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Childhood Trauma, Anxiety, and Psychological Distress in Pip: A Psychiatric Medical Humanities Analysis of Great Expectations

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Abstract

The present study takes a Psychiatric Medical Humanities approach to explore the themes of childhood trauma, anxiety, psychological distress, shame, guilt, attachment insecurity, identity conflict and resilience in Charles Dickens's Great Expectations. To begin with, the study adopts a qualitative interpretivism approach, which is a method that integrates close textual analysis, four Focus Group Discussions and sixteen semi-structured interviews consisting of medical teachers, medical students, English literature teachers and students of English literature. In light of this methodological framework, thematic analysis reveals that adverse childhood experiences, bereavement, emotional deprivation, intimidation, social humiliation and comparison are factors affecting Pip's psychological development. More specifically, the results show that feelings of fear and insecurity lead to feelings of anxiety and vulnerability and that Estella's rejection increases feelings of shame, poor self-evaluation, and identity conflict. Furthermore, Pip's interactions with Joe, Estella, Miss Havisham and Magwitch further illuminate the themes of attachment insecurity and emotional reliance. By the same token, remorse, empathy, moral recognition and self-reflection, however, help to build psychological transformation and resilience. To elucidate these findings, these concepts are presented in a non-clinical sense, when retrospectively diagnosed with psychiatric classification, and show how suffering, vulnerability, and psychological change can be illuminated by literary narrative. In a nutshell, the study demonstrates how a Psychiatric Medical Humanities perspective can bring together literary interpretation and psychological insights to illuminate the complex dimensions of Pip's suffering, vulnerability, transformation and resilience.

Keywords: Childhood Trauma; Anxiety; Psychological Distress; Attachment Insecurity; Resilience

1. Introduction

From this interdisciplinary vantage point, The Great Expectations (1860-61) by Charles Dickens is an account of Pip's psychological growth as an orphan becomes a socially driven and morally reflective grown man (Dickens, 1861). Building upon this critical premise, Pip experiences loss, deprivation of emotional attachment, strict and cruel parenting, intimidation and fear throughout his childhood. Of particular analytical significance is the fact that in the churchyard, where the two men meet, he is very early subjected to threats, coercion, guilt, and fear from Abel Magwitch, the escaped convict (Dickens 1861, ch. 1). Viewed through this psychological lens, further evidence of his sense of helplessness and self-condemnation comes from his dealings with Mrs. Joe and other figures of authority (Dickens, 1861, chs. 2–8; Dessner, 1976).

Deepening this analytical perspective, after Pip meets Estella and Miss Havisham, Pip's distress grows. This becomes particularly evident when Estella is critical of Pip's "rough hands" and his "thick boots" and his working-class background, resulting in feelings of shame, inferiority, and loss of self-worth (Dickens 1861, ch. 8; Levine & Levine 2012). To elucidate this psychological dimension, Levine and Levine (2012) have focused specifically on the psychodynamics of shame and guilt in Pip and how this is influenced by Pip's childhood experiences and interpersonal relationships and the effect this has in the persistence of his guilt and negative self-evaluation. Extending this line of inquiry, his pursuit of Estella and his aspiration to be a gentleman illustrate the link between humiliation, identity formation, social comparison, and emotional dependence (Lauby, 2017; Thao, 2025). In tandem with these experiences, Pip's experiences are explored as insidious trauma by Thao (2025) which slowly affects Pip's identity over time through fear, inferiority, and social marginalization. Read through the prism of Medical Humanities, the experiences are thus available to be analyzed from a Psychiatric Medical Humanities viewpoint: as trauma, anxiety, as shame and guilt, as attachment insecurity, as identity conflict, as psychological distress, and as resilience – without the diagnosis of a fictional Victorian character.

1.1 Statement of the Problem

Against this conceptual backdrop, there has been much critical discussion of Great Expectations, but Pip's psychological growth is particularly appropriate to be explored from a psychiatric and Medical Humanities point of view. A closer examination reveals that his life has been continually hard, experiencing bereavement in childhood, fear, criticism, social humiliation, interpersonal rejection and emotional insecurity (Dickens, 1861; Dessner, 1976; Thao, 2025). In a closely related vein, Levine & Levine (2012); Lauby (2017) describe him as feeling guilty, ashamed, inferior, emotionally dependent, fixated on a romantic partner, and experiencing a changing sense of self as a result of these experiences. Equally noteworthy is the fact that Pip's psychological anguish is closely linked with his relationships and social setting. In consideration of these psychological dimensions, the need to study these representations with trauma informed psychological concepts without using psychiatric diagnosis which is anachronistic is addressed here.

