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Master Dissertation

Investigating the Psychological Burden of Albus

Severus Potter in J. K. Rowling's Play *Harry Potter and the Cursed Child*

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Dedication

*I have been told that information are treasure,
That I better accept to learn with pleasure.
So, I wished that our studies would be funnier than just a number,
So, we all could enjoy and remember.
Then new hopes knocked my door,
And I opened it, because it was all I needed of cure.
Those wishes are now true at last...
And now accepting them is a must.
Yet, words would vanish when they are most needed,
But feelings remain as if they are to the heart kneaded.
They tell us to be objective and direct.
Yet now, my emotions shall fire it.
Applause to my parents for their great patience,
To my only sister for treating me like a patient;
Providing everything of best and most,
And handling my uncontrolled outburst.
To that friend whom her heart with mine aligns;
Giving my days joyful awards of bright light.
To all the friends who filled my time,
Leaving no place for sadness nor urge to cry.
You, is what I need forevermore,
As for today I shall end this journey and declare: NEVERMORE.*

- K. Chaima.

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Table of Contents

Dedication	1
Acknowledgments	II
Table of Contents	III
Abstract	IV
General Introduction	1
Chapter One: Theoretical Framework	6
Introduction	6
1.1 Who is Alfred Adler	6
1.1.1 Alfred Adler Vs Sigmund Freud	7
1.2 Individual Psychology Theory	8
1.2.1 Birth Order Sub-Theory.....	9
1.2.2 Parent-Child Relationship Sub-Theory.....	10
1.2.2.1 Style of Parenting impact on the Child.....	10
1.2.3 Social Interest Sub- Theory.....	11
1.3 Inferiority Complex Theory.....	12
1.3.1 Effects of Inferiority Complex	13
1.3.2 Striving for Superiority	13
Conclusion	14
Chapter Two: Analysis of the External Factors on the Protagonist’s Psychological Well-Being	16
Introduction	16
2.1 About the Play	16
2.2 Albus as the Middle Child	17
2.3 Albus Relationship with his Father	18
2.4 Albus Relationship with Scorpius Malfoy	20

Conclusion	24
3 Chapter Three: Albus Severus Potter; a Psychological Reading of his Inner Struggle....	26
Introduction	26
3.1 Albus's Inferiority Complex	26
3.2 Albus's Strive for Superiority	28
3.3 Albus's Self-Acceptance and Growth	30
Conclusion	32
General Conclusion	34
Works Cited	38
الملخص	41

Abstract

This dissertation is an investigation into the psychological attitudes of the protagonist of *Harry Potter and the Cursed Child*, Albus Severus Potter. It investigates his relations with his surroundings from a familial and social perspectives. This study takes a psychological approach relying on Alfred Adler's theories of individual psychology and inferiority complex, while supporting with other sub-theories of birth order, parent-child relationship, social interest and striving for superiority. It is an attempt to analyse the character of Albus through analysing some major events that shape his personality and identity. Undertaking the previous Adlerian theories; this research reveals how Albus is indeed psychologically burdened as he goes through some new experiences in a new environment.

Key Words: Alfred Adler, individual psychology, birth order, parent-child relationship, social interest, inferiority complex, striving for superiority.

General Introduction

June the 26th of the year 1997, has marked the beginning of the successful book series of *Harry Potter*. A series that attracts audiences of all ages. It even surpasses its primal origins in literature and film, evolving into a cultural phenomenon of fundamental significance. It explores themes of friendship, courage, and the enduring struggle between good and evil. These concepts relate with audiences worldwide, forming a shared experience. The series explores a variety of personalities as well, within characters like Harry, Ron, and Hermione whom embody archetypes of loyalty, humour, and intelligence, offering readers inspiring figures. The series ended with seven books in 2007, where readers thought that the journey has ended. However, the eighth book in the series titled *Harry Potter and the Cursed Child* was officially released in 2016. The book as a two-part stage play written by Jack Thorne, Joanne Kathleen Rowling, and John Tiffany carries the charm of the previous classic origins. With more adventures in the world of magic. Yet, other characters with different personalities were introduced. The book follows two young boys and their journey from adolescence to maturity, where the previous traditional series' pleasures are represented in the creatively boundless realm of theater.

Unlike the previous books of the series, the play focuses on Harry's middle child Albus Severus Potter, as he goes on his journey at Hogwarts. He and his friend Scorpius experience a series of adventures involving a Time-Turner; a magical device allowing time travel. The play delves into the complexities of character development and survival in the face of grief, aligning with psychological foundation. *Harry Potter and the Cursed Child* invites contemplation on fate versus free will, the nature of evil, and the challenge of recognizing it. The thematic core revolves around the father-son relationship, illustrating its profound influence on societal ideals.

Within the play Albus Severus Potter is illuminated in a light that it is different from that of his father, where he encounters unexpected course of events and decisions that would affect him. Therefore, this research would focus on finding explanations on how the protagonist is

psychologically troubled. Through an examination of his character in the context of the expectations placed on him as the son of Harry Potter and the burden of carrying the legacy of the famous Potter family. The study would delve into the origin of the psychological struggles, conflicts and their consequences on him.

In light of the above-mentioned, this research is to answer the following questions:

- What makes Albus Severus Potter psychologically burdened and how is it portrayed through the events?

This main question shall be investigated through the following sub-questions

- How would the expectations associated with being the son of a famous wizard hero influence Albus Severus Potter's psychological well-being?

- How does the relationship with his parents, particularly Harry Potter, contribute to or alleviate Albus Severus Potter's psychological burden?

- How does the relationship of Albus Severus Potter with his peers precisely Scorpius Malfoy affects his decision making?

- What specific challenges does Albus face in reconciling his own identity with the legacy of the Potter family?

The theoretical approach of this study is psycho-analytical, in which it would help in providing a Profound explanation of the struggles of the protagonist. Through establishing a psychological framework that includes Alfred Adler theory of individual psychology and theory of inferiority complex and striving for superiority. As well as relying on his sub-theories of birth order, parent-child relationship and social interest. Connections between these theoretical concepts and Albus's experiences are explored.

The first chapter of this paper would be devoted to a thorough introduction to theories that the analysis is based on. Understanding those theories would help in making connection later on with analysis placed upon the protagonist.

As for chapter two, it would focus on examining Albus's choices based on how his surroundings contribute in shaping his psyche. While chapter three would be devoted to the outcome of Albus's psychological burden. It will be explained what does individuals like Albus are diagnosed as, in psychology.

