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# INTRODUCTION

The major aim of this Collaborative Post-Doctoral Fellowship Programme is to stimulate innovative, interdisciplinary, and comparative research of productive youth development. Participating institutions include the Institute of Education in London, the Universities of Michigan and Michigan State, Stockholm, Helsinki, Jena, Tübingen and the Max Planck Institute for Human Development in Berlin. The mission of the programme is to promote the next generation of researchers and facilitate a better understanding and discourse with different stake holders about how to equip young people for mastering the challenges of growing up in a changing social context.

PATHWAYS will investigate the antecedents, processes, and long-term outcomes of youth transitions, as well as the factors and processes promoting human competences, especially among young people deemed to be at-risk. Training and mentoring will be provided to the Fellows to enhance understanding of diverse approaches to the study of productive youth development and to engage in constructive debates with colleagues from different disciplines. The Programme will help to foster international and interdisciplinary research and exchange of ideas, in order to gain up-to-date skills for addressing research and policy questions that require combined approaches and a synergy of ideas.

A 'Virtual Institute Approach' has been adopted, not limiting activities to one physical location, but pooling the expertise of several partner institutions that are connected by shared research interests, projects and existing collaborations. The administrative core is based at the Institute of Education but many of PATHWAYS' activities occur at the participating sites. There will be regular joint workshops and conferences, bringing together scholars from around the globe, facilitating international networking and exchange.

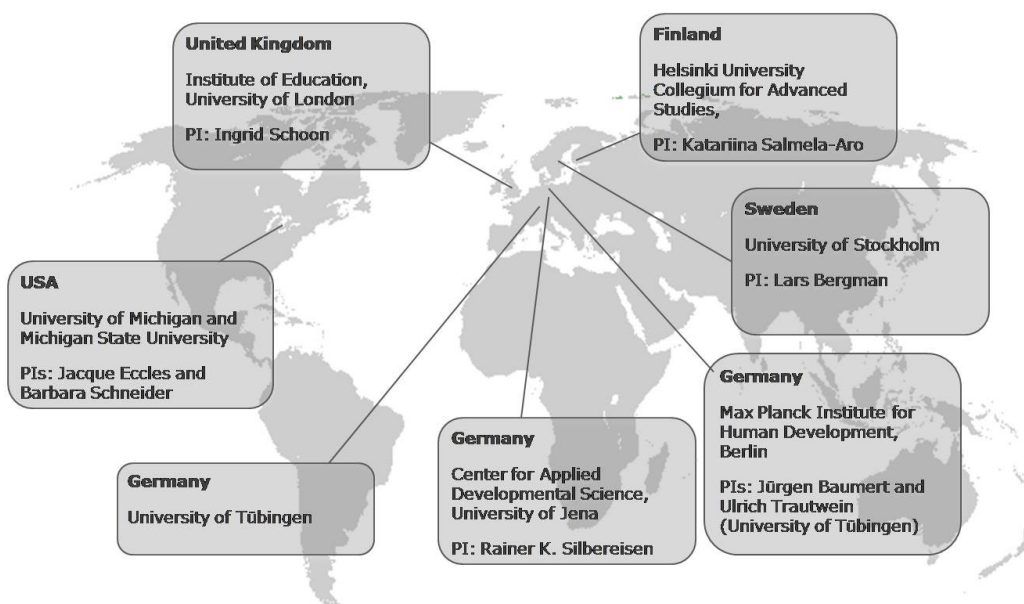


Figure:  
PATHWAYS network:  
Countries,  
Institutions, PIs

# PATHWAYS TO ADULTHOOD: TOWARDS A UNIFYING FRAMEWORK

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For a comprehensive understanding of the experiences of young people making their way to productive adulthood, a unifying, interdisciplinary framework is needed that accounts for the multiple influences on young people's lives. The processes shaping pathways to adulthood are multifaceted, including macroeconomic conditions, institutional structures, social background, gender, and ethnicity, as well as individual resources such as ability, motivation, and aspirations. In the history of social science research, there have been persistent attempts to develop a common interdisciplinary or even transdisciplinary theoretical framework for the study of human development in context, bringing together expertise from the fields of psychology, sociology, and economics (Baltes, 1997; Diewald & Mayer, 2008; Elder & Caspi, 1988, 1990; Featherman & Lerner, 1985). Commonalities of concern include, first, the acknowledgement that development takes time and that it reflects cumulative experiences (e.g., the accumulation of individual resources such as educational credentials or capabilities). Second, human development is embedded within social contexts, ranging from interactions with significant others to macrosocial circumstances. Third, specific transitions, such as from school to work, are seen as developmental tasks that challenge individual actors as well as institutional regulations. Fourth, individual decision making is bounded by social institutions and the wider macrosocial conditions.

Despite these commonalities, there continues to be a discipline-specific focus on dominant explanatory factors and guiding concepts. Economic models of youth transitions focus mainly on the supply and demand side of the labour market and examine transition experiences in terms of 'rational choice' based on a cost-benefit analysis that aims to maximise personal profit. Yet, the notion of rational choice does not necessarily take into account the role of social and cultural resources, individual values, or preferences (Walther, 2009; Jones, 2009). Cultural variations and the role of social structures in human development are the primary focus of sociology, whereas the multiple facets of individual functioning are the main concern of psychology. The disciplines meet where they aim to examine the interactions between individual and context. This interconnection had been recognised; yet, research has developed independently in recent decades. Within sociology, research has focused on the study of the life course as externally shaped by institutions, structural opportunities, and historical change, in which life-course dynamics and expressions of individual agency are contingent on a given sociohistorical context (Elder, 1998). Psychology, conversely, has concentrated on the study of individual adaptation and development

across the life span, conceptualised as lifelong adaptive processes. Its interests lie within the study of principles of self-regulation and psychological functioning, such as the model of selection, optimisation and compensation (Baltes, 1997). Although the malleability of individual development and functioning through social influences is acknowledged within psychology, the focus is mostly on the more proximal social contexts, such as the family, social networks, and peers, rather than on more distal sociohistorical or institutional influences (Roberts, 2007).

For psychologists to take into account the role of institutions and social structures might contribute to a better understanding of individual adaptation in times of social change and provide the means to assess how social and institutional change is affecting individual functioning. For sociologists and economists to take into account individual motivation and preferences will result in a better understanding of individual decision making and choice, processes involved in skill acquisition, and modes of individual agency. An integrated approach would enhance our understanding of human behaviour in a changing social context and enable us to answer questions such as: How does the social get under the skin? What is the role of structure and agency in shaping transitions to adulthood? How do individuals respond to and cope with a sudden downturn in employment opportunities or increased pressure to continue with further education? What is the role of life planning and motivation in steering young people on their paths to adulthood?

To answer these questions we suggest an integrative framework for the study of pathways to adulthood within a varied and changing social context. Our approach is inspired by four sources: a.) the transactional theory of human development with its emphasis on multiple interacting spheres of influence (Bronfenbrenner, 1989, 1995; Bronfenbrenner & Ceci, 1994), b.) life course theory with its focus on the temporal dimension and the notion of control cycles as linkage between change on the macrolevel and individual adaptation (Elder, 1985, 1998); c.) theories of developmental regulation (Baltes, 1997, Salmela-Aro, 2009) or control striving (Heckhausen & Schulz, 1995); and d.) the theory of stage x environment fit (Eccles & Midgley, 1989). These four elements led us to a comprehensive developmental-contextual model, shown in Figure 1 that represents the blueprint for the research conducted by the Fellows of the PATHWAYS PROGRAMME.