1.2 Rationale of the Study

Situated within this broader interdisciplinary framework, Medical Humanities is an interdisciplinary undertaking that uses literary narratives to explore suffering, emotional vulnerability, interpersonal relations and human resilience. Of particular relevance to this inquiry is the fact that Pip is fitting for the reader because he has lived through an accumulation of misfortunes and shame, been ostracized, and suffered from dysfunctional attachment experiences (Thao, 2025). Further complicating this psychological trajectory, his ability to care for Joe, Estella, Miss Havisham and Magwitch, as well as his rejection of them, the class consciousness, his attachment to them and his need of their emotional support, shows how these factors affect his identity and psychological health (Imahayashi, 2007; Lauby, 2017). Extending this interpretive trajectory, his moral change, remorse, guilt, and psychological and moral recognition and reconciliation also indicate that psychological and moral transformation is possible (Hughes, 2019; Sabr & Jubair, 2026). Taken together, these dimensions suggest that the study of Psychiatric Medical Humanities will enhance the comprehension of childhood trauma, psychological distress, shame, guilt, attachment, identity and resilience in Dickens' work.

1.3 Research Questions

To delineate the central analytical trajectory of the study, the following research questions are formulated:

1. Against the foregoing psychological context, how do the adverse childhood experiences affect Pip's psychological development?

2. Viewed through a trauma-informed interpretive lens, how are anxiety, shame, guilt and attachment difficulties depicted in Pip?

3. From the standpoint of identity formation, how do trauma and social humiliation impact Pip's self-concept and identity?

4. Finally, in relation to psychological transformation, in what ways do remorse, moral growth and resilience contribute to Pip's psychological development?

1.4 Limitations of the Study

To delineate the analytical boundaries of the present inquiry, the concentration of this study is on Pip's psychological representation in Great Expectations. More specifically, it explores childhood trauma, anxiety, psychological distress, attachment, shame, guilt, identity, dependency and resilience. It is particularly important to clarify that this study is not a clinical evaluation, psychiatric diagnosis or a clinical assessment of the text passages. Within this interpretive framework, the use of modern psychiatric and psychological concepts is limited to their interpretive use. Accordingly, this study does not use current diagnostic manuals to diagnose Pip. At the same time, it also fails to fully discuss the author's biography, the roles of all the secondary characters, and all the historical, political, economic, and sociocultural aspects of Victorian England. Taken within these defined parameters, the focus of the analysis is consistent with the themes of Pip's childhood experiences, psychological reactions, interpersonal relations and emotional changes.

2. Literature Review

First and foremost, the first point to consider is that Charles Dickens's character of Pip has been studied from the psychoanalytical, psychological, social, moral and class points of view in the scholarship on Great Expectations. The novel is a Bildungsroman, a story depicting the development of a child from his childhood to his adulthood and the consequences of this development. More specifically, It is a Bildungsroman, a story of the social and emotional growth of Pip from a state of childhood vulnerability to social ambition, emotional conflict, moral failure, and self-recognition. From a critical standpoint, As a Medical Humanities endeavour, literary narratives offer the opportunity to explore the experience of suffering, emotional fragility, interpersonal dynamics, empathy and psychological anguish (Charon, 2006; Greenhalgh & Hurwitz, 1998). In light of this, Thus, Pip's experiences can be explored psychologically and/or in a trauma-informed framework without assuming Pip was a clinical patient.

To start off, Previous psychoanalytic psychology laid the groundwork for an understanding of Pip's psychological struggles and conflicts. In this regard, In his reading of Great Expectations, Dessner (1976) focuses on infantile trauma, guilt, self-abasement, and the unctuous presence of fathers. It is pertinent to observe that The relevance of Magwitch's discussion is that the fear and threat of Magwitch is present at first, but he is also linked with paternal love and recognition. By the same token, the same applies to Ingham (2007) who sees Pip through the lens of narcissism and the superego and suggests that Pip's inner authorities and self-evaluation influence his development. Taken together, the following studies prove Pip's fear, guilt, self-evaluation and relationship with authority figures are the core aspects of his psychological development.