There are already few published studies on the play, where they tackle different aspects of it. In a journal article from the Università degli Studi di Milano, Ilaria Villa explores the theme of good versus evil within Slytherin house. She employs stereotypes as her analytical approach, theorizing through New Criticism. Villa argues that the stereotypical portrayal of Slytherin house in the *Harry Potter* series is problematic as they are pictured as evil and malicious. However, in *Harry Potter and the Cursed Child*, she observes that the authors offer a fresh perspective by introducing two Slytherin protagonists.

In a thesis from UIN Sunan Ampel Surabaya 2019, Nurdiana Kholida Wahid examines the character of Albus Severus Potter, focusing on his heroic qualities. Using New Criticism as her primary approach and the Heroic theory as a supporting framework, Wahid identifies Albus as a sympathetic, optimistic, intelligent and humble, yet unconfident, stubborn, and impulsive boy. She also concludes that Albus displays courage even in the face of oppositions.

Another study titled "Exploring Identity Crisis in J.K. Rowling's Play *Harry Potter and the Cursed Child*", aims to examine the theme of identity crisis within the play and its underlying factors. Employing a qualitative approach, the research utilized Erikson's theory of 1968 to identify and analyze instances of identity crisis. The findings reveal that the main character, Albus Potter, grappled with role confusion, vacillating between positive and negative role identities, often seeking attention through disruptive behavior. However, through a process of learning from his mistakes, he ultimately discovered his true identity.

A different study explores how individual's character is shaped by their experiences from a phenomenological perspective, focusing on Albus' experiences. The most influential

experiences for him stem from his family, school, and friendships. Furthermore, the study examines the evolution of Albus' character, noting changes in his personality. Husserl's phenomenology is employed, along with the theory of New Criticism, which considers character and characterization. Additionally, a psychological approach is utilized to understand the character's mental challenges resulting from his experiences. Data are gathered from J.K. Rowling's play, analyzing selected narrations and dialogues to draw conclusions. Both positive and negative changes in Albus' character are observed, primarily attributed to his experiences in these areas. This analysis results in Albus emerging as a complex character within the play.

Therefore, this study is conducted on the hopes of covering some of the gaps that were not examined in other studies. And provide new lenses to the behaviour and psychological well-being of Harry Potter and the Cursed Child's protagonist, Albus Severus Potter.

Not as the son of the boy who lived Harry Potter but as a regular boy entering a new environment and experiencing new experiences.

Chapter One: Theoretical Framework.

Introduction

The first chapter of this paper will solely provide a solid ground of the theories and sub-theories that shall be used as an analysis tool of Albus Severus Potter's character. Whereas the following chapters would be the application of the theory along with the context surrounding the play. The main theory chosen for the analysis is Alfred Adler's Individual Psychology Theory. It is a comprehensive framework that delves into understanding human behaviour and personality. This theory emphasizes the unity of each individual and the effect of social environment on them, highlighting the importance of striving for a sense of belonging and significance. Adler believes that our perceptions and interpretations of our experiences significantly influence our behaviour and emotions. By exploring Adler's Individual Psychology Theory and inferiority complex theory, along with his sub-theories of birth order and parent-child relationship, we gain understanding of human nature and behaviour. This would provide a suitable explanation to how Albus Severus Potter's character is portrayed and what shapes it in the way it is.

Who is Alfred Adler

Born in 1870, Alfred Adler is a Jewish grain merchant's son from a Vienna suburb who became a medical doctor later on. He was initially inspired by Sigmund Freud's theories and joined his discussion group before eventually diverging from Freud and Jung to introduce his own theories and views regarding psychology. In 1912, Adler founded the Society for Individual Psychology, where he presented a broad and responsive understanding of human personality (cherry). His independent approach and contributions make him one of the three great fathers of modern psychotherapy, alongside Freud and Jung. Adler passed away during a

lecture tour of Scotland in 1937, leaving behind him a remarkable legacy that is still appreciated and practiced even in today's modern psychology. (Adler University)

1.1 Alfred Adler Vs Sigmund Freud

Alfred Adler was one of Freud's early disciples, playing a major role in the psychoanalytical movement initiated by Freud. However, Adler eventually became a prominent dissident, criticizing Freud's focus on sexual motivations and instead emphasizing the will to power as a primary source of neuroses.

Adler's divergence from Freudian psychoanalysis led him to establish his own school of thought, known as individual psychology. This theory emphasizes the importance of societal influences and the individual's striving for superiority and power as mechanisms to overcome feelings of inferiority. Adler's approach was fundamentally different from Freud's, particularly in its disregard for the unconscious and its simpler, more accessible framework, which appealed to the general public. (Sumner 22-23)

Freud, although initially restrained in his criticism of Adler, eventually became more openly critical. In his *New Introductory Lectures on Psycho-Analysis* in 1933; Freud compared Adler's approach to that of a country doctor who diagnosed all ailments in the same way. Freud acknowledged that the Adlerian focus on overcoming inferiority had some merit, paralleling the concept of secondary gain in illness but criticized its simplistic nature.

Adler's therapeutic methods differed from Freud's as well. He did not focus on uncovering unconscious motivations through techniques like free association and dream analysis. Instead, he believed that neuroses served to artificially elevate the individual's status in the eyes of others, a perspective rooted in his concept of the will to power.

Post-Freudian psychodynamic views diverged from Freud's emphasis on sexual and aggressive instincts as the root of personality, focusing instead on interpersonal and social needs

and the influence of sociocultural factors. Alfred Adler and Karen Horney contributed significantly to this theory by emphasizing the ego and self-concept, proposing that people are motivated to maintain a consistent and favourable self-view and develop psychological defences to protect it. Adler highlighted the importance of social concern and interpersonal relations, seeing family and community involvement as inherently gratifying. He suggested that feelings of inferiority, often rooted in childhood, drive individuals to strive for superiority, with neurotic adults experiencing profound feelings of unworthiness. (Yunus 8)

Despite Freud's criticisms, Adler's ideas gained traction, influencing the field of psychology significantly. His focus on societal and environmental factors, as well as the concept of striving for superiority, have been incorporated into various therapeutic approaches. Freud himself, in *Civilization and its Discontents* in 1930, seems to acknowledge the influence of Adler's ideas, particularly in his discussions of human aggression and the drive for power.