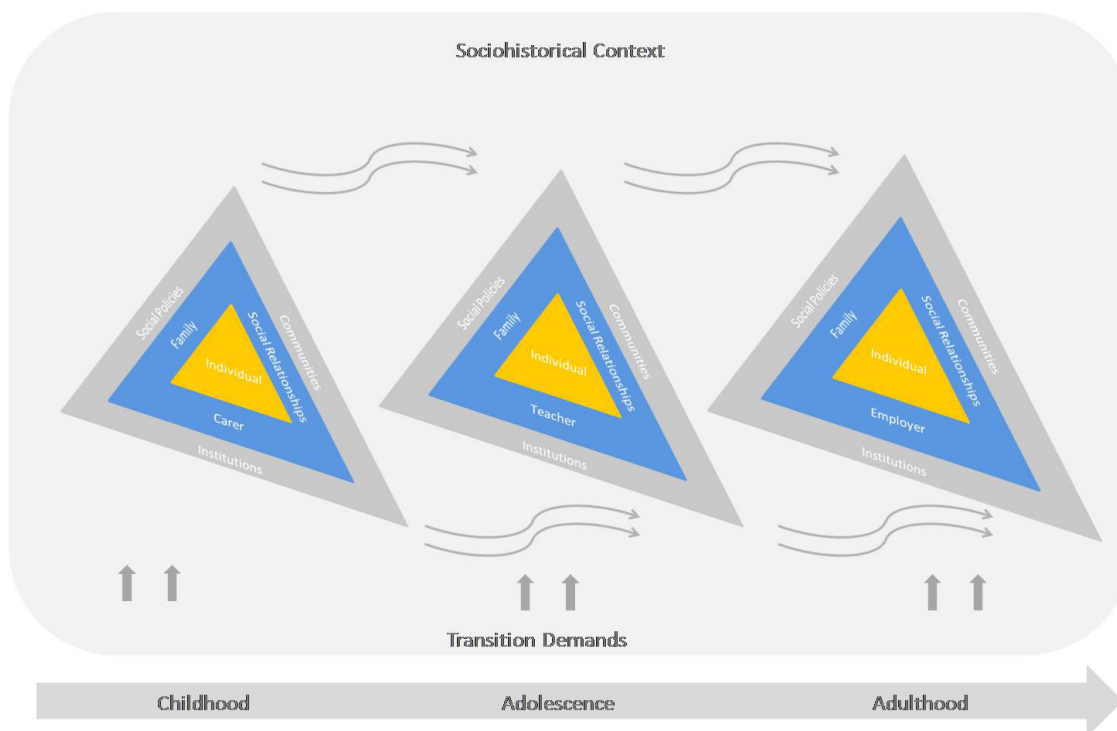


Figure 1

Figure 1 illustrates the different spheres of influence shaping individual development and adjustment. The model differentiates between characteristics of the individual, the family, social networks, and institutional contacts, such as carers, teachers, or employers. Interactions between these key players are shaped by their embeddedness in varied neighbourhoods and communities, institutional regulations, and social policies, which in turn are influenced by the wider socio-historical and cultural context. Notably the varied spheres do not exist in isolation, but are inter-related and mutually interdependent.

The model is a developmental model, allowing us to assess the dynamic and reciprocal interactions between individual and context taking place over time (Bergman et al., 2000; Bergman, 2001; Bergman, Magnuson & El-Khoury, 2003). Any point in the life span has to be understood as the consequence of past experience and as the launch pad for subsequent experiences and conditions. For example, early adjustment patterns influence later adjustment, and early risk experiences are linked to the experience of risk at later life stages (Schoon, 2006). Early experiences and the meanings

attached to them are carried forward into consequent situations. Yet, life-long development may also involve processes that do not originate at birth or early childhood but in later periods. The Fellows and PIs engaged in the PATHWAYS PROGRAMME will examine each of these aspects in more detail, generating a more comprehensive and up-to-date understanding of the multiple factors and processes shaping the transition to adulthood in varied and changing social contexts:

### Individual Characteristics

Individual characteristics clearly play a role in determining the life path, and the notion that individuals are active agents that take control over their environment is central to the life-course perspective (Bronfenbrenner, 1979; Elder, 1985, 1998). The young person brings to the situation his or her own characteristics, comprising personality characteristics, abilities, motivation, and self concepts. The focus of investigation will lie on specific aptitudes and skills, such as intellectual, academic, socio-affective, behavioural and other competences, as well as the developmentally instigative characteristics such as differential interests, values, beliefs, and goals. By recognising and exercising their own competencies, interests, and values, individuals formulate expectations by projecting oneself into the future. The formulation of ambitions, aspirations, or a life plan helps to direct and guide the transition from present to the future (Eccles, 2009; Salmela-Aro, 2009; Schneider & Stevenson, 1999; Schoon, 2006).

Human agency, however, has to be understood as being constrained by available options and real world constraints. Social origin, gender, and ethnicity influence the range of options available to the individual, as do historical events beyond individual control, such as changes in the labour market, economic downturn, or the outbreak of war (Elder, 1998). Young people co-regulate their motivation and behaviour in the social context (Salmela-Aro, 2009). The Programme Fellows will examine in more detail the role of various social contexts in shaping the acquisition and maintenance of individual competences and motivation. Examples are structural forces and constraints as well as socialization experiences within the family (see project proposals of Bask, Chow, Duckworth). We furthermore will assess the role of motivation in shaping future transitions and outcomes, such as psychological, economic, and physical wellbeing (Ashby, Chow, Tsai). We also take into account that expectations and aspirations might have to change and will have to be modified depending on the social reality the individual encounters. Compromises might be necessary, adjusting aspirations and self-evaluations that were either too high or too modest (Baltes, 1987; Heckhausen, 1999). The notion of goal adjustment or disengagement is a crucial theme in the proposal by Tomasik, and will also be addressed by Tsai.

Another factor to be considered is the role of biological dispositions as an underpinning of human development. Sanna Read will join the Network to investigate genetic and environmental influences on personal goals and transition experiences using the Finnish Twin cohort studies, and possibly also the British Cohort Studies.

### Family influences

The family environment is a critical context in shaping the development and maintenance of skills, competences, and motivation of young people. Beyond the provision of physical care parents are providing a secure base for children to explore the environment. The quality of parent-child relationships has predictive significance for success in later developmental tasks (Eccles, 1999; Schneider & Stevenson, 1999; Schoon et al., 2007; Silbereisen & Todt, 1994). Parental warmth, involvement, and moderate control have been associated with children's adjustment, achievement, and wellbeing, and parental involvement and expectations for their children are crucial in fostering educational attainment and an optimistic outlook to the future. In our research we will take into account that the quality of parent-child interactions can be influenced by socio-economic adversity, that the experience of economic hardship, income loss, and unemployment can reduce parental responsiveness and care. During the first two years of the Fellowship Programme, we will examine the role of family structure, family socio-economic background, and parenting in shaping individual competences and motivation (Chow, Duckworth, Natale, Tsai), as well as the role of parenting style in shaping economic socialisation (Ashby). We also take into consideration that not only the family of origin but also the family of destination can influence adjustment processes and transition strategies, and will examine how multiple transitions, that is transition into employment and independent living are linked to the assumption of family related roles (Kneale), and how living arrangements in adulthood influence financial management (Ashby).



### Contact with Institutions: Carers, Teachers, Schools and Employers

While during the early years the family environment is most important in shaping developmental progression, later on variations in care provision and the school environment play a crucial role. When children enter day care or later school they encounter a new world of expectations outside the family. The school environment, in general, is a powerful shaper or a deterrent to the development of individual potential (Eccles & Midgley, 1989; Schneider, 2008; Schoon, 2006; Silbereisen & Todt, 1994; Trautwein et al., 2008). School activities, both inside and outside the classroom, the various roles and role expectations, all render the school environment a most important context for shaping the expectations and outlook of young people, and preparing them for the transition from school to work. In the school context the individual has its first encounter with a structured social arena within which to experience the 'sense of industry', the consequences of social and academic competence, competition, and power relationships (Erikson, 1959).