Following that, another significant domain of scholarship is that of shame and guilt. In his book, The Psychodynamics of Shame and Guilt in Great Expectations, (2012), Levine investigates the role these emotions play in Pip's life, and how social rejection and negative evaluation lead to feelings of inadequacy and self-condemnation. More importantly, The combination of his lack of finesse and working-class background is enough to make Estella snub his nose at him for his “rough hands” and “thick boots,” and it is not as if he is quite charming. As a consequence, Pip therefore thinks that his former identity is less important than his new

identity, and he has an overwhelming desire to be a gentleman. From the perspective of Medical Humanities, it is significant to mention that Readers, readers, from the Medical Humanities point of view, such fictional depictions enable us to experience shame, vulnerability, suffering, not in a clinical way, but as part of a story (Charon, 2006).

In the same vein, Class consciousness and class identity formation are intimately connected with Pip's psychological development. To shed light on this dimension, In Pip's case, Imahayashi (2007) explores the way Pip's sense of social class is evolving and how his shift from the forge to London changes his perception of himself and others. It is worth noting that His embarrassment of being a working class man is an example of how social factors can be a source of psychological conflict. Furthermore, Part of Pip's moral growth comes from his forgetting to be kind to Joe, after he rejects him, and his recollection of his kindness later on, which supports his moral development. In light of this perspective, The focus of Medical Humanities scholarship is that social and cultural contexts matter to suffering and vulnerability (Kleinman, 1988). Accordingly, This view aligns with the current investigation of the role of humiliation stemming from class in Pip's psychological suffering and identity crisis.

What is more, The connection between shame, desire, social status and identity is further explored by Lauby (2017). To elucidate this relationship, His analysis reveals the relationship between Pip's quest for Estella and his ambition to become a gentleman and the sense of inadequacy that accompanies him. In this respect, Estella becomes linked with an idealized identity which Pip thinks he must aspire to. Consequently, His emotional need for Estella contributes to the antagonism between what he is and what he wants to be. From a Medical Humanities standpoint, This is pertinent to Medical Humanities because the depiction of relationships in literature can be used to explore emotional dependence, vulnerability, rejection, and how interpersonal relationships relate to self-awareness (Charon, 2006).

Turning to more recent scholarship, In more recent scholarship, Pip's experiences are now read in the light of trauma-informed understandings. Thao (2025) suggests that Pip's experience is an “insidious trauma”, meaning a trauma that is cumulative, consisting of fear, humiliation, inferiority and social marginalisation. In this connection, It is relevant because it is evident that the psychological trauma that Pip suffers is a result of his several negative experiences in childhood, rejection by others, social criticism, and emotional insecurity. Moreover, Trauma-informed lenses highlight the potential impact of trauma on subsequent emotional and behavioral reactions that can occur (van der Kolk, 2014). On that account, Therefore, the argument Thao puts forward is very similar to the current study's concern with the impact of childhood trauma in shaping Pip's psychological growth.

Equally significant, In Stolte (2022), the ideas of Great Expectations are discussed in the context of Victorian psychology, particularly the consciousness, introspection, and mental processes. To clarify this point, Pip's retrospective narration gives the adult Pip the chance to 'rehash' his childhood experiences, making his study valuable. In the same breath, The narrative approach is also important in the study of suffering and human subjectivity (Charon, 2006), as is the need for careful interpretation. Thus, Pip's story can be interpreted as a form of literature which is a representation of the interpretation of significant experiences in a way which is emotional.

Last but not the least, In recent studies, Pip's inter-personal dependency has also been examined. Using psychoanalytical and clinical notions of dependency, Ferdous and Mahmud (2026) discuss Pip's relationships with Miss Havisham, Estella, and Magwitch, and their expressions of relational insecurity and emotional dependence. Nonetheless, Their use of contemporary clinical concepts is however different from the present study. More precisely, This research does not make a psychiatric diagnosis of Pip by today's standards but rather psychological concepts are used interpretatively within a Psychiatric Medical Humanities context, as part of the Medical Humanities' focus on understanding suffering but not a diagnosis that is solely biomedical (Kleinman, 1988; Charon, 2006).