1.2 Individual Psychology Theory

One of the central concepts of Adler's theory is the idea that each individual has a unique sense of purpose or life task, that serves as a driving force in their lives. It explains how each individual has an innate striving for success, mastery, and fulfilment. Moreover, Adler explains the significance of early childhood experiences and the development of a person's social interest, which refers to their innate inclination to positively contribute to the welfare of others and society as a whole. Therefore, Adler's theory places considerable focus on the influence of family dynamics, birth order, and early relationships in shaping an individual's personality and psychological well-being. As well as, a subjective perception and the pursuit of significance which provides valuable indications into understanding and addressing various mental and emotional challenges. (Adler 144)

Adler explicates the importance of conscious thought and the influence of social factors on shaping personality. He argued that personality development occurs through learning within

a social context. Additionally, he believes in the conscious thinking of each individual arguing that people are generally aware of why they behave as they do, and can make rational decisions about their goals and plans. In contrast to other views of psychologists, Adler's Individual Psychology is considered optimistic, highlighting the potential for personal growth and development over time. According to Adler, individuals gradually gain mastery over their environment and develop a sense of self. Which would eventually lead to a sense of responsibility and care for others. He believes that studying how individuals tackle life's challenges provides insight into their unique potentials and developmental possibilities. (Adler 145)

1.2.1 Birth Order Sub-Theory

The Adlerian approach emphasizes the significance of sibling relationships and birth order. Adler proposed that birth order influences personality development, as each child in a family occupies a unique position that comes with its own set of experiences and expectations (Manaster 300). He identifies five psychological positions: oldest child, second child of only two, middle child, youngest child, and only child (Carlson *et al.* 11). For example, the second-born children or middle children in some cases, experience pressure from the first-born, making them more ambitious and revolutionary possessing a desire to change the power dynamics and aspirations (Ewen 98). Second-borns and first-borns compete to determine where one excels in an area, the other typically avoids it and focuses on something else. (Carlson *et al.* 52)

According to Adler, the personalities of the first child, middle child, and last child differ because they are treated differently by their parents and siblings (Adler 108). These differences are reflected in their position within the family or family constellation. Adlerian psychology focuses on how family constellation significantly influences the development of a child's lifestyle, as the family structure and atmosphere shape the child's fundamental behaviour and outlook on life. (Carlson *et al.* 243)

1.2.2 Parent-Child Relationship Sub-Theory

According to individual psychology, family composition explains how a child perceives his familial environment and the core influences, it exerts on his personality development. According to Manaster, it is crucial to adopt a phenomenological viewpoint, where it is needed to understand the child's perspective to explore and predict their sense of self and future. Every aspect related to the family structure is considered, including the attitudes, values, behaviours, and personalities of each family member. (301)

Adler believes that the unique family atmosphere challenges the child. The parental relationship serves as a model for the child's view of relationships and influences his interactions with others. For example, a friendly and supportive parental relationship creates a calm atmosphere where children feel more secure (Russell *et al.* 207). However, when children witness differences or conflicts between their parents, they would exploit these dynamics for their own benefit, manipulating the competition between their parents to gain control or seek affection. If solidarity is lacking between the parents, children may develop misconceptions about relationships and find it difficult to understand the true meaning of solidarity and cooperation with others. While parents play a major role in shaping the family climate, other family members and even teachers can also influence it. Siblings, grandparents, uncles, aunts, and others can impact the prevailing tone in the family through their interactions with parents or children. (Mossack and Maniacci 38)

1.2.2.1 Style of Parenting Impact on the Child

Adler states that a child's first experience with cooperation comes from their parents, and if the parents lack cooperation, they cannot effectively teach their children to cooperate (Ewen 95). For example, a mother should nurture the child's potential for social interest. However, if the mother is inflexible, uncooperative, or unreliable, the child will learn to resist rather than develop social interest. In individual psychology, there are two main parenting styles:

pampering and neglecting. Pampering is seen as a serious parental mistake because it involves giving the child excessive attention, protection, and assistance. Neglecting, however, is the opposite as it involves failing to provide enough care and attention, making the world seem cold and uncaring to the child (Ewen 95, 96). As a result, neglected children often develop feelings of worthlessness, anger, and distrust towards others. (Schultz and Schultz 113)

1.2.3 Social Interest Sub-Theory

Adlerian psychology is fundamentally relational, arguing that humans are inherently social beings and that understanding is distributed within a social context. Adler explains that individuals cannot be completely understood in isolation from their social environment. Consequently, Adlerian psychology views life tasks such as love, society, work, spirituality in a strongly relational manner. Where they form connections with others from partners to friends and peers, professional relationships, self-relationship, and one's relationship with a higher power or the universe. (Watts 442, 447; Watts *et al.* 7, 31)

According to Manaster and Corsini, the most distinctive and important concept in Adlerian psychology is "gemeinschaftsgefühl." This core principle of Adler's theory, typically translated as "social interest or community feeling", For a holistic understanding, both community feeling and social interest are essential; community feeling addresses the emotional and motivational aspects, while social interest pertains to cognitive and behavioural components. True community feeling is characterized by a sense of belonging, empathy, caring, compassion, and acceptance of others that leads to social interest, which involves thoughts and behaviours that benefit the common good. Genuine social interest is driven by community feeling. (Watts and Eckstein 281, 283)

Studies by Leak and Leak have shown that social interest correlates with various aspects of positive psychology, such as hope, other-centred values, optimism, prosocial moral reasoning, psychosocial maturity, and subjective well-being. Despite this, positive psychology

often overlooks an important early positive psychology construct, Adler's *gemeinschaftsgefühl*. (139, 147)

1.3 Inferiority Complex

According to Adler, feelings of inferiority are a constant motivating force in all behaviour. He suggests that all human strivings are driven by these feelings of inferiority. Individual development results from compensation, which is the effort to overcome real or perceived inferiorities. Throughout life, people are motivated by the desire to rise above and overcome these feelings and achieve a higher level of development (Schultz and Schultz 111). However, if a person is unable to compensate for normal feelings of inferiority, it may develop into an inferiority complex. Ewen describes an inferiority complex as exaggerated and pathological feelings of weakness, where individuals believe they are incapable of overcoming their difficulties despite making effort (94). Individuals with an inferiority complex have low self-esteem and feel helpless and unable to cope with life's challenges.

According to Adler, three childhood factors would lead to an inferiority complex; organ inferiority, spoiling or pampering, and neglect (Hjelle and Ziegler 79). Another contributing factor is psychological birth order and family constellation, as each child develops a unique perspective based on his position in the family. Beyond these factors, inferiority complex is also the result of negative events in early childhood, which causes a superstitious fear of the tragedy recurring. (Adler 242)

Inferiority complex would cause a group of symptoms that are gradually apparent. Individuals who do not want to confront their feelings of inferiority would mostly develop symptoms such as phobias, complaints, and obsessions, without realizing they are causing these symptoms (Carlson *et al.* 60). According to Adler, children that are neglected or rejected by their parents often develop a sense of worthlessness (Schultz and Schultz 125). This sense of worthlessness is a key symptom of inferiority complex, which is frequently associated with the

belief that one lacks special abilities. The thought that some people are gifted while others are not is constant in this complex, where individuals who feel worthless may see themselves as unimportant, useless, or having nothing valuable to offer to society. (Adler 227)

Another symptom of an inferiority complex is the inability to socialize. Adler states that a person's inability to socialize is due to a lack of courage, which prevents them from understanding the necessity of social interaction (220). Furthermore, a person who claims to be uninterested in others is not ultimately honest. They act disinterested in the world, but this is merely a facade to hide their lack of social adjustment (Adler 216). Neglected children also tend to develop feelings of anxiety (Schultz and Schultz 127). These feelings are negative beliefs about themselves situations and others. A person may believe they have been displaced in affection and that another is preferred, or they may become constantly afraid that a negative event will reoccur (Adler 242).