The programme of work developed by our first intake of Fellows will examine the role of teacher expectations and school context in shaping student performance (Duckworth, Natale), the antecedents and outcomes associated with various school transitions, including school or college drop-out (Bask, Chow, Duckworth, Tomasik) as well as early school leaving (Duckworth, Tomasik). We also focus on variations in school to work transitions, identifying factors and processes enabling individuals to establish themselves in the labour market (Bask, Neale, Tomasik). Finding a job, changing jobs, losing jobs, or changing careers are major transitions in the life-course of every individual which are greatly influenced by the nature of the chosen occupations, the necessary requirements for entry, the structure of the organisations in which people work, but also the general economic climate. We make the analysis of opportunities and constraints provided by social structures and a changing historical context a crucial focal point of our investigations (Schoon & Silbereisen, 2009).

### Social Relationships

Individual development is not only influenced by experiences within the family and other institutional environments. Throughout the life course lives are lived interdependently within networks of shared relationships. There is persisting evidence highlighting the role of social relationships and support which can have important stress-buffering effects during life-course transitions (Bartely et al., 2006; Eccles, 1999; Kiuru et al., 2008; Salmela-Aro et al., 2009; Schneider and Stevenson, 1999;

Schwarzer & Leppin, 1991). Programme activities will address the role of peer relationships and their function as role models for transitions. We will also examine the concept of social comparisons (Festinger, 1954). One can distinguish between upward comparisons (which serve the purpose of motivating development) and downward comparisons (which protect motivational capacities and become important in case of failure) (Heckhausen & Brim, 1997). Social comparisons represent a central mechanism that moderates the effect of external influences (transition-related demands, different opportunities in the social ecology etc.) on the individual (Pinquart & Silbereisen, 2008), and are of interest for studying differences between ecologies such as regions or school classes (big-fish-little-pond-effect). Of particular interest for our Network is the role of peer groups in shaping individual adjustment and motivation (Chow), as well as the role of intimate relationships and family formation in steering the course of transitioning and adjustment (Neale, Tomasik).

### Communities and Neighbourhoods

In recent years there has been an increasing interest in the effects of neighbourhoods and communities on individual adjustment, following the recognition that neighbourhoods are a crucial context for many young people in contemporary society. It has been argued that neighbourhoods can be considered as the cradle of risk shaping the lives of children, their family, and the wider community (Booth & Crouter, 2001). Children and young people growing up in neighbourhoods with a high proportion of low-income families are at an increased risk of behavioural problems such as aggressive behaviour and academic maladjustment and getting in contact with problematic peer groups and friends (Duncan, Brooks-Gunn, & Klebanov, 1994), while living in more affluent neighbourhoods would result in better outcomes for children and families (Brooks-Gunn, 1995). Neighbourhood characteristics and particular housing are a key interest of Dylan Kneale, one of our Associate Fellows. Regional opportunities and constraints for transition planning and adjustment are a topic addressed by Martin Tomasik, examining for example the role of low versus high regional unemployment rates in influencing transition strategies, coping and adjustment.

### Social policies

Institutional regulations concerning access to education, the labour market, or the provision of support of care and services is another focus of interest (Eccles 2008; Schoon & Silbereisen, 2009; Sykes, Schneider & Plank, 2009; Tomaski & Silbereisen, 2009; Trautwein et al., 2008). Furthermore, on a global comparative level, we also recognise the role of different welfare regimes aiming to protect against the possible risks for individuals' economic and personal well-being due to uncertainties on the structure level. For example, comparisons of experiences in countries characterised by institutional arrangements characteristic of a liberal or social welfare system, or countries within the Scandinavian model, will bring new insights about the different contexts of youth transitions and how the macro level influences micro level experiences. Previous evidence suggests that current policies are often based on models of youth and youth transitions that do not recognise cultural diversity, multiple obligations, and competing priorities (Schoon & Silbereisen, 2009). Within the PATHWAYS programme we will examine heterogeneity in transition experiences (Bask, Tomasik, Tsai) and aim to inform policy makers about how to appropriately address changing needs of young people and their parents.

### Transition Demands

Transition demands are individual-level representations of challenges concerning the assumption of new social roles regarding schooling and training, entry into work and family formation in the face of rapid social changes on the structure level. Especially in a context of increasing globalisation, of demographic and economic change, changes in life-course regimes, demand/supply versatility concerning youth labour, and changing political priorities. These changes come to young peoples' life in a cascaded, multiple-'filtered' fashion depending on the social policies and systems currently in place within a particular country (Silbereisen, Pinquart & Tomasik, in press).

What is experienced as new demands at the individual level reflects more or less accentuated changes of past normative expectations and behaviours regarding the transition into adult roles and the move into independent adulthood. In the face of rapid social change, young people need to negotiate untested and opaque territory characterised by uncertainties about the aims and means. Although this requires capabilities and skills for exploration of the unknown, there are also rather clearly defined new learning requirements that can be achieved in ways known from the past.

Nevertheless, the match between what one brings to a particular transition phase in terms of personal and social resources and what seemingly is expected anew will be experienced as either a healthy challenge or a painful stressor. The balance between demands and resources and resulting patterns of engagement, coping and adjustment are the topic of Martin Tomasik's plan of research, and will also be examined by Angela Chow and Yi-Miau Tsai within a stage x environment fit model.

### The wider socio-historical context

For a comprehensive understanding of individual development we cannot isolate individuals and their immediate context from the wider socio-historical context in which their actions are carried out. Transition experiences are embedded and shaped by social contexts, ranging from interactions with significant others to macrosocial circumstances. Aiming to understand development over time underscores the need for investigating the impact of a changing socio-historical context. Societal circumstances beyond the control of the individual, such as economic depression or the outbreak of war, contribute considerably to the development of potential, and a major task confronting the individual throughout the life-course is to cope effectively with a changing social reality (Crockett & Silbereisen, 2000; Schoon & Silbereisen, 2009; Silbereisen & Chen, in press). In general, the Programme strives to contribute to a better understanding of productive youth development in context, taking into account multiple levels of influence, multiple transition demands, and the varied and changing socio-historical context in which development takes place. We aim to conceptualise and provide evidence of positive adaptation and adjustment in different contexts in order to inform policy and individual decision making.

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# RESEARCH PROFILES

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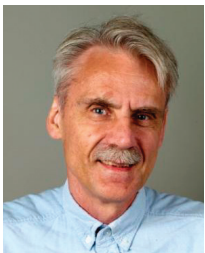
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## Principal Investigators

### Lars Bergman



Lars Bergman is professor in longitudinal research methodology at the Department of Psychology, Stockholm University. He is head of the Stockholm Laboratory for Developmental Science and directs the longitudinal research program Individual Development and Adaptation (IDA). He is a member of the scientific boards of Statistics Sweden, the Swedish Council for Crime Prevention, and the Swedish National Board of Health and Welfare and a member of the International Collaborative for the Analysis of Pathways from Childhood to Adulthood (CAPCA), organized by the University of Michigan. His research interests concern the adaptation process in a life-span perspective, especially positive adaptation and subjective well-being as well as research methodology, especially the development of a person-oriented approach. He has published 6 books and over 100 scholarly articles, chapters and reports. He has received research grants from the Swedish Scientific Council, the Swedish Council for Working Life and Social Research, and the Bank of Sweden Tercentenary Foundation.

#### Overview of Research

The study of the adaptation process in a life-span perspective

#### Key Research Questions:

- The development of patterns of maladjustment from childhood to adulthood in relation to risk factors and protective factors.
- The childhood roots of positive adaptation in midlife.
- The application of a holistic interactionistic research paradigm in the study of individual development: theoretical and methodological issues.