In a broader analytical context, Existing literature shows that Pip's development is a process of trauma, shame, guilt, social humiliation, dependency, identity conflict and transformation of morals. Despite the breadth of

these contributions, Previous research, however, tends to focus on only one dimension instead of considering them as a developmental process. To unpack this research gap, The present study aims to explore this gap by interweaving the concepts of childhood trauma, anxiety, psychological distress, attachment issues, shame, guilt, identity formation and resilience in a Psychiatric Medical Humanities approach. Furthermore, It also takes into account dimensions of psychological change such as remorse, moral development and recognition. To wrap up, the analysis demonstrates that The study thus builds on previous research and applies a literary and Medical Humanities approach to the exploration of Pip's psychological torment, while deliberately eschewing retrospective psychiatric diagnosis.

3. Research Methodology

3.1 Research Design

Within this framework, In Charles Dickens's Great Expectations, the present study uses a qualitative research design to explore the psychological trauma, anxiety, psychopathology, shame, guilt, attachment, and identity issues, as well as resilience in childhood. Against this backdrop, the research takes place in the Psychiatric Medical Humanities framework, which ties together the process of reading literature and psychological and medical considerations. Alongside this interdisciplinary orientation, Visions from medical and English teachers and students are included.

From a methodological perspective, The qualitative design is suitable because this study is interested in the interpretation and understanding of the participants about Pip's psychological experiences rather than in measuring the numbers and clinical diagnosis. In accordance with this approach, the study uses a mixed methods approach of close textual analysis, Focus Group Discussions (FGDs) and semi-structured interviews. In conjunction with these methods, This gives a literary, individual and group view. For interpretive clarity, Pip is not clinically diagnosed in this study.

3.2 Research Approach

From an interpretive standpoint, The study adopts interpretivist approach. Within this analytical orientation, Interpretivism focuses on the significance of Pip's encounters, connections and character growth. At the interdisciplinary level, A blend of medical and literary approach.

In relation to the medical dimension, Medical viewpoints include trauma, anxiety, attachment and behavioural reactions. In parallel, The English literature perspective brings in the concepts of characterization, narrative representation, social class, identity, relationships, symbolism and moral development. Building upon this premise, A trauma-informed perspective would look at the ways in which fear, loss, humiliation, rejection and insecurity could affect Pip’s psychological growth in the novel.

3.3 Participants and Sampling

In keeping with the study's objectives, the participants of the study were selected through purposive sampling method, which aims to identify participants who have the relevant academic backgrounds. Of particular relevance here is the fact that There are 32 participants.

More specifically, Semi-structured interviews are conducted with a sample consisting of four medical teachers, four medical students, four English literature teachers and four English literature students. As a complementary measure, Four separate FGDs are also held, each with four participants: medical teachers, medical students, English literature teachers, and English literature students. Viewed collectively, So, 16 support interviews and 16 support FGDs.

Equally noteworthy is the fact that This type of structure creates a balance in disciplinary and academic representation and makes it possible to compare the views of the teachers, students, medical and literary professionals.

3.4 Data Collection Methods

At the methodological level, the methods used are: close textual analysis, FGDs and semi-structured interviews. In pursuing this objective, The first step the researcher takes is to read Great Expectations multiple times, to find passages that answer the research questions. Of particular relevance to the textual inquiry, Emphasis is placed on Pip's childhood, Magwitch, Mrs. Joe and Joe, Estella and Miss Havisham, social change, repentance and ethics.

In parallel with the textual analysis, Second, separate FGDs are held with medical teachers, medical students, English literature teachers and English literature students. Four people are asked to participate in each FGD. With this consideration in mind, Open-ended questions are used to talk about childhood adversity, anxiety, shame, guilt, attachment, identity and moral transformation. Such an approach facilitates The format promotes multiple disciplinary points of view.

As a further methodological component, Third, 16 semi-structured interviews are held with the same 4 participants categories. This methodological choice allows Interviews enable more interpretations and more questions.

3.5 Research Instruments

In accordance with the research framework, the framework for textual analysis, FGD guide and interview schedule are the instruments used. In keeping with the study's objectives, They are created based on the research questions, objectives and theory.

For analytical purposes, Questions focus on four areas: adverse childhood experiences and psychological development; anxiety, shame, guilt, and attachment difficulties; trauma, social humiliation, identity formation; and remorse, moral development, and resilience. In this regard, They can be used to facilitate medical participants to focus on the psychological aspects of the text, and for literature participants to focus on the characters, narrative, context and identity.