1.3.1 The Effects of Inferiority Complex

Inferiority complex would gradually impact a person's daily life, making it difficult to function normally at home, work, or school. A child exhibiting feelings of inferiority or inadequacy is likely to respond passively or fail to respond at all, showing no improvement (Carlson *et al.* 15). This condition would lead to further psychological troubles, specifically in situations like being overshadowed by a more agreeable sibling. A person psychologically troubled eventually will lose interest in society and may lack the desire to engage in useful activities (Adler 89,90). Additionally, feelings of guilt can arise when a person's self-concept conflicts with their ethical beliefs (Carlson *et al.* 59). These guilt feelings can further hinder a person's ability to stand up for themselves.

1.3.2 Striving for Superiority

Adler's concept of "striving" evolved, and he uses terms like completion, mastery, perfection, and superiority to describe the human drive to progress from the current state to an

improved sophisticated one (Manaster and Corsini 41). For Adler, the primary human motivation is the pursuit of competence or self-mastery, which he identifies striving for perfection or superiority. Adler believes that to achieve that, the individual needs to show a sense of courage to be able to succeed. This drive is as a response to the universal feelings of insignificance and powerlessness, accompanied by a sense of inferiority. Striving for perfection or superiority represents the inherent human aspiration to move from a perceived negative position to a more positive one. Or as Ryan and Deci describe it as: “the striving for perfection that represents the realization of one’s true potential”. Where this concept is about actualizing one’s capabilities and achieving a state of excellence. This pursuit is related to humanistic and self-actualization theories.

The notion of perfection, in this context, does not imply flawless perfectionism but a continuous journey towards self-improvement and realization of one’s unique talents and abilities. It involves setting high standards for oneself, pursuing excellence, and embracing challenges as opportunities for growth and development.

The concept of striving for perfection and realizing one’s true potential can be viewed through various perspectives as well, such as in psychology, philosophy, and literature. For example, in existential philosophy, the concept relates to the idea of “authenticity,” where individuals live in accordance with their values, beliefs, and true selves, realizing their full potential and leading to meaningful lives.

Conclusion

To sum up, this chapter includes the theories that will be applied in the following chapters to the protagonist Albus Severus Potter. It starts with a brief introduction about the psychologist behind the theories chosen, Alfred Adler. Then the chapter proceeds with an explanation about theory of individual psychology and its sub-theories of birth order, parent-child relationship and social interest. Next, the chapter would provide an explanation about the

essence of the theory of inferiority complex, its symptoms and effects, to its relation with the theory of striving superiority. This chapter mainly introduces the theories leaving the application and the play's context to the next chapters.

Chapter Two: Analysis of the External Factors on the Protagonist's Psychological Well-Being.

Introduction

This chapter will be devoted to an overview about the play's main events and central characters. Afterwards, there would be an analysis of the circumstances surrounding Albus Severus Potter and how they affect him and contribute to his burden. The analysis would be based on the previously mentioned Adlerian theories that are more related to the context and environment where Albus lives. How does his birth order affect him, along with his relationship with his parents, specifically his father. And how his social interest is limited compared to his peers.

2.1 About the Play:

Harry Potter and the Cursed Child is a stage play, based on an original story by Joanne Kathleen Rowling, John Tiffany, and Jack Thorne. The play follows the story of Harry Potter who is now an employee in Ministry of Magic, and his son Albus Severus Potter. However, Albus is introduced as the main character of this new book, unlike the previous books of the series where Harry is the centre of the events.

The play is divided into two parts where the events are presented in four acts. The story begins 19 years after the events of *Harry Potter and the Deathly Hallows*. Harry Potter is now a middle-aged man working at the Ministry of Magic, and he is married to Ginny Weasley. They have three children; James Sirius, Albus Severus, and Lily Luna. The play opens with act one as Harry and Ginny seeing off their children at King's Cross Station for the start of the school year at Hogwarts. Albus Severus Potter, who is about to start his first year at Hogwarts, feels the pressure of living up to his family's legacy. On the Hogwarts Express, he befriends Scorpius Malfoy, the son of Draco Malfoy. Unlike their fathers, Albus and Scorpius become close friends.

Albus is sorted into Slytherin, which further strains his relationship with his father. He struggles at school and feels overshadowed by his father's fame. Meanwhile, Harry is dealing with his own challenges at the Ministry, and is haunted by nightmares of Voldemort's return. As the play progresses, Amos Diggory, the father of Cedric Diggory, approaches Harry and asks him to use a recently discovered Time-Turner to save Cedric, who was killed by Voldemort. Harry refuses, but Albus overhears the conversation and decides to take matters into his own hands. Albus and Scorpius steal the Time-Turner and embark on a mission to save Cedric.

However, in act three, their attempts to change the past have unintended consequences, where alternative realities were created. In one timeline, Cedric survives but becomes a Death Eater, leading to a dystopian future where Voldemort rules. In another, Albus and Scorpius inadvertently cause the death of Harry Potter. Realizing the gravity of their actions, Albus and Scorpius work to undo the changes they made. They are eventually joined by Harry, Hermione, Ron, and Draco, who help them set things right.

Act four is the climax of the play, as it involves a final confrontation with Delphi, a dark witch who is revealed to be the daughter of Voldemort and Bellatrix Lestrange. Delphi aims to fulfil a prophecy that would bring Voldemort back to power. The group manages to stop her plans, and Delphi is captured. In the end, Albus and Harry reconcile, understanding each other better. The play concludes with a message about the importance of family, friendship, and the choices that define them.

2.2 Albus as the Middle Child

Alfred Adler's birth order theory claims that a child's position in the family can influence their personality and behaviour. According to him, the birth order can shape an individual's experiences and interactions within the family and society. Therefore, Albus position as the middle child plays a part in triggering his behaviour. Where the middle children often feel the need to establish their own identity and be a separate being from their siblings.

