CONTENTS

List of figures	xiii
List of tables	xv
List of boxes	xvii
Preface	xviii
PART I	
Introduction to the Jyväskylä Longitudinal Study	
of Personality and Social Development	1
1 How the longitudinal study began	3
1.1 A historical context for the study of aggression	3
1.2 Positive behavior in an impulse control model and the	
goals of the study	6
1.2.1 The search for alternatives to aggression	6
1.2.2 The impulse control model	7
1.2.3 The goals of the longitudinal study	9
1.3 Research conditions in Finland and in the longitudinal study	10
2 The execution of the longitudinal study	16
2.1 The research sample and the major waves of data collection	16
2.2 Attrition and the representativeness of the sample	19
2.3 Additional data collections	21
2.4 Assessment methods	22
2.4.1 Peer nomination and teacher rating	22
2.4.2 Personal interview	27
2.4.3 Self-reports and other methods	30
2.5 Data analysis	36

3	Reflections on the research process	39
	3.1 The evaluation of choices	39
	3.2 Recommendations for launching a longitudinal study3.3 What is development?	40
	RTII	
	e development of personality and psychological	
tur	nctioning	45
4	Theoretical frameworks for the study of socioemotional	
	development	47
	4.1 From cognitive control of impulses to self-control	47
	4.2 Updated framework	49
	4.2.1 The model for the Unfolding of	
	Socioemotional Behavior	49
	4.2.2 Self-regulation and executive functions	54
	4.2.3 Toward cumulative theoretical reasoning	58
	4.3 Three layers of personality for organizing research findings	62
5	The person as social actor	64
	5.1 Questions to be answered	64
	5.2 Socioemotional behavior in childhood and adolescence	65
	5.2.1 Agreement between informants	65
	5.2.2 Continuity in socioemotional behavior	67
	5.2.3 The person-situation controversy	68
	5.3 Children grow and adult styles of life emerge	
		71
	5.3.1 The two-dimensional framework across generations	71
	5.3.2 The unfolding of the styles of life from age 8 to 27	74
	5.3.3 The developmental background of the styles of life	81
	5.3.4 A person-oriented approach to personal styles at age 27	85
	5.3.5 Personality profiles at ages 33 to 50	87
	5.4 Maturation, adjustment, or growth in adult personality	91
	5.5 Childhood socioemotional behaviors as predictors of adult	
	personality characteristics	96
	5.5.1 Roots of the personality profiles and the clusters	
	of personal styles	96
	5.5.2 The roots of adult agreeableness and continuity in	
	aggression	97
	5.5.3 Paths from childhood socioemotional behavior to	
	adult personality	100

		Contents ix
6	The person as motivated agent	105
	6.1 The transition to adulthood	105
	6.1.1 Age-stratified or individualistic transitions?	105
	6.1.2 Life changes in early adulthood	106
	6.1.3 Patterns and timing of adult transitions	108
	6.2 The length and timing of one's education	112
	6.2.1 The structure of education	112
	6.2.2 Predictors of the choice of education	113
	6.2.3 "Off-time" education and other post-comprehens	sive
	educational trajectories	116
	6.3 Goals and values	117
	6.3.1 Common elements in the life structure of adults	117
	6.3.2 Values in middle age	120
	6.3.3 Individual life structures and unifying life themes	122
7	The person as autobiographical author and an	
	"experiencer" of life	125
	7.1 A holistic approach to personality	125
	7.2 Self-reflections	130
	7.2.1 Identity formation	130
	7.2.2 Personal control over one's own life	134
	7.2.3 Optimism and self-esteem	135
	7.3 Turning points	137
	7.3.1 A study of turning points	137
	7.3.2 Individual differences in the experience	
	of turning points	138
	7.3.3 A qualitative analysis of turning points	140
8	Personality and psychological functioning	142
	8.1 Personality and well-being	142
	8.1.1 The concept of mental well-being	142
	8.1.2 Continuity in well-being	144
	8.1.3 The personality traits associated with mental	
	well-being	145

8.2 The model for personality and psychological functioning

and psychological functioning

8.3 Explanations for the associations between personality traits

146

149

	e development of social functioning	153
9	Social development and social functioning	155
	9.1 Conceptual approaches to social functioning	155
	9.2 The spheres of life	157
	9.3 Processes in social functioning	158
10	Problems in social functioning	165
	10.1 Antisocial development	165
	10.1.1 Antisocial behavior	165
	10.1.2 From aggression to antisocial behavior	167
	10.1.3 Proactive and reactive aggression as predictors	
	of criminal offending	169
	10.2 Accumulation of problems	171
	10.2.1 Multi-problem predictors of problem behaviors	171
	10.2.2 Dynamic processes in the accumulation of problems	175
	10.2.3 Continuity from risk factors to social	
	functioning problems	177
	10.3 Offender groups compared	180
	10.3.1 Offender groups	180
	10.3.2 Differences in personality	182
	10.3.3 Social background	184
	10.3.4 Life success of the offender groups in adulthood	185
	10.3.5 Conclusions and suggestions for prevention	187
11	Health behavior	189
	11.1 Substance use	189
	11.1.1 The start and continuity of the use of alcohol	189
	11.1.2 Problem drinking in middle age	192
	11.1.3 Socioemotional characteristics associated	
	with drinking	194
	11.1.4 Social backgrounds of the use of alcohol	195
	11.1.5 Smoking cigarettes	196
	11.2 Health risks	198
	11.2.1 Health in early adulthood	198
	11.2.2 The predictors of accidents and impairment	199
	11.2.3 Subjective health and metabolic syndrome	
	in middle age	200
	11.3 Temperance in adulthood	203

	Cont	ents x	i
12	The family and its care functions	207	7
	12.1 A partnership in the family	207	
	12.1.1 The structure of the family	207	
	12.1.2 The relationship between the partners	209	
	12.1.3 Adult attachment	211	1
	12.2 Parenting	213	3
	12.2.1 Delights and stresses in parenting	213	3
	12.2.2 Parental identity	214	4
	12.2.3 Child-rearing practices	216	ó
	12.3 Relationships in the chain of generations	218	3
13	Work as a sphere of life	223	3
	13.1 Occupational status and career line in women and men	223	3
	13.2 Success in career path	228	3
	13.2.1 Constructive behavior in childhood as the		
	antecedent of success in the work domain	228	3
	13.2.2 Satisfaction with work	231	1
	13.2.3 Occupational well-being and personality	235	5
	13.3 Job insecurity	236	5
	13.3.1 Unemployment and psychological distress: selection	1	
	or causation?	236	5
	13.3.2 Health consequences of the unstable career line	240)
	13.3.3 The consequences of economic strain for the		
	family and parenting	241	
	13.4 Work-family balance	243	3
	13.4.1 A stress theory approach to work—family interface 13.4.2 A role enhancement theory approach to work—	243	3
	family interface	245	-
	13.4.3 Successful reconciliation	247	
	13.5 Recovery from work and the content of free time	248	
PAF	RT IV		
Ері	ilogue	253	3
14	Navigating through the spheres of life	255	5
	14.1 Middle age: a prime time	255	5
	14.2 Midlife transition	258	8
	14.3 The person functioning in the different spheres of life	259	9

xii Contents

References

Author index

Subject index

15	The integrated and psycholog		idual	differe	nces in social	
16	A credo					

262

269

273

302

309