#### Datasets:

Lars Bergman directs the longitudinal research program Individual Development and Adaptation (IDA) in which over 2000 children have been followed from middle childhood to mid-age. Together with the Betula program, IDA is the largest longitudinal program within Psychology in the Nordic countries. The purpose of IDA is to study the long-term adaptation process from a holistic-interactionistic perspective.

#### Recent Publications and Dissemination Activities

Bergman, L. R. (in press). Mediation and causality at the individual level. *Integrative Psychological & Behavioral Science*

Bergman, L. R. & Andershed, A-K (2008). Predictors and outcomes of persistent and age-limited registered criminal behavior: A 30-year longitudinal study of a Swedish urban population. *Aggressive Behavior*, 34, 1-14.

Bergman, L. R., Andershed, H. & Andershed, A-K (in press). Types and continua in developmental psychopathology: Problem behaviors in school and their relationship to later antisocial behavior. *Development and Psychopathology*.

Invited speaker at the Eleventh Annual Summer Institute on Developmental Science, Jena, October 1-6, 2008. "The person-oriented approach."

Invited keynote speaker at the 14th European Conference on Developmental Psychology (ECDP), August 18-22, 2009 in Vilnius, Lithuania. "Methodological challenges for developmental psychology."

## Principal Investigators

### Jacque Eccles



Jacque Eccles is the Wilbert McKeachie Collegiate Professor of Psychology, Women's Studies and Education, as well as a research scientist at the Institute for Social Research at the University of Michigan. She is also Interim Chair of Psychology at the University of Michigan, and Director of the Gender and Achievement Research Program. Over the past 30 years, Prof. Eccles has conducted research on a wide variety of topics including gender-role socialization, teacher expectancies, classroom influences on student motivation, and social development in the family and school context. In the 90s, Prof. Eccles served as Chair of the Advisory Committee for the Social, Behavioral and Economic Directorate at the National Science Foundation, and Chair of the MacArthur Foundation Research Network on Successful Pathways Through Middle Childhood. She was Associate Editor of the journal *Child Development*, and is now the editor of the *Journal for Research on Adolescence*. She is past president of the Society for Research on Adolescence (SRA) and has served on the faculty at Smith College, the University of Colorado, and the University of Michigan. Her work has been honored by several awards including the Kurt Lewin Memorial Award for "outstanding contributions to the development and integration of psychological research and social action" from the Society for the Psychological Study of Social Issues and life time achievement awards from SRA, Division 15 of the American Psychological Association, the American Psychological Society, and the Society for the Study of Human Development.

#### Overview of Research

Pathways from adolescence into adulthood

##### Key Research Questions:

At the broadest level I am interested in the interaction between agency and structure in shaping individual-level pathways from adolescence into adulthood. More specifically, I am interested in the ways in which individuals plan for this transition and then implement these plans. And then how these processes play out against the backdrop of the social realities in the individuals' lives – realities shaped by their social position within their larger community (defined in terms of multiple levels of abstraction or macro level), as well as by more specific events that occur in their lives across time. I assume that social reality placed constraints and opportunities the limit or canal individual choice and agency. I am interested in studying the many ways in which these quite general issues play out in various countries and settings. For example, I am interested, in the role that collective and personal identities play in these processes – collective identities linked to social categories like gender, social class, ethnic group, religious group, generation, peer group niche personal identities linked to self related processes like one's values and one's competencies.

I am interested in ways in which school policies and practices (as well as other social policies linked to the social supports provided for young people) influence the emergence of these identities and the extent to which these identities (as well as just group membership) and group membership canal people into particularly educational and vocational pathways.

I am interested in how behavioral patterns in adolescence relate to the pathways most available to individuals as they move into adulthood and what explains people's "escaping" from problematic pathways and "moving" onto more "adaptive or productive/promising" pathways. Directly related to this I am interested in how policies and practices at the school, community, region, and nation relate to these "off-diagonal" shifts in life pathway. I am also interested in how international comparative studies will move our understanding of all of these types of issues forward.

##### Datasets:

I have three of my own local longitudinal data sets that I hope to use. Each of these data sets have data for a wide range age that includes adolescents and young adults on a wide range of constructs related to the goals and questions I outlined above. All are contemporary but one study has participants who are now in their late 30s while the other two have participants who are now in their late 20s. These studies have between 500 and 1500 participants. THE MADICS study is particularly well suited to look at issues of ethnicity and gender. The MSALT study is particularly well suited to look at issues of Social Class and gender.



**PSID-CDS national study in the USA**

This is a three generation study of multiple cohorts. The youth are now between 15 and 25. Their parents and in many cases grandparents are in the study and have been studied for many years.

The sample is nationally representative and very large (CDS has about 3500 children and their parents).

**Recent Publications****Books and Special Issues of Journals**

Watt, H. M. G. & Eccles, J. S. (Eds.) (2008). *Gender and occupational outcomes: Longitudinal assessments of individual, social, and cultural influences*. Washington, D.C.: APA Books.

Peck, S. C., Feinstein, L., & Eccles, J. S. (Eds.) (2008). *Unexpected educational pathways*. *Journal of Social Issues*, 64 (1), entire issue.

**Journal Articles**

Peck, S. C., Roeser, R. W., Zarrett, N., Eccles, J. S. (2008). Exploring the roles of extracurricular activity quantity and quality in the educational resilience of vulnerable youth: Variable- and pattern-centered approaches. *Journal of Social Issues*, 64(1), 135-156.

Eccles, J. S. (2008). The value of an off-diagonal approach. *Journal of Social Issues*, 64(1), 227-232.

Eccles, J. S. (2008). Agency and structures in human development. *Research in Human Development*. 5(4), 231-243.

Messersmith, E. E., Garrett, J. L., Davis-Kean, P. E., Malanchuk, O., & Eccles, J. S. (2008). Career development from adolescence through emerging adulthood: Insights from information technology occupations. *Journal of Adolescent Research*, 23 (2), 206-227.

Segar, M. L., Eccles, J. S., & Richardson, C. R. (2008). Type of physical activity goal influences participation in healthy midlife women. *Women's Health Issues*, 18 (4), 281-291.

Richardson, P.W. & Eccles, J.S. (2008). Rewards of reading: towards the development of possible selves and identities. *International Journal of Educational Research*, 46(2007), 341-356.

Eccles, J. (2009). Who am I and what am I going to do with my life? Personal and collective identities as motivators of action. *Educational Psychologist*, 44 (2). 78-89.

Stone, M. R., Barber, B. L., & Eccles, J. S. (in press). We knew them when: Sixth grade characteristics that predict adolescent high school social identities. *Journal of Early Adolescence*.

Fredricks, J. A., Alfeld, C., & Eccles, J. S. (in press). Developing and fostering passion in academic and non-academic domains. *Gifted Child Quarterly*.

Fredricks, J. & Eccles, J. (in press). Breadth of extracurricular participation and adolescent adjustment among African-American and European American youth. *Journal of Research on Adolescence*.