They may feel overshadowed by the achievements of the firstborn and the attention given to the youngest. In the play it is apparent that Albus shows discomfort in his brother's continuous teasing about him joining house of Slytherin, which is known for evil and dark magic.

As James utters: "he might be in Slytherin". (Rowling *et al.*1.1.8)

Albus is concerned with not becoming like his brother, a prideful Gryffindor. His concerns are confirmed as he is indeed put into Slytherin, where he feels like a let-down to both his family and people surrounding him. As it was a shock to all school when he is sorted there:

SORTING HAT: Albus Potter.

He puts his hat on ALBUS's head — and this time he seems to take longer — almost as if he too is confused.

SLYTHERIN!

There's a silence.

A perfect, profound silence.

One that sits low, twists a bit, and has damage within it.

POLLY CHAPMAN: Slytherin?

CRAIG BOWKER JR.: Whoa! A Potter? In Slytherin.

ALBUS looks out, unsure. SCORPIUS smiles, delighted, as he shouts across to him. (Rowling *et al.*, 1.4.33.41)

Albus continues to be anxious and troubled as he encounters new challenges being in Hogwarts; he does not excel at sports and could not be a decent player in the game of Quidditch like his brother and father and even his grandfather.

2.3 Albus Relationship with his Father:

Albus being sorted into Slytherin does not only affect his relationship with his older brother, but with his father as well. Therefore, he tries to express his anxieties to his father of belonging to an evil house.

ALBUS: Dad...

ALBUS pulls on HARRY's robes. HARRY looks down.

Do you think—what if I am—what if I'm put in Slytherin...

HARRY: And what would be wrong with that?

ALBUS: Slytherin is the House of the snake, of Dark Magic... It's not a House of brave wizards.

HARRY: Albus Severus, you were named after two headmasters of Hogwarts. One of them was a Slytherin and he was probably the bravest man I ever knew.

ALBUS: But just say...

HARRY: If it matters to you, you, the Sorting Hat will take your feelings into account.

In this scene Harry tries to pamper and assure his son that it is nothing to be worried about. However, this attempt only adds pressure to Albus. As he realises that even if it is okay to be put in any House, still there is this expectation that he would be able to choose Gryffindor through his own will. Moreover, he eventually could not. His father's further indication on the reason behind choosing his name as Albus Severus adds to his struggle. Because, he could not adjust to Hogwarts nor make any achievements that are to be considered worthy of his name as a Potter, as an Albus and as a Severus.

Albus often feels misunderstood and neglected by his father. According to Adler this sense of neglect is a common trait among middle children, who may feel they receive less

attention compared to their siblings. Albus resentful feelings towards his father grow as the play progresses. Because of Albus and Scorpius's attempts to do good and gain appreciation, they steal a Time-Turner machine to travel back in time and save Cedric who died years ago. Yet, they end up creating new alternative universes with different realities. As helpless as they become, Harry interferes to fix the issue. He tells Albus: “I need you to stay away from Scorpius Malfoy” (Rowling *et al.* 2.8. 88). As surprised he is; Albus gives an immediate response:

ALBUS: What? Scorpius?

ALBUS: My best friend? My only friend? (Rowling *et al.* 2.7.8.89.92)

Albus could not stand his father’s contradictory behaviour as he tells him before to befriend whoever he wants, but then he forbids him from staying with his only friend. This inconsistency is to be explained through Adler's theory on parent-child relationship. Where according to him, such contradictory behaviour from parents can lead to confusion and heightened feelings of insecurity in children. It makes Albus question his own worth.

Albus’s sense of neglect now is evident in his emotional distance from Harry. He perceives any attempts of Harry to connect as insufficient or misguided, adding to his feelings of isolation. His negative feelings towards Harry did not stop on that as Harry could not hold his temper:

HARRY (*finally losing his temper*): You know what? I’m done with

Being made responsible for your unhappiness. At least you’ve got a

Dad. Because I didn’t, okay? (Rowling *et al.* 1.7.72.74.)

Harry got angry and lost his patience due to his son's continuous complains about how unhappy he is. And how it would have been better, if he is not the son of Harry Potter.

2.4 Albus Relationship with Scorpius Malfoy:

Scorpius is the son of Draco and Astoria Malfoy, and the best friend of Albus Potter. He is constantly treated as an outcast as he is rumoured to be the son of Voldemort. He and Albus becomes friends quickly when they meet in the train headed to Hogwarts. After Albus is sorted into Slytherin, their bond tightens as they both feel as outsiders from the rest of the students. A child who is rumoured to be the son of the evil lord and a child of the hero Harry Potter who belongs to the evil House of Slytherin. They would not seek to make any more friends as they find solace in each other.

According to Albus's character's make-up, his friendship with Scorpius Malfoy, is a significant act of rebellion. Given the historical enmity between their families, this friendship symbolizes Albus's desire to break away from his father's shadow and establish his own identity. He feels understood befriending Scorpius as well as prideful for being able to differ from the expectations placed on him. Later on, when Harry got angry at Albus for stealing and using the Time-Turner, he orders him to leave Scorpius and the Slytherin's resident: HARRY: "you will stay in the Gryffindor common Room!" (Rowling *et al.* 2.8.114-115).

Albus immediately gave a direct response that, according to him, he should not be there, "You can't make me Go into Gryffindor! I'm Slytherin!" (Rowling *et al.* 2.8.116).

Albus's shows little social interest in others apart from a family member or Scorpius. Adlerian psychology highlights the need for humans to be true to their real nature of being social beings. He stressed on how individuals cannot be fully understood in isolation from their social environment. As they should socialise in any environment surrounding them. Yet, in Albus's case, he finds difficulties in reconciling with others that are not from his usual circle. Leading others to avoid or even mock him. In a scene with his father:

HARRY: Third year. Big year. Here is your permission form for

Hogsmeade.

ALBUS: I hate Hogsmeade.

HARRY: How can you hate a place you haven't visited yet?

ALBUS: Because I know it'll be full of Hogwarts students.

ALBUS screws up the paper. (Rowling *et al.* 1.4.161-166).

Hogsmeade is a small village next Hogwarts, where all its people are wizards. It is a place where wizards find comfort and safety as they are surrounded with their likes. Yet, to Albus that place is a source of disturbance and discomfort.

Albus also received bullying during the class, Polly Chapman and Karl Jenkins bullied Albus claiming that Albus does not look like his father and that he is just a disgrace to Slytherin. This is evidenced by the conversation below:

POLLY CHAPMAN: Oh Merlin's beard, how humiliating! He isn't

Like his father at all, is he?

KARL JENKINS: Albus Potter, the Slytherin Squib. (Rowling *et al.* 1.4.69-71).