3.6 Data Collection Procedure

At the outset of the data collection process, Participants are briefed on the purpose of research and academic research in advance of data collection. In accordance with established research principles, Participation is voluntary, informed consent is given and confidentiality is protected. Of equal importance, With permission, interviews and FGDs are recorded for accurate transcription. Alongside the recorded data, Field notes record the major observations and thoughts that come from the field.

Following the completion of data collection, Interviews and FGDs are transcribed and arranged with text excerpts. At the interpretive level, Convergence and divergence of medical as well as literature responses.

3.7 Data Analysis

At the analytical level, Analysis of the data is conducted using qualitative thematic analysis technique as suggested by Braun and Clarke. In pursuing a systematic interpretation, The researcher reads the textual and data from interviews and FGD repeatedly. For analytical consistency, Significant passages and responses are labelled by childhood fear, helplessness, bereavement, intimidation, anxiety, shame, guilt, emotional dependency, attachment insecurity, social comparison, class consciousness, identity conflict, psychological distress, remorse and resilience.

Building upon the initial coding process, Codes are structured in a super set of themes. To account for these interconnected dimensions, Childhood trauma and anxiety can be caused by fear, loss, helplessness, and intimidation, and Estella's criticism, social comparison, inferiority, and self-condemnation can cause her to feel shame and identity conflict. In a related analytical dimension, The attachments and emotional dependency theories can be applied to Pip's relationships with Joe, Estella, Miss Havisham and Magwitch. At the same time, His later remorse and moral recognition may be a factor in psychological transformation and resilience.

From a comparative perspective, The similarities and differences between perspectives of medical teachers and medical students, as compared to English literature teachers and English literature students are identified. To ensure analytical depth, Results are triangulated throughout the novel, FGDs and interviews, enhancing interpretive credibility.

3.8 Ethical and Interpretive Considerations

From an ethical standpoint, The study is guided by ethical principles. In accordance with these principles, Participants are given information about the research, that they are being asked to take part in a research, the confidentiality of the research, and that they can withdraw from the research. For the protection of participant identity, Information is anonymised using codes or pseudonyms.

Of particular interpretive significance is the distinction between psychology interpretations and psychiatric diagnoses. For interpretive clarity, This study differentiates between psychology interpretations and psychiatric diagnoses. The concepts of trauma, anxiety, attachment, shame, guilt, psychological distress and resilience are used in an interpretative, rather than clinical, manner. In contrast to a clinical assessment, Instead of being a psychiatric patient, Pip is treated as a fictional character, and no contemporary psychiatric condition is given to him. Viewed from an interdisciplinary perspective, A combination of textual evidence and medical and literary perspectives then yields a "multi-dimensional" understanding of Pip's psychological development from a Psychiatric Medical Humanities perspective. Taken as a whole, Throughout the study.

4. Findings and Discussion

The findings indicate that The results of the present study are presented according to the four research questions and the major psychological and psychosocial themes that were found based on the close reading of the texts, the Focus Group Discussions (FGDs) and semi-structured interviews. An analysis is conducted on Pip's childhood trauma, anxiety, psychological stress, shame and guilt, insecure attachment, emotional dependence, identity conflict, moral development and resilience in a Psychiatric Medical Humanities approach. In this context, The results show that cumulative adverse childhood experiences (ACEs), bereavement, emotional deprivation, intimidation, social humiliation, rejection and persistent social comparison have a significant impact on Pip's psychological development. Medical-scientific analysis of the experiences can be conveyed by means of stress reactions, threat appraisal, emotional regulation, self-concept, attachment patterns, cognitive appraisal, interpersonal functioning, and adaptive coping. It should also be noted that Concepts are presented in an interpretative way and are not psychiatric diagnoses.

4.1 Childhood trauma and psychological development.

The first research question focuses on how adverse childhood experiences affect Pip's psychological development. The text data identified several psychosocial factors such as parental bereavement, emotional deprivation, harsh parenting, fear, intimidation and interpersonal insecurity. As a result, Because his parents and siblings have not been in his life, he is emotionally vulnerable, and his mother's harsh and critical parenting style affords little emotional protection. Exposure to threat and criticism can have an impact on threat perception, emotional regulation, self-protective behaviour, and expectations regarding interpersonal relationships.

This vulnerability is further intensified when Hellene's use of coercion, fear, perceived physical danger, and helplessness to make Pip feel more vulnerable is further increased by his meeting Magwitch in the churchyard. Responses to him can be explored in terms of anticipatory fear, hypervigilance, autonomic arousal, threat appraisal and maladaptive coping. Importantly, Dickens does not portray one singular event of trauma, but a series of traumatic experiences, such that bereavement, insecurity, intimidation and emotional deprivation combine as chronic psychosocial stressors.