**Chapters**

- Nagy, G., Garrett, J., Trautwein, U., Cortina, K. S., Baumert, J., & Eccles, J. S. (2008). Gendered high school selection as a precursor of gendered careers: The mediating role of self-concept and intrinsic value. In H. M. G Watt and J. S. Eccles (eds.), *Gender and occupational outcomes: Longitudinal assessments of individual, social, and cultural influences*. (pp. 115-144). Washington D. C.: American Psychological Association.
- Frome, P M., Alfeld, C. J., Eccles, J. S., & Barber, B. L. (2008). Is the desire for a family flexible job keeping young women out of male-dominated occupations? In H. M. G Watt and J. S. Eccles (eds.), *Gender and occupational outcomes: Longitudinal assessments of individual, social, and cultural influences*. (pp. 195-214). Washington D. C.: American Psychological Association..
- Templeton, J. L., & Eccles, J. S. (2008). Spirituality, "expanding circle morality," and positive youth development. In R. M. Lerner, R. W. Roeser, & E. Phelps (Eds.) *Positive youth development and spirituality: From theory to research*, (pp. 197-209). West Conshohocken, PA: Templeton Foundation Press.
- Bouchey, H. A., Shoulberg, E. K., Jodl, K. M., & Eccles, J. S. (in press). Longitudinal Links between Older Sibling Features and Younger Siblings' Academic Adjustment during Early Adolescence. *Journal of Educational Psychology*

## Principal Investigators

### Katariina Salmela-Aro



Katariina Salmela-Aro is currently Professor and Chair of the Personality and Work Psychology Sector at the University of Jyväskylä, Department of Psychology; a member of the Finnish Center of Excellence on Learning and Motivation Research, and Research Director of the Helsinki University Collegium for Advanced Studies. She was a post-doc in the Max-Planck Institute, Berlin and is a member of the Academy of Finland Committee Research Council for Culture and Society and several steering committees, and the Finnish Graduate School of Psychology. She is an associate editor in *European Psychologist* and *Psykologia*. She has published about 100 papers and chapters, and given several keynote presentations. She has received several research grants and led several research projects. Her main interests are motivation, critical life transitions, productive development, well-being and related interventions. [http://www.jyu.fi/ytk/laitokset/psykologia/henkilokunta/salmela\\_aro](http://www.jyu.fi/ytk/laitokset/psykologia/henkilokunta/salmela_aro)

#### Overview of Research

Motivation, transitions and wellbeing

#### Key Research Questions:

- Positive youth development: Trajectories leading to well- and ill-being, such as depressive symptoms, school burnout, engagement, self-esteem, life satisfaction using person-oriented approach; resilience, turning points and protective factors
- Trajectories leading to marginalization or drop-out (optimal matching, life history calendar?)
- How the adolescent and social contexts shape each other; Identify combinations of contexts that protect young people by more than additively countervailing negative contextual forces in their lives;
- The role of educational transitions for well-and ill-being
- Factors fostering motivation & successful transition to further education and work: students' motivation, their goals, their well-being and their subsequent transition to further education or work.
- His and her pathways: Are there gendered pathways to positive youth development? If so, what explains gendered pathways?
- The role of peers in positive youth development: influence vs. selection? Peer pressure?
- What are the most typical pathways to well-being for various subsets of young people in each of these countries? Are there typical pathways to positive youth development, to dropout, or to marginalization?
- How do these pathways vary both within and between countries? What are the similarities and differences in educational transition experiences among cohorts within different country-specific social structures?
- Is mental health better among young people when the society is economically egalitarian? How the recession impacts youth well-being? Is there a cycle from economic hardship to parental stress and burnout, poor parenting, and leading to youth burnout?

#### Datasets:

- Finedu: age group: 15-24; historical period: 2000-2010; sample size: all together about 4000; however the main data about 800; waves: 5-waves: key variables: youth, peers, parents plus intervention
- HELS- university to work life: age group: 20-40, 1990-2010, 300, 8-waves, personal goals, strategies, life history calendar

#### Recent Publications

- Salmela-Aro, K., Aunola, K. & Nurmi, J.-E. (2008). Trajectories of depressive symptoms during emerging adulthood: Antecedents and consequences. *The European Journal of Developmental Psychology*, 5, 439-465.
- Kiuru, N., Aunola, K., Nurmi, J.-E., Leskinen, E. & Salmela-Aro, K. (2008). Peer group influence and selection in adolescents' school burnout: A longitudinal Study. *Merrill Palmer Quarterly*, 54, 23-55.
- Tuominen-Soini, H., Salmela-Aro, K. & Niemivirta, M. (2008). Achievement goal orientations and well-being. *Learning and Instruction*, 18, 251-266.
- Kiuru, N., Nurmi, J.-E., Aunola, K., & Salmela-Aro, K. (2008). The Role of Peer Groups in Adolescents' Educational Trajectories: A Longitudinal Study. *The European Journal of Developmental Psychology*.
- Salmela-Aro, K., Kiuru, N., Pietikäinen, M., & Jokela, J. (2008). Does school matter? The role of school context for school burnout. *European Psychologist*, 13, 1-13.

- Kiuru, N., Nurmi, J.-E., Aunola, K., & Salmela-Aro, K. (2009). Peer group homogeneity in adolescents' school adjustment varies according to peer group type and gender. *International Journal of Behavioral Development*, 33, 65-76.
- Viljaranta, J., Nurmi, J.-E., Aunola, K. & Salmela-Aro, K. (in press). The role of task values in adolescents' educational tracks: A person-oriented approach. *Journal of Research in Adolescence*.
- Salmela-Aro, K., Kiuru, N., & Nurmi, J.-E. (2008). The role of educational track in adolescents' school burnout: A longitudinal study. *British Journal of Educational Psychology*, 78, 663-689.
- Salmela-Aro, K., Kiuru, N., Leskinen, E. & Nurmi, J.-E. (2009). School Burnout Inventory: Reliability and validity. *European Journal of Psychological Assessment*, 25, 48-57
- Salmela-Aro, K., Read, S., Nurmi, J.-E., Koskenvuo, M., Kaprio, J. & Rantanen, T. (2009). Personal goals of older female twins: genetic and environmental effects. *European Psychologist*, 14.
- Wiese, B. & Salmela-Aro, K (in press), Goal conflict and facilitation as predictors of work-family satisfaction and engagement. *Journal of Vocational Behavior*.
- Nurmi, J.-E., Salmela-Aro, K. & Aunola, K. (in press). Personal goal appraisals vary across both individuals and goal contents. *Personality and Individual Differences*.
- Salmela-Aro, K., Savolainen, H. & Holopainen, L. (in press). Depressive symptoms and school burnout during adolescence: Evidence from two cross-lagged longitudinal studies. *Journal of Youth and Adolescence*.
- Hyvönen, K., Feldt, T., Salmela-Aro, K. Kinnunen, U. & Mäkikangas, A. (in press) Young managers' drive to thrive: A personal work goal approach to burnout and work engagement. *Journal of Vocational Behavior*.
- Salmela-Aro, K., Mutanen, P., Koivisto, P. & Vuori, J. (2009). Adolescents' future education-related personal goals, concerns and internal motivation during "Towards Working Life" group intervention. *European Journal of Developmental Psychology*.
- Vasalampi, K., Salmela-Aro, K. & Nurmi, J.-E. (in press). Adolescents' self-concordance, school engagement and burnout predict their educational trajectories. *European Psychologist*.
- Salmela-Aro, K., Nurmi, J.-E., Saisto, T. & Halmesmäki, E. (in press). Spousal support for personal goals and relationship satisfaction among women during the transition to parenthood. *International Journal of Behavioral Development*.
- Salmela-Aro, K. & Tuominen-Soini, H. (in press). Adolescents' life satisfaction during the transition to post-comprehensive education: antecedents and consequences. *Journal of Happiness Studies*.
- Salmela-Aro, K., Tolvanen, A. & Nurmi, J.-E. (in press). Achievement strategies during university studies predict early career burnout and engagement. *Journal of Vocational Behavior*.
- Salmela-Aro, K. (2009). Personal goals and well-being during critical life transitions: The 4 C's – channeling, choice, co-agency and compensation. *Advances in Life Course Research*.
- Salmela-Aro, K. (in press). School burnout: Antecedents and consequences. In I. Schoon & R. Silbereisen (Eds.), *Transition from school to work: Globalisation, Individualisation, and Patterns of Diversity*. Cambridge University Press

## Principal Investigators

### Barbara Schneider



Barbara Schneider is the John A. Hannah Chair University Distinguished Professor in the College of Education and Department of Sociology at Michigan State University. She worked for 18 years at the University of Chicago, holding positions as a Professor in Sociology and Human Development and as a senior researcher at NORC. Currently she continues to hold an appointment as a university faculty research associate at the University of Chicago and as senior fellow at NORC, where she is the principal investigator of the NSF funded center on Advancing Research and Communication in STEM. She also continues to direct the Alfred P. Sloan Center on Parents, Children, and Work at Michigan State University, an initiative that began at the University of Chicago where she was the co-director. She uses a sociological lens to understand societal conditions and interpersonal interactions that create norms and values that enhance human and social capital. Her research focuses on how the social contexts of schools and families influence the academic and social well being of adolescents as they move into adulthood. Professor Schneider has published 12 books and over 100 articles and reports on family, social context of schooling, and sociology of knowledge. Presently, she is the Editor of *Sociology of Education*. She received her Ph.D. from Northwestern University.