And in another scene: ALBUS hunches over a potion.

ALBUS: And now we add — is it horn of bicorn? (Rowling *et al.* 1.4.147)

He continues making the potion nonstop, excited about its effect;

ALBUS: With just a little salamander blood . . .

The potion explodes loudly. (Rowling *et al.* 1.4.150-151.)

The above conversations prove that Albus is trying to ignore the bullying from his classmates yet, he is affected. Albus made an explosion in the classroom warning them to not bully him

anymore. Albus did that because he was annoyed with his classmates, whom always mocked him. This explosion was a response from Albus to the two because they had told an unpleasant thing about him being a Potter who enters Slytherin.

Albus's friendship with Scorpius is an important aspect of his character development, but their interactions are more about their individual experiences and challenges rather than a shared commitment to social causes or a whole community welfare. Additionally, Albus's actions and decisions in the play are often driven by his personal desires and conflicts, such as his attempt to change the past to save Cedric Diggory, which has more to do with his own guilt and sense of responsibility than a genuine concern for others or society.

While Albus does demonstrate empathy and understanding towards others, such as his eventual reconciliation with his father; these instances are more about personal growth and family dynamics than a broader expression of social interest as defined by Adler. Yet, Scorpius is indeed considered a main trigger to Albus's decision making and behaviour. As he provides Albus with emotional support during challenging times, such as dealing with the expectations of being Harry Potter's son and the pressures of Hogwarts along with supporting him in obtaining the Time-Turner and using it. He understands his struggles and insecurities, creating a safe space for him to express himself without judgment, which fosters a deep bond between them.

Yet, as the play progresses, Albus starts developing a sense of social interest after he and Harry work through their misunderstandings, He begins to understand and empathize with his father's perspectives. This reconciliation process reflects Albus's growing ability to consider the feelings and needs of others.

Albus realises the consequences of his wrongdoings through their time-traveling adventures. He learns the broader outcomes of his actions on the world and people around him.

This realization helps him develop a more empathetic outlook. So, he shows commitment to correcting the altered timelines and preventing catastrophic futures showing his growing sense of responsibility and social interest. His actions become more aligned with the well-being of the larger wizarding community.

Albus's social interest development is also portrayed through his decision to confront Delphi despite the dangers, it shows his bravery and determination, driven by a desire to protect others and maintain the wizarding world's balance. This act demonstrates his willingness to act for the greater good. His teamwork with Scorpius, Harry, and others to stop Delphi's plans shows his ability to collaborate and positively contribute to collective efforts. Lastly, by the play's end, Albus's actions and experiences lead to a stronger sense of belonging within his family and the larger Hogwarts community. He begins to perceive himself as an integral part of these groups, actively contributing to their well-being and harmony.

Through Adler's theory of social interest, Albus Severus Potter's character arc in *Harry Potter and the Cursed Child* is a journey from isolation and self-centred motivations towards empathy, cooperation, and a sense of community. Albus moves from acting out of personal insecurities to making decisions that reflect a concern for others and the greater good. His development proves the importance of social connections and the impact of positive relationships in fostering a sense of belonging and purpose.

Conclusion:

This chapter provides a summary of the play in order to facilitate the understanding of the events. Next is an analysis of Albus Severus Potter, where it is based on the Adlerian theory of birth order first; it explains how Albus being the middle child affects his well-being. Then there is his relationship with his father, where Albus feels misunderstood and neglected, exacerbated by Harry's contradictory parenting. However, this chapter further explains how Albus finds solace and understanding in his friendship with Scorpius Malfoy, which symbolizes

his rebellion against his family's history and his journey toward self-acceptance. While Albus's actions are driven by personal struggles than broader social interests, his bond with Scorpius remains genuine, providing him with the support and understanding he craves.

Chapter Three: Albus Severus Potter; a Psychological Reading of his Inner Struggle

Introduction:

This last chapter is devoted to the overall diagnosis of Albus Severus Potter's personality make-up. How it can be determined that he has inferiority complex, and his strive for superiority and success. The first section would explain how Adlerian inferiority complex is present in Albus's behaviour; this would be examined through the conversations he has with others. Next sections would explain how Albus's awareness of his Inferiority complex will eventually lead him to strive for superiority and significance which would change his present childish impressions into much more mature and developed behaviour resulting from his growth.

3.1 Albus's Inferiority Complex

In *Harry Potter and the Cursed Child*, Albus Severus Potter's behavioural dilemmas and decision-making are to be analysed through Adler's theory of inferiority complex. According to Adler, feelings of inferiority often drive individuals to strive for significance and superiority, influencing their behaviour and interactions.

Albus's anxiety and tendency to worry excessively are manifestations of his underlying feelings of inferiority. As the son of the famous Harry Potter, the boy who lived, Albus is constantly burdened by the pressure to live up to his father's legacy. This pressure creates a sense of inadequacy, leading Albus to respond with anxious and worried behaviours. His name itself serves as a burden since he cannot help but feel pressured of living up to his name.

His humility, especially towards his friend Scorpius, further reflects his attempt to cope with his perceived inferiority by being kind and modest, avoiding direct competition with others. Especially since he does not excel in sports nor in making friends or engaging in any social act.

Albus's ignorance and desire to distance himself from his family name demonstrate his struggle with his sense of inferiority. By ignoring his family and making independent decisions, Albus seeks to carve out his own identity and prove his worth outside of his father's shadow. This behaviour aligns with Adler's idea that individuals with an inferiority complex often strive to assert their independence and competence. In one scene it is apparent that Albus sense of worthlessness makes him dislike being spotted with his father, not being ashamed of his father but rather feeling ashamed of himself standing next to the famous talented Harry Potter.

ALBUS: You didn't need to bring me to the station, Dad.

ALBUS picks up his case and makes it hard away.

HARRY: But I wanted to be here . . .

But ALBUS is gone. (Rowling *et al.* 1.4.104.108).

Albus constantly undergoes such feelings of not wanting to be viewed with Potter's as he is in unequal position to them. Evil Slytherin should not align with good Griffindor.

Albus's violent and vengeful behaviour can be seen as an extreme reaction to his feelings of rejection , especially when his father expresses anger and disappointment in him.

ALBUS: No! I just wish you weren't my dad.

HARRY (*seeing red*): Well, there are times I wish you weren't my Son.

There's a silence. ALBUS nods. Pause. HARRY realizes what he's Said.

No, I didn't mean that . . . (Rowling *et al.* 1.7.77.80).

Albus could not but to respond with aggression as a way to defend his fragile self-esteem.

ALBUS: Yes. You did.

HARRY: Albus, you just know how to get under my skin . . .

