and the obsession of immortality. His isolation might not be in the form of separation from the community but showed in the form of blocking himself from building deep relationships, either friendship or romantic relationships, with other people. In Rowling’s interview, she described that Voldemort “... loved only power, and himself. He valued people whom he could use to advance his own objectives” (Harry Potter Lexicon, 2007). Valuing other people as a chess piece for his ultimate goals means that Voldemort did not trust or love others, for he just used them to gain benefits and reach his goals. His feeling that was mostly close to “love” toward living creatures might be his possessiveness on Nagini, his pet snake. Even if he showed favor and connectedness toward his pet, it was not considered “love”. This

emotion was just his adherence toward his belonging and his Horcrux since the snake was a symbol of Slytherin (Jarazo-Álvarez & Alderete-Diez, 2019). Thus, his fondness for Nagini was the fondness that he had for his status as a Slytherin's descendant, which he presumed as a higher status compared to other witches and wizards.

Stage 7: Generativity vs Stagnation

Even if Voldemort succeeded in becoming the Dark Lord, he lacked the contribution towards the later generation, for his attention was solely on himself. Erikson (1950) referred to the crisis at this stage as the desire to guide and care for the next generation. On the contrary, all of Voldemort's actions only showed his self-centeredness because everything was just a stairway to achieve his ultimate goal of becoming immortal. Rowling stated in 2005 fan interview that Voldemort would see himself in the Mirror of Erised, the mirror reflecting the real desire firstly introduced in the *Harry Potter and the Sorcerer's Stone*, "all-powerful and eternal" as his goal was to conquer death (quote from Toh, 2010; Rowling, 1998).

Voldemort lacked of caring and connectedness toward the world. It could be assumed that he had too little generativity to overcome the crisis at this stage. If individuals fail to achieve generativity, they will probably develop a sense of stagnation instead. Such feelings can have an effect on how they can manage their later years of lives (Cherry, 2022). This was the same for Voldemort who became stagnant to society. Such stagnation

is not subjectively shown through Voldemort's physical action, nor did he display stagnancy toward his life. It was the stagnation of the world. He became submerged in himself, worsening relationships with other people, and eventually he was not satisfied with his life. According to Hultman (2007), individuals experiencing too much stagnation are more likely to live on their own desire; this results in self-centeredness. Voldemort also saw himself as the center of the world, and for him, there was nothing more important than being the greatest immortal wizard.

Stage 8: Integrity vs Despair

At this stage, the main conflict is questioning whether the individual has led a meaningful, satisfying life or not. For Voldemort, even after his resurrection and the return of power, he still engrossed in regret of his past failures. Thus, what he valued killing was his archenemy, Harry Potter, over his success in gaining more power in the wizarding world. He did not accept his current life, could not feel a sense of wholeness, and still thought that his power was not enough even if he had already become the most dangerous villain in the world.

Regarding his reflection of success and mistakes in the past, it was clearly seen that Voldemort was obsessed with the thought that he could not get rid of Harry, and that Harry was his biggest mistake. The first attempt to kill Harry was failed due to the power of mother's love that protected the infant Harry. Once Voldemort was resurrected and gradually regained his

strengths, he still believed that Harry was his nemesis, according to the prophecy that he would die by the hand of the child who was born that day (Rowling, 2003). Individuals who are still obsessed with mistakes in the past and cannot get over or make any changes will feel bitter (Cherry, 2022). It is obvious that failing to kill Harry that night was highly regrettable for Voldemort, so he was obsessed with this failure. He could not overcome this regret until his desire was fulfilled.

Voldemort did not show his satisfaction in his life throughout the book series. Becoming the Dark Lord did not satisfy his desire to be the greatest being of all. He continuously expanded his power such as staging a coup in the Ministry of Magic (Rowling, 2007), and he would not feel satisfied until he could get rid of Harry Potter and occupy the power over the humanity. In the final book, *Harry Potter and the Deadly Hallows*, even when he successfully killed Harry Potter and reached his greatest state, his thirst for power did not seem to decrease as he yearned for more—subduing his enemies and destroying Hogwarts.

The dissatisfaction that Voldemort had with his present life also included the desire to destroy everything. Even though he was able to kill Harry at some points, he invaded Hogwarts to destroy it with an intent to avenge his rejection to the application for a Defense against the Dark Arts professor at Hogwarts. His intention to destroy the school was to rectify his own mistake in the past and get rid of his true identity of Tom Marvolo Riddle—

a half-blood wizard fathered by a Muggle. It is clear that his rumination over the mistake is one of the characteristics of despair.

Lessons Learned from Lord Voldemort and Related Studies

Lessons learned from Lord Voldemort in the Harry Potter series have linked to the ways individuals can be shaped by society from their childhood to later periods in their lives. Problems encountered in early years such as lack of parental care and proper guidance significantly affected how individuals physically and mentally grow and continue for the rest of their lives. These problems have been frequently reflected in many stories.

The lessons learned from Lord Voldemort are consistent with what Muharam (2009) found out about the analysis of Mary Gaitskill's *Veronica*. The novel features a similar point emphasizing the significance of proper parental care at a very young age of the character named Alison and her best friend Veronica. Both girls came from problematic families. It is clear that both Alison and Veronica had obstacles in their childhood, and these affected the ways they grew up and the decisions they made. When Alison aged, she regretted spending her life in childhood and reminisced about the only thing that kept her alive—a healthy relationship with her late best friend Veronica. It is suggested that the lack of parental care can be fixed with a healthy and interdependent relationship.