#### Overview of Research

##### Key Research Questions:

My interests have primarily been on how social context influences the educational expectations, occupational aspirations, academic performance, and social development of young people as they move into adulthood. By social context, my work has primarily centered on the family and relationships within schools, less so with social peer groups (which I differentiate from peer classmates), community organizations, and religious institutions. When I think about social contexts, my interests have been on what is commonly referred to as social capital that is the nature and strength of relational ties. The influence of social interactions from my perspective bears directly on adolescent psychological well being, social behaviors, and strategic future plans.

#### Recent Publications

##### Books

- Christensen, K., & Schneider, B. (Eds.). (in press). *Workplace flexibility: Realigning 20th century jobs to 21st century workers*. Ithaca, NY: Cornell University Press.
- Sykes, G., Schneider, B., & Plank, D. N. (Eds.). (2009). *The AERA handbook on education policy research*. New York: Routledge.

##### Book Chapters

- Offer, S., & Schneider, B. (in press). Multitasking among working families: A strategy for dealing with the time squeeze. In K. Christensen & B. Schneider (Eds.), *Workplace flexibility: Realigning 20th century jobs to 21st century workers*. Ithaca, NY: Cornell University Press.

- Schneider, B., Ford, T. G., & Perez-Felkner, L. (in press). Social networks and the education of children and youth. In *The International Encyclopedia of Education* (3rd ed.). London: Elsevier.
- Schneider, B. (2009). Challenges of transitioning into adulthood. In I. Schoon & R. K. Silbereisen (Eds.), *Transitions from school to work: Globalisation, individualisation, and patterns of diversity*. Cambridge, UK: Cambridge University Press.
- Sykes, G., Schneider, B., & Ford, T. G. (2009). Introduction. In G. Sykes, B. Schneider, & D. N. Plank (Eds.), *The AERA handbook on educational policy research* (pp. 1-16). New York: Routledge.
- Jones, N. D., & Schneider, B. L. (2009). Social stratification and educational opportunity. In G. Sykes, B. Schneider, & D. N. Plank (Eds.), *The AERA Handbook on Educational Policy Research* (pp. 889-900). New York: Routledge.
- Jones, N., & Schneider, B. (2009). The influence of aspirations on educational and occupational outcomes. In A. Furlong (Ed.), *International Handbook of Youth and Young Adulthood*. Oxford, UK: Routledge.
- Offer, S., & Schneider, B. (2008). The emotional dimension of family time and their implications for work-family balance. In K. Korabik, D. Lero, & D. Whitehead (Eds.), *Handbook of work-family integration: Research, theory, and best practices*. London: Elsevier.

**Articles**

Schneider, B. (in press). Method differences in measures of working families' use of time. *Social Indicators Research*.

McGhee Hassrick, E., & Schneider, B. (2009). Parent social networks: Securing a school advantage for their children. *American Journal of Education*, 115, 195-225.

Keesler, V. A., Fermin, B. J., & Schneider, B. L. (2008). A model for an advanced introductory level sociology course. *Teaching Sociology*, 36, 345-358.

Wyse, A. E., Keesler, V. A., & Schneider, B. (2008). Assessing the effects of small school size on mathematics achievement: A propensity score-matching approach. *Teachers College Record*, 110, 1879-1900.

**Book Reviews**

Schneider, B. (2008). [Review of the book *Experience Sampling Method: Measuring the quality of everyday life*]. *European Psychologist*, 13, 152-153.

Schneider, B. (2008). [Review of the book *Reform as learning: School reform, organizational culture, and community politics in San Diego*]. *American Journal of Sociology*, 113, 1745-1747.

**Research Reports and Technical Papers**

Schneider, B. (2008, December). College choice and adolescent development: Psychological and social implications of early admission. Arlington, VA: National Association for College Admission Counseling.

## Principal Investigators

### Ingrid Schoon



Ingrid Schoon is Professor of Human Development and Social Policy at the Institute of Education, University of London. She is a member of the International Collaborative for the Analysis of Pathways from Childhood to Adulthood (CAPCA) organised by the University of Michigan, a visiting scientist at The Center for Applied Developmental Science (CADS) at the University of Jena, and a Member of the ESRC Scientific Advisory Committee for the British Birth Cohort Studies. She is an Associate Editor for the *Journal for Research on Adolescence*, and member of the editorial board of the *'European Psychologist'*, *'Advances in Life Course Research'*, and *'Longitudinal and Life Course Studies: International Journal'*. Her research interests are focused on issues of human development across the life span, in particular the transition from dependent childhood to productive adulthood, the study of risk and resilience, the realization of individual potential in a changing socio-historical context, and the intergenerational transmission of (dis)advantage. She has led numerous research projects and is currently involved in two major UK research networks, the Priority Network on Gender Inequality and Production (GeNet) and the Centre for the Study of Learning and Life Chances in the Knowledge Economies (LLakes). Her research has been funded by the Economic and Social Research Council, the Nuffield Foundation, the Leverhulme Trust, and the Jacobs Foundation. She has published two monographs, one edited book, and over 100 scholarly articles, book chapters and reports.

#### Overview of Research

Social inequalities in attainment, health and well-being:

My main research interests lie with the corrosive impact of social inequalities on individual lives and the question what can be done to overcome disadvantaging circumstances. Of key concern are questions regarding risk and resilience, the intergenerational transmission of disadvantage, the processes and mechanisms mediating and moderating the influence of socio-economic disadvantage, and the resulting transition trajectories. For example: how does socio-economic hardship impact on family functioning and parenting; what are the expectations and hopes that parents and their children have for the future, and how do these differ for subgroups in the population; what is the role of parental support and the school context in promoting positive adaptation – as well as the question of how to define positive adaptation and adjustment in different contexts; are there gender differences in experience and adjustment; how does social change shape the life chances and opportunities available to young people; how do young people respond to changing demands (i.e. experience of a recession)? As such I am examining processes in different age cohorts to establish differences and similarities in transition experiences and adaptive responses, gaining a better understanding of changing demands and the interplay between macro-economic change and individual adaptation. I am also very much interested in how these processes manifest in various countries and settings, to increase understanding of potentially generalisable processes and differences in transition experiences in different settings. I am using variable-centered as well as person-centered approaches to gain insight into general

trends as well as differences in experiences in particular subgroups of the population.