The participant findings also support this interpretation. This is confirmed by the participant findings. Medical teachers and students mentioned fear, psychological pressure, emotional insecurity and maybe emotional control problems; English literature teachers and students mentioned characterization, retrospective narration, interpersonal conflict, and suffering in literature. The collective picture reinforces Pip's childhood as a

developmentally important period because of the confluence of these viewpoints. This finding is also consistent with Dessner's (1976) examination of infantile trauma, guilt and self-abasement, and Thao's (2025) conceptualization of Pip's experiences as occurring over time or "insidious trauma." Therefore, childhood adversity becomes an important psychosocial factor in Pip's later anxiety, sense of shame, attachment issues and identity conflict.

4.2 Anxiety, Shame, Guilt, and Attachment Difficulties

The second research question further examines anxiety, shame, guilt and attachment problems. Results indicate that these psychological processes are interrelated. Estella's remarks about Pip's "coarse hands" and "thick boots" do much to change Pip's self-evaluation of his cognitive abilities. This experience, in turn, Her refusal triggers social comparisons, negative cognitive evaluations, self-conscious feelings, and a negative self-schema.

Slowly, Pip is judged by societal norms. Working class identity, appearance, manners and occupation are linked to inferiority. Shame is thus internalized: Pip not only judges Estella's judgment but internalizes it, too. In this way, His pursuit of becoming a gentleman can be seen as a quest to control self-esteem, gain social acceptance and find external validation.

A different but related process can be seen in Guilt develops differently. Pip is remorseful at the end because he realised that the way that he treated Joe was wrong, but he acted in a way which was more ethical. Shame is a negative evaluation of the self while guilt is more linked to a negative evaluation of actions. Nevertheless, Both processes have a psychological effect on Pip.

The issue of attachment becomes particularly visible in One example of attachment insecurity is Pip's inability to let go of Estella, despite her rejection over and over. He imagines himself to be her lover and dreams of their future together. This is manifested as relational insecurity, emotional dependency, rejection fear and attachment to an emotionally unavailable person. The person of Joe is that of emotional security and unconditional love; the person of Estella is that of rejection and unattainable love; the person of Miss Havisham is that of perception of distorted expectations; and the person of Magwitch is that of a frightening figure who becomes a significant person in terms of affection and paternalism.

The participant responses further strengthen this interpretation. Medical participants focused on emotional insecurity, anxiety-related responses, dependency, and interpersonal vulnerability; literature participants focused on characterization, class consciousness, construction of a narrative, and symbolic relationships. The results agree with the discussion of shame and guilt by Levine and Levine (2012) and the study on desire, inadequacy, and social aspiration by Lauby (2017).

4.3 Trauma, Social Humiliation, and Identity Formation

The third research question examines the link between social humiliation, trauma and identity formation. Prior to Estella's arrival, Pip's name is closely linked with Joe the forge, his community and the forge. After Estella's humiliation, he builds his identity around his social inferiority. His old self becomes unwanted, while the gentlemanness is linked to being accepted, valued and respected.

This change can be understood through the lenses of self-schema and identity discrepancy. Pip forms an idea of himself as more of a villain and a more of a hero. This discrepancy is reinforced by social comparison and is a factor in the development of psychological distress. His ambition is not just economic or social, but emotional and psychological as well, since it's tied to his own value and self-worth.

From a Medical Humanities perspective, Social class, rejection, status inequality and exclusion are psychosocial factors of emotional health from a Medical Humanities point of view. As Pip grows, class consciousness is highlighted by Imahayashi (2007) and there is a counterpart between Pip's ambition and his sense of inadequacy and his desire for Estella is linked to this by Lauby (2017). Thao (2025) also develops his experiences in the notion of cumulative trauma. Taken together, these perspectives suggest that The current

study combines these views by pointing to a mechanism of how external social judgment becomes internal psychological distress – social humiliation.

The participants' answers also show that there is convergence in disciplines. While the medical participants spoke about negative self-evaluation, emotional stress, vulnerability and psychosocial aspects, the literature participants spoke about social hierarchy, characterization, class identity and story development. However, Significantly, Pip's identity disturbance is not a permanent one. As he comes to realize the goodness of Joe, the humanity of Magwitch, and his own moral shortcomings, it is possible to reconstruct his self-concept.