Regarding character development, Alison and Voldemort had a similar

background of childhood; they lacked parental care and proper guidance. For Alison, she got over the crisis of intimacy vs isolation in her life and successfully lived on due to her healthy relationship with a friend whom she trusted Veronica.

In contrast, Voldemort ended up trusting no one and having no friendly relationships. It can be seen that his crises in the same stage were never overcome, and the previous crises since in childhood had been continued for the rest of his life.

The problem in childhood is not the only factor affecting individuals' life. The society critically impacts how they grow. The study of Kamolnate and Tiyarattanachai (2017) on Mian Mian's Candy pointed out the significance of the society. Societal structures and beliefs had a strong impact on the protagonist Hong's sense of belonging. Hong was born and raised by a strict family, pressuring her to become a knowledgeable person with a good career, yet it was against her own will. She was completely dissatisfied with the competitive atmosphere of the school; almost all students heavily relied on attending universities. Since she felt different from others, she isolated herself from society. Because of this, she decided to run away when she was at a young age. She felt as if she were a nobody even after she settled down in another city where she met Saining, her boyfriend. Both of them lived among prostitutes and thieves, and Hong had to fight for her love from her boyfriend. She relied on the relationship with Saining so that she would not feel isolated

from society. Nevertheless, the relationship was toxic, and it was just a physical, superficial love.

Even though both of them could overcome the crisis in the fifth stage (identity vs role confusion), their solutions to fix the crisis were problematic. Hong chose to depend on Saining so as to be part of a community; however, Voldemort relied on his obsession with power and eternal life to create his identity in his society. The solutions they used to overcome the crisis in the fifth stage posed great obstacles in the next stage of psychosocial development. In other words, what they used to resolve the crisis obviously caused the problems in building deep, healthy relationships with other people, for they could not overcome the crisis in intimacy. When Saining paid attention to other women, Hong felt anxious, trying to find ways to dissuade Saining from leaving her even if she had to be in a toxic relationship with him. Meanwhile, Voldemort chose to isolate himself from friendship and romantic relationships. With the failure to overcome the crisis, they could not build a long-term healthy relationship with anyone.

The Implication of the Lessons Learned

Both of the aforementioned problems emphasized childhood as the most critical phase of development in life, especially for cognitive, social, emotional, and physical development (UNICEF, 2022). Childhood lays strong foundations for children's learning and well-being throughout their lives. This period is also significant since it can help shape the

adults and the society (Kouamé, 2019).

In addition to childhood as the most important period, society is another factor affecting how healthy children grow. Individuals' social environment such as social relations can have a profound impact on the quality of nurturing and parenting, which in turn affect children's health development and achievements in the future (Chaudhary, 2015). If children are mistreated, it is more likely for them to display negative behaviors and moral conscience. Children who experience parental abuse and neglect will probably display negative outcomes that carry forward into adulthood.

Take an example of the current notorious tragic news of a 17-year-old mother in Nakhon Pathom, Thailand. A baby boy, aged 8 months old, was reported missing on February 9, 2023. The case was mysterious as it was related to many suspects, including the baby's parents. Until the late of February, the baby's mother admitted that she unintentionally killed her son (Bangkok Post, 2023). After being interrogated, she revealed that she has faced unfavorable circumstances since her childhood (Mirror Foundation, 2023). Grown up in an impoverished family, she was raised by inharmonious and problematic parents who regularly had violent arguments with each other. She felt that she did not receive enough parental love and care. At school, she was also bullied so severely that she dropped out even though she did well on many school subjects. She suffered from physical and verbal bullying from classmates and was

considered a nobody in the class. Besides, she did not have close friends, nor did she establish any healthy relationships with other fellow students at school. Due to this despair, she sought to find the love and care from her husband during her teenage years. Unfortunately, her husband sold her as sexual merchandise for other men in order to make a living.

What happened to this 17-year-old mother reflects a profound lesson that society has a significant impact on how individuals grow up and that the most critical period in life is childhood. Consequently, it is obvious that parents, teachers, babysitters, caregivers, friends, and the surroundings play essential roles in shaping the children to become healthy, happy adults. Living in a positive society and having a healthy relationship to count on in times of need can encourage individuals to overcome their crises and obstacles in life. Parents, guardians, teachers, and childcare professionals can help prevent social problems in the future with healthy parenting.

Conclusion

The findings of this study reveal that failing to overcome crises at early stages of life, especially childhood, can result in improper development in later stages. With the psychosocial perspectives, it can be clearly seen that Voldemort lacked parental care and guidance in childhood, and it can lead to numerous problems in his life. What turned him into the most dangerous villain

in the Harry Potter book series was his experiences during childhood. In other words, what he experienced in childhood has negative long-term effects on his decisions and behaviors that lead him to his tragic end. The lesson learned from Voldemort is applicable in reality, emphasizing that society is critical for children across their lifetime. Thus, those

who are responsible for nurturing them should focus on giving proper care and guidance so that they will become physically and mentally healthy adults. Good parenting at children's early years, in brief, plays the most significant role as it lays a strong foundation for future successful and healthy adults.

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