#### Datasets:

I am mainly using UK longitudinal data, comprising different age cohorts and their development over the life course. Data sets include:

- 1958 National Child Development Study (NCDS; n=17,414)
- 1970 British Cohort Study (BCS70; n=17,189)
- 1989/90 Longitudinal Study of Young People in England (LSYPE; n=21,234)
- 2000 Millennium Cohort Study (MCS; n=18,818)

#### Recent Publications

Schoon, I. (2006). *Risk and Resilience: Adaptations to changing times*. Cambridge: Cambridge University Press

Schoon, I. & Silbereisen, R.K. (Eds.) (2009). *Transitions from School to Work: Globalisation, Individualisation, and Patterns of Diversity*. Cambridge: Cambridge University Press

#### Journal Articles

Schoon, I. (2009). Changing educational aspirations in three UK cohorts: the role of gender, parental education, and encouragement. *ISSBD Bulletin*, 1: 14-18.

- Ross, A., Schoon, I., Martin, P., & Sacker, A. (2009). Family and Nonfamily Role Configurations in Two British Cohorts. *Journal of Marriage and the Family*, 71(1), 1-14.
- Evans, G. W., Ricciuti, H. N., Hope, S., Schoon, I., Bradley, R. H., Corwyn, R. F., et al. (2009). Crowding and cognitive development. The mediating role of maternal responsiveness among 36-month-old children. *Environment and Behaviour*, <http://eab.sagepub.com/cgi/rapidpdf/0013916509333509v0013916509333501>.
- Schoon, I. & Bartely, M. (2008). Growing up in poverty: the role of human capability and resilience. *The Psychologist*, 21:24-27
- Schoon, I. (2008). A transgenerational model of status attainment: The potential mediating role of school motivation and education. *National Institute Economic Review*, 205, 72-82.
- Martin, P., Schoon, I. & Ross, A. (2008). Diverse Sequences, Ideal Types. Applying Optimal Matching Analysis to Life Course Research. *International Journal of Social Research Methodology*, 11, 179-199
- Sacker, A. & Schoon, I. (2007). Educational resilience in later life: Resources and assets in adolescence and return to education after leaving school at age 16. *Social Science Research*, 36, 873-896
- Schoon, I. (2007). Adaptations to changing times: Agency in Context. *International Journal of Psychology*, 42, 94-101
- Schoon, I., Ross, A. & Martin, P. (2007). Science Related Careers: Aspirations and Outcomes in two British Cohort Studies. *Equal Opportunities International*, 26, 129-143
- Schoon, I., Martin, P. & Ross, A. (2007). Career transitions in times of social change. His and her story. *Journal of Vocational Behaviour*, 70, 78-96
- Schoon, I. (in press-b). High hopes in a changing world: social disadvantage, educational aspirations, and occupational attainment in three British Cohort Studies. In C. Raffo, A. Dyson, H. Gunter, D. Hall, L. Jones & A. Kalambouka (Eds.), *Education and poverty in affluent countries*. London: Routledge.
- Schoon, I., Cheng, H. & Jones, E. (In press-c). Resilience in children's development: early influences. In: K. Hansen, S. Dex & H. Joshi (Eds.). *Children of the 21st Century*. Bristol: Polity Press
- Schoon, I., Ross, A. & Martin, P. (2009). Sequences, patterns and variations in the assumption of work and family related roles: Evidence from two British Birth Cohorts. In: I. Schoon and R.K. Silbereisen (Eds.). *Transitions from School to Work. Globalisation, Individualisation, and Patterns of Diversity*. (pp. 219-242). Cambridge: Cambridge University Press
- Jones, E. & Schoon, I. (2008) Child Development: cognition and behaviour. In: Hansen, K. (Ed.) *Millennium Cohort Study. Third Survey. Descriptive Report*. London: Centre for Longitudinal Studies
- Schoon, I. (2007). Life chances and opportunities in times of social change: Evidence from two British Birth Cohorts. In: Silbereisen, R.K. & Lerner, R.M (Eds.). *Approaches to positive Youth Development*. London: Sage
- Schoon, I. (2007). Social capital and social integration of young adults in changing times. In: H. Helve and J. Bynner (Eds.). *Youth and social capital*. (pp. 155-174). London: The Tufnell Press
- Bartley, M., Schoon, I., Mitchell, R. & Blane, D. (2006). Resilience as an asset for healthy development. In: Morgan, A. and Ziglio, E. (Eds.). *Health Assets and the social determinants of health*. WHO publication

#### Book Chapters

- Schoon, I. (in press-a). Social change and transition experiences among young adults in Britain. In K. R. Silbereisen & X. Chen (Eds.), *Social change and human development: concepts and results*. London: Sage.



## Principal Investigators

### Rainer K. Silbereisen



Rainer K. Silbereisen is currently Professor and Head of the Department of Developmental Psychology at the University of Jena (Germany), Adjunct Professor of Human Development and Family Studies at the Pennsylvania State University (USA), Director of the Center for Applied Developmental Science (CADS), and member of the Board of Governors of the University of Haifa, Israel. He is Fellow of the American Psychological Association and Member of the European Academy of Sciences (London). He was Editor of the International Journal of Behavioral Development and is Editor of the Journal European Psychologist. He was Chair of the Board of the German Social Science Infrastructure Services (Gesis), is a former President of the German Psychological Society and until recently was President of the International Society for the Study of Behavioral Development. Since 2008 he is President of the International Union of Psychological Science. A psychologist by training, he has been involved in interdisciplinary large scale research on the role of social change in positive and maladaptive human development, utilizing a cross-cultural and biopsychosocial format. With the help of private foundations, he has established training programs for young investigators from developing countries. He has edited about 20 books and published more than 300 scholarly research papers.

His main research interests concern human development across the life-span, particularly adolescence and early adulthood. The theoretical framework focuses on dynamic interactionism, stressing the combined role of biological, psychological, and socio-cultural determinants of human development. For many years, longitudinal studies have been conducted on substantive topics such as problem behaviors in adolescence, effects of early adversities on the timing of psychosocial transitions, the impact of social change on adolescent development, acculturation among immigrants, and biobehavioral aspects of adolescent development. Many of these studies have been conducted in an explicit cross-national and cross-cultural format, and consequently he has been enjoying many international collaborations.

#### Overview of Research

Individual adaptation and social change

I think my main question is the role of changing contexts in individuals' adaptation and development. I am particularly interested in change of macro contexts, be it via the transition and transformation of former socialist countries, or through immigration from one country to another, and often both versions of change come in combination. As far as the outcome is concerned, life-course transitions, particular achievements such as civic engagement or entrepreneurial activities, well-being and maladjustment are of interest. Beyond the effects as such, my major concern is the processes or mechanisms that link change on the macro level of a society with the macro level of individual behaviour, and vice versa. In order to model the processes, I rely on various approaches inspired by sociology (e.g., Elder), cultural anthropology (e.g., Greenfield), and cognitive science (e.g., Kahnemann)

#### Datasets:

I have access to various data sets that research groups I chaired or co-chaired have gathered.

- a) Comparison of same-aged adult cohorts in 1991 and 1996 in East and West Germany, with a comprehensive set of adjustment indicators, thousand participants, with a small longitudinal extension. Collaboration with sociologists
- b) Longitudinal study (up to 4 waves) of early and middle adulthood, East and West Germany, 2005 following. A replication in Poland is under way. Similar study on older adults has just begun. Main interest is test of model on how people cope with demands from political transformation and globalization. In all several thousand participants involved. Collaboration with sociologists.
- c) Longitudinal assessment (4 annual waves) of adolescent diaspora immigrants to Germany and Israel, with extensive measurements of acculturation and adjustment, around 400 participants. The study also includes ethnic minorities in Germany. Collaboration with criminologists.