4.4 Remorse, Moral growth, psychological transformation and resilience

The fourth research question focuses on remorse, moral development, psychological change and resilience. The results show that Pip is not only victim of circumstances, but also has the capacity for psychological adaption. When he acknowledges Joe's loyalty and unconditional love, he feels remorse and rethinks. In psychological terms, Remorse is a self-evaluative emotional process that can help to recognise harmful behaviours and to motivate change.

A second big change is brought about by his relationship with Magwitch. Pip was frightened first, but later sees that Magwitch is human, loving, sacrificed and emotionally involved. As his understanding changes, This cognitive restructuring does away with the previous assumptions based on class and rather helps to develop empathy and perspective taking.

In this developmental process, Resilience, then, is defined as adaptive functioning in the face of adversity. As Pip begins to make progress in his emotional intelligence, empathy, moral awareness, self-reflection and relationship responsibility. The results align with Hughes (2019) and Sabr and Jubair (2026), specifically with regard to feelings of remorse, reconciliation and moral recognition. Similarly, Medical participants focused on emotional processing, adaptation and psychosocial recovery, and literature participants focused on Bildungsroman development, moral recognition, and character transformation.

4.5 Interdisciplinary and Integrated Findings

When the findings are considered together, The overall results of the medical teachers, medical students, English literature teachers and English literature students confirm the importance of a Psychiatric Medical Humanities approach. Medical views reveal trauma related responses, anxiety, emotional regulation, attachment insecurity, psychological distress, negative self-appraisal, inter-personal dependency and adaptive coping. In contrast, Literary perspectives include characterisation, the point of view of the story, symbolism, social class, interpersonal relationships and moral development.

Overall, the findings reveal a clear developmental pattern: In general, the results show a developmental sequence: adverse childhood experiences lead to emotional vulnerability, emotional vulnerability leads to anxiety, shame, guilt and attachment insecurity, social humiliation leads to the strengthening of negative self-schema and attachment identity, and in turn remorse, empathy, self-reflection, and moral learning result in psychological transformation and resilience.

Taken as a whole, The suffering of Pip, therefore, is cumulative, relational and socially embedded rather than psychologically isolated. Through the lens of bereavement, caregiving relationships, social class, rejection, and emotional bonding, Great Expectations depicts how these factors can influence the self throughout development and the psychosocial functioning of these children. At the same time, the study very clearly sets up a methodological boundary, in that trauma, anxiety, attachment insecurity, emotional dysregulation, psychological distress, and resilience are not psychiatric disorders, but rather interpretive constructs. Ultimately, When put together, the results show Pip's evolution from a child who is helpless to bear and whose life has been beset with misfortune, to one in which he becomes aware of himself, his moral development, his social interactions, and his resilience, highlighting the potential of literary narratives to illuminate human suffering and psychological transformation in Medical Humanities.

5. Conclusion

This study shows how Pip can be meaningfully analyzed in Charles Dickens' Great Expectations by drawing on Psychiatric Medical Humanities methods that incorporate literary representations with psychological ideas and concepts from a trauma-informed framework while also distinguishing between literary interpretation and retrospective psychiatric diagnosis. Based on the textual analysis, FGDs and interviews, the results show that childhood bereavement, lack of emotional support, challenging parenting, intimidation, and insecurity are all important aspects of Pip's psychological vulnerability. The fear and perceived threat he is faced with from Magwitch, and Estella's rejection brings shame, self-loathing and poor self-evaluation and identity conflict. Moreover, these experiences merge with Pip's desire for gentility, social acceptance, and identity.

Similarly, Pip's relationships help to develop his emotions. His relationship with Estella and his evolving views on Joe, Miss Havisham and Magwitch highlight the relational aspects of his pain and emotional need. In this way, his suffering appears as a result of the interplay between loss and attachment, social humiliation and desire for belonging. Importantly, Pip's growth is from being vulnerable to feeling remorse, feeling for others, moralizing and self-reflection. Finally, Dickens depicts suffering as multi-layered, relational, social and potentially transformative. A Psychiatric Medical Humanities reading thus brings to the fore human factors related to childhood adversity, anxiety, shame, guilt, attachment insecurity, identity conflict and resilience, and without blurring the line between literary interpretation and clinical diagnosis.

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