ALBUS: You meant it, Dad. And, honestly, I don't blame you.

There's a horrible pause. You should probably leave me alone now.

(Rowling *et al.* 1.7.81.85.)

Albus Severus Potter's behaviour ranging from anxiety and humility to ignorance, insistence, and aggression are signs of Adler's explanations of inferiority complex. These behaviours are driven by Albus's struggle to cope with and overcome his deep-seated feelings of worthlessness and the constant pressure to measure up to his father's legacy.

His insistent behaviour, where he tries to prove that he can be like his father and show that his father was wrong, reflects his desire to overcome his feelings of inferiority. Albus realises that his capacities are not to be compared with his father's, it is apparent when he chooses to go back in time with the Time-Turner. He asked Scorpius to go back with him because he acknowledges his incapacity to do it alone. Yet because he trusts and views Scorpius as an equal and a refuge, he does not hesitate to ask him. Albus's actions are driven by a need to validate his own abilities and prove his significance. This insistence on proving himself is a direct response to the trigger of his inferiority complex.

3.2 Albus's Strive for Superiority

Albus Severus Potter's growth in courage and determination can be directly analysed through Alfred Adler's theory of striving for superiority. Where Adler explains that individuals are driven by a fundamental desire to overcome feelings of inferiority and achieve a sense of superiority. This striving for superiority is not about dominating others but about achieving personal excellence and fulfillment. It is a positive force that motivates individuals to overcome obstacles, develop skills, and contribute to society.

Albus is constantly challenged through the flow of events in his school life, due to his feelings of worthlessness compared to his father and brother. He is also constantly reminded by

the two people he is named after, and about their contribution to the Hogwarts school. Yet he finds himself at first failing in school and in sports and even in making friends and having a proper social life. Therefore, he aims to change his current state to become a better son and a better wizard.

Albus 's determination to help his friend Scorpius and set things right showcases his courage in several ways. Firstly, he overcomes his fear to face the consequences of changing the past events using a Time-Turner. His belief that he can make things better for his friend and himself demonstrates courage in the face of uncertainty. Secondly, Albus demonstrates courage by standing up against adversity. Despite warnings from his father and the known dangers of meddling with time, he remains steadfast in his resolve. This steadfastness shows his courage in the face of significant opposition.

According to Adler, when an individual recognises and accepts his feelings of inferiority, it leads him to crave and strive for superiority hoping for change. Yet, this change requires courage in order to be affective. Within the play regardless of Albus's mistakes he acknowledges his differences eventually and asks his father and adults for help.

Additionally, Albus shows courage by defying expectations. As a member of the Potter family, there are expectations placed upon him regarding his behaviour and choices. By befriending Scorpius and going against his family's history in Gryffindor, Albus demonstrates courage in being true to himself and his values, rather than conforming to others' expectations. Moreover, when their actions have unintended consequences, Albus takes responsibility for his part in the situation. This willingness to own up to his mistakes and work to make amends showcases his courage and sense of responsibility.

After using the Time-Turner and creating alternative universes, Albus comes to acknowledge his failure and inability to actually save Cedric Diggory. He realises that he

himself as Albus Severus Potter is incapable of doing the task his father was asked to do. He realises why his father was the one asked for help and not anyone else.

3.3 Albus's Self-Acceptance and Growth

Albus Severus Potter's journey toward self-acceptance and realization lay within his experiences, where he comes to understand that his value as an individual does not hinge on his father's renowned achievements. In Act One, Scene Four, Albus expresses his feelings of inadequacy, saying, "I'm nothing like him. I'm not brave, or... or... interesting. I'm not... I'm not part of the family" (Rowling *et al.* 1.4.73.75). These inner thoughts of his, show his struggle to accept himself outside the shadow of his father's legacy.

However, as the story progresses, particularly in Act Two, Scene Nineteen, Albus shows signs of growth and self-awareness when he tells Harry, "I don't want to fight you... I just want to be friends" (Rowling *et al.* 2.19.625.626). This moment signifies Albus's acceptance of his unique identity and his desire to forge his own path, separate from Harry's shadow.

Albus's acts of bravery further exemplify his personal evolution. In Act Three, Albus confronts Delphi alongside Scorpius, showing courage not driven by a need to prove himself but by his own values and sense of responsibility. This triggering moment is underscored by his dialogue with Scorpius, where he asserts, "I thought it was my fault. I thought I could fix it. I realize now... he's not my son. He's not my responsibility. It's you, Albus. It's always been you" (Rowling *et al.* 3.23.790-793). This realization marks a significant shift in Albus's character] development, proving his growth and newfound courage stemming from within, rather than from external expectations.

Through the lens of Adler's theory, Albus Severus Potter's journey in *Harry Potter and the Cursed Child* can be seen as a process of striving for superiority. He moves from a place of deep inferiority and self-doubt to one of courage, self-acceptance, and personal growth. His

determination and brave acts are not just about overcoming external challenges but are an evolution against his inside feelings of worthlessness. In Act 1, Scene 2, Albus expresses his feelings of being different from his family, stating, "I'm not like you or Mum. I'm not a Gryffindor." (Rowling *et al.*1.2.96) This quote reflects his struggle to live up to the expectations set by his family's legacy, particularly his father's.

Throughout the play, Albus forms a close bond with Scorpius Malfoy, who also feels the weight of his family's history. Their friendship becomes a source of strength for both characters, allowing them to support each other through their struggles. In Act 2, Scene 8, Scorpius tells Albus, "I thought your family would help me get through this... but it turns out you were what I needed." (Rowling *et al.*2.8. 447) As Albus and Scorpius embark on a mission to right past wrongs, Albus undergoes significant growth. He learns the importance of empathy and understanding, particularly towards his father.

In Act 4, Scene 13, Albus tells Harry, "I didn't stand a chance, did I?... The family name. You've never been able to get over it." (Rowling *et al.*4.13. 934) This moment marks a turning point in their relationship, as Harry begins to understand the impact of his own expectations on Albus. By the end of the play, Albus has come to terms with his identity and his place within his family. In Act 4, Scene 18, he tells his father, "I just wanted to be with you. Just wanted to be with you and Mum. Together. Like the family we were supposed to be." (Rowling *et al.*4.18. 1026) This quote signifies Albus's acceptance of himself and his family, as well as his newfound understanding of the importance of love and connection. And how it contributes to his internal psychological growth and his movement towards achieving a sense of superiority and self-fulfilment.

Eventually, all of Albus's struggles with inferiority feelings and striving for superiority helped in shaping him into an unexpectedly courageous and logical individual. He undertakes an unconventional journey aboard the Hogwarts Express to reconcile the estrangement between

his father, Harry Potter, and himself. These changes lead to his realisation of his father's genuine love, prompting him to seek for his unique and purposeful path. Ultimately, he gains a deep sense of confidence in his familial heritage, culminating in self-acceptance and a realization of his inherent worth. This transformation is particularly essential for the wizarding world, as he emerges as an important figure who not only saves the magical community but also reconciles with his father.

Because eventually it becomes clear that, unlike Harry Potter, Albus Severus Potter, is depicted as less optimistic than his siblings in *Harry Potter and The Cursed Child*. This negative demeanour not only impacts Albus personally but also influences the era in which he lives. Despite facing numerous challenges, Albus undergoes significant personal growth, becoming more reasonable, rational, and resilient. These transformations reassure his place as a valuable member of the Potter family. Initially, he struggles to assimilate into the Hogwarts community, being primarily loved due to his lineage. This is followed by a period of strained relations with his father, stemming from a lack of understanding and acceptance.

Throughout “*Harry Potter and the Cursed Child*,” Albus Severus Potter’s journey is one of self-discovery, growth, and ultimately, acceptance. His struggles with identity and family expectations are relatable and serve as a powerful narrative of overcoming adversity and finding one’s place in the world.

Conclusion

This chapter is devoted to show the internal struggles of Abus. How he has what is labelled in Adlerian psychology as inferiority complex. And how this inferiority complex of his does not continue to exist with him throughout the whole play. Because it is disrupted by his strive for superiority and change. His acceptance to his inferiority leads him to realise how it is not important to become like everyone else, and certainly not like his father. Therefore, he attempts

to excel on his own and find his own success. He manages to overcome his negative feelings and become a better version of himself, showing both growth and personality development.

General Conclusion

This dissertation is an attempt to provide an investigation on the character of Albus Severus Potter, to prove how psychologically burdened he is. This study follows the protagonist's conflicts that trouble his welfare, how he perceives and deals with them. Then, how he manages to overcome them.

The first chapter, provides the needed theoretical background to conduct the study. It provides a thorough explanation to the theories chosen. Within the first section, Individual Psychology Theory by Alfred Adler is explored; it indicates the uniqueness of each individual and how he perceives the world around him. The next section explains the role of birth order in shaping one's personality, as in Albus's case, being a middle child affects his role as an active part of his family. The following sections highlights how the relation between parent and child would affects their behaviour. Along with social relations outside of the family.

The second chapter however, it provides in its first section a summary of the play. Introducing the main character, showing hints to his personality and the choices he makes throughout the book. This helps the audience to get an understanding of the events and characters, in order to be able to understand the application of the theories to the book. Afterwards, the following section aims to prove how Alfred Adler's theories do indeed fall on the protagonist. How different aspects of his life are to be analysed and still be able to make sense, through Adler's concepts. It explains how the expectations placed upon him as a member of the potter family constantly affect his state of mind. Leading him to take rebellious decisions and make unexpected choices. The chapter gives portrayal of how the relationship between Albus and Harry is not what people would assume it to be. That even the famous Potter family has its own downfalls and problems. The chapter aims as well to provide an explanation to the unexpected relationship between Albus as a member of the Potter family and Scorpius as a

member of the Malfoy family. Two families which are known of opposition. Where as much as it would seem unexpected, Albus and Scorpius find solace in each other, as they are both considered outcasts by others. Albus for being a Potter, yet a Slytherin; and Scorpius for being rumoured to be the child of the evil Voldemort.

The third chapter shows that what Albus has according to the Adlerian psychology is inferiority complex, as he shows signs of unworthiness throughout the play. He dislikes being associated with the name his father as he feels less than him in each way. However, if Adlerian psychology shows how individuals are inferior, it also suggests that every sense of inferiority comes with a sense of striving to superiority and significance. When this is applied to Albus, it explains the reason why he took unexpected choices and hopes to divert from his father to make his own path. Albus undertakes many changes in his personality, after failing to save the situations he created through stealing the Time-Turner. He realises his inability to overtake everything to his own hand, leading him to ask for help from his father. Because of that Albus succeeds in communicating with Harry, where they share mutual understanding of each other's thoughts and feelings. After solving the misunderstandings with his father, Albus finally undertakes a personality growth. He no longer blames his father, nor feels the constant anger he usually tends to feel while being between his peers of wizards.

Undertaking the Adlerian theories of individual psychology and inferiority complex, and the sub-theories of birth order, child-parent relationship and social interest. It is fair to declare that Albus Severus Potter is indeed psychologically burdened. As he constantly feels challenged by his surroundings, as well as, feeling pressured from his name and the legacy of his family. Yet, his burden is not a constant trait of his character as it fades away with steady assurance.

This study, has been conducted to provide a clearer understanding of the character of Albus Severus Potter. As various members of the *Harry Potter* fandom were raged by the character of Albus and his different traits of personality from his father Harry Potter, whom they

are used to in the previous books of the series. He may not share the same harsh circumstances that his father experienced. Yet, he is psychologically burdened in his own environment with his own problems.

While this research covers the psychological journey that Albus goes through in his years at Hogwarts. Relying on the Adlerian theories that helps in providing a logical explanation of his psychological well-being. Yet, it could not cover all the aspects of his personality nor of his burden. There are still areas for further research and studies.

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المخلص

تعدُّ هذه الأطروحةُ تقصيًّا حولَ العبءِ النفسيِّ لشخصيةِ ألبوس سيفيروس بوتر، بطل "هاري بوتر والطفل الملعون". حيث يتم تحليل علاقاته مع محيطه من منظور عائلي واجتماعي. تتبنى هاته الدراسة نهجاً نفسياً يعتمد على نظريات ألفرد أدلر في علم النفس الفردي، ونظرية عقدة النقص (القصور). كما يتم دعمُ الدراسةِ بنظرياتٍ فرعيةٍ أخرى، والتي تتعلق برتبة الميلاد النفسية، علاقة الوالدين بالطفل، النزعة الاجتماعية، والسعي إلى السمو. هاته الأطروحة هي محاولة لفهم شخصية ألبوس من خلال تحليل بعض الأحداث الرئيسية التي تمّ يداً في تشكيل شخصيته وتحديد هويته. استناداً على النظريات الأدلرية المذكورة سابقاً؛ تؤكد هاته الدراسة عن تواجد مشاكل نفسية لدى ألبوس بينما يخوض تجارباً جديدةً في بيئة جديدة. الكلمات المفتاحية: ألفرد أدلر، علم النفس الفردي، رتبة الميلاد النفسية، علاقة الوالدين بالطفل، النزعة الاجتماعية، عقدة النقص، السعي للسمو.