- d) 2-wave study on various biographical transitions, comparing Germany and Israel, diaspora immigrants, natives, and ethnic minorities. Main outcome is positive behaviours. Several hundred participants. Collaboration with sociologists.
- e) Study on entrepreneurship, utilizing retrospective and current data in order to understand role of early entrepreneurial competencies and current conditions on intention to start business and its success. Several thousand participants. Collaboration with economists

### Recent Publications

#### Journal Publications

- Pinquart, M., & Silbereisen, R. K. (in press). Einzelkinder und Geschwisterbeziehungen [Single children and sibling relationships]. *Zeitschrift fuer Familienforschung*.
- Pinquart, M., Silbereisen, R. K., & Koerner, A. (in press). Coping with family demands under difficult economic conditions: Associations with depressive symptoms. *Swiss Journal of Psychology*.
- Titzmann, P. F., Silbereisen, R. K., Mesch, G., & Schmitt-Rodermund, E. (in press). Migration-specific hassles among adolescent immigrants from the former Soviet Union in Germany and Israel. *Journal of Cross-Cultural Psychology*.
- Pinquart, M., Silbereisen, R. K., & Koerner, A. (2009). Perceived work-related demands associated with social change, control strategies, and psychological well-being: Do associations vary by regional economic conditions? Evidence from Germany. *European Psychologist*, 14, 207-219.
- Schmitt-Rodermund, E. & Silbereisen, R. K. (2009). Immigrant parents' age expectations for the development of their adolescent offspring: Transmission effects and changes after immigration. In U. Schoenpflug (Ed.), *Cultural transmission: Psychological, developmental, social, and methodological aspects*. Cambridge: Cambridge University Press.
- Silbereisen, R. K., & Tomasik, M. J. (2009). Berlin – Warsaw – Jena: A journey with Glen H. Elder through sites of social change. *Research in Human Development*, 5, 244-258.

Titzmann, P. F., & Silbereisen, R. K. (2009). Friendship homophily among ethnic German immigrants. A longitudinal comparison between recent and more experienced immigrant adolescents. *Journal of Family Psychology*, 23, 301-310.

Tomasik, M. J., & Silbereisen, R. K. (2009). Demands of social change as a function of the political context, institutional filters, and psychosocial resources. *Social Indicators Research*, 94, 13-28.

Haase, C. M., Tomasik, M. J., & Silbereisen, R. K. (2008). Premature behavioural autonomy: Correlates in late adolescence and young adulthood. *European Psychologist*, 13, 255-266.

Pinquart, M., & Silbereisen, R. K. (2008). Coping with increased uncertainty in the field of work and family life. *International Journal of Stress Management*, 15, 209-221.

#### Edited Books

Silbereisen, R. K., & Chen, X. (in press). *Social change and human development: Concepts and results*. London: Sage Publications.

Schoon, I., & Silbereisen, R. K. (Eds.) (2009). *Transitions from school to work. Globalisation, individualization, and patterns of diversity*. New York: Cambridge University Press.

#### Book Chapters and Encyclopaedia Articles

Pinquart, M., & Silbereisen, R. K. (in press). Youth in Europe. In M. H. Bornstein (Ed.), *Handbook of cross-cultural developmental science*. Hove, UK: Psychology Press/Taylor & Francis.

Silbereisen, R. K., & Chen, X. (in press). In R. K. Silbereisen & X. Chen (Eds.), *Social change and human development: Concepts and results*. London: Sage Publications.

Silbereisen, R. K., Pinquart, M., & Tomasik, M. J. (in press). Demands of social change and psychosocial adjustment: Results from the Jena study. In R. K. Silbereisen & X. Chen (Eds.), *Social change and human development: Concepts and results*. London: Sage Publications.

- Schmitt-Rodermund, E. & Silbereisen, R. K. (2009). Immigrant parents' age expectations for the development of their adolescent offspring: Transmission effects and changes after immigration. In U. Schoenpflug (Ed.), *Cultural transmission: Psychological, developmental, social, and methodological aspects*. Cambridge: Cambridge University Press.
- Schoon, I., & Silbereisen, R. K. (2009). Conceptualising school-to-work transitions in context. In I. Schoon & R. K. Silbereisen (eds.) (2009). *Transitions from school to work. Globalisation, individualization, and patterns of diversity* (pp. 3-29). New York: Cambridge University Press.
- Pinquart, M., & Silbereisen, R. K. (2008). Die Rolle der Umwelt in der Entwicklungspsychologie [The role of ecology in developmental psychology]. In E. D. Lantermann & V. Linneweber (Eds.), *Enzyklopädie der Psychologie, Serie IX Umweltpsychologie, Band 1 Grundlagen, Paradigmen und Methoden der Umweltpsychologie* (p. 99-129). Goettingen: Hogrefe.
- Pinquart, M., & Silbereisen, R. K. (2008). Jugend im sozialen Wandel [Youth in social change]. In R. K. Silbereisen & M. Hasselhorn (Eds.), *Enzyklopaedie der Psychologie, Serie V: Entwicklung* (pp.835-888). Goettingen: Hogrefe.
- Silbereisen, R. K. (2009, July). Individuals' dealing with demands of globalization: A multilevel perspective. Keynote given at the 11th European Conference of Psychology, Oslo, Norway.
- Tomasik, M. J., & Silbereisen, R. K. (2009, July). Longitudinal findings on the benefits of disengagement from unattainable demands in times of social change. Poster presented at the 11th European Conference of Psychology, Oslo, Norway.
- Silbereisen, R. K. (2009, June). Social change and human development: Recent models and results. Invited talk at the Regional Workshop of the International Society for the Study of Behavioral Development (ISSBD). Nanjing, China.

#### Conference Presentations and Talks

- Silbereisen, R. K. (2009, September). Exciting new directions in developmental science. Invited discussant at the 12th International Institute on Developmental Science, Chapel Hill, NC.
- Silbereisen, R. K. (2009, August). Coping with demands of social change across the lifespan. Invited talk at the XIVth European Conference on Developmental Psychology, Vilnius, Lithuania.
- Tomasik, M. J., & Silbereisen, R. K. (2009, August). Cross-sectional and longitudinal findings on the benefits of secondary control striving in times of social change. Poster presented at the XIVth European Conference on Developmental Psychology, Vilnius, Lithuania.

## Principal Investigators

### Ulrich Trautwein



Ulrich Trautwein, Prof. Dr., is full professor for educational science at the University of Tuebingen. He studied psychology at University of Goettingen and University of California, Santa Cruz (diploma in 1999). From 1999 to 2008, Trautwein had a position as research scientist at Max Planck Institute for Human Development, Berlin. He received his Ph.D. from the Free University of Berlin in 2002 for his work on schools and self-esteem. His habilitation work on a multilevel homework model was finished in 2005. Trautwein is currently involved in three large-scale longitudinal studies, the study on learning processes, educational careers, and psychosocial development in adolescence and young adulthood (BIJU), the project on transformation of the secondary school system and academic careers (TOSCA), and a study on tradition and innovation in the structure and organization of schooling (TRAIN). He is on the editorial board of "Zeitschrift für Pädagogische Psychologie", a German journal of educational psychology, and of Motivation and Emotion. Trautwein has published several journal articles and book chapters. His main research interests include educational transitions, the effects of different learning environments on self-concept, interest, and personality development, and the role of self-related cognitions in students' homework behavior. Trautwein has received several major research grants. His Ph.D. dissertation was awarded the prestigious Otto Hahn medal, in 2004 he received the Young Investigator Award from the Section for Educational Psychology of the German Psychological Society, and in 2009 he received the CORECHED award for outstanding contributions to empirical educational research.

#### Overview of Research

Transitions and Educational Biographies: Institutional and Individual Determinants

#### Key Research Questions:

- How do educational systems determine what and how knowledge is acquired?
- How large is the impact of teachers and reference groups?
- How important is school-based knowledge for later success at university and in the job market?
- How much change in personality and self-concept does "happen" during and after transitions?
- How do people reconstruct their earlier beliefs, values, and goals once they have made a transition?

#### Datasets:

The primary data set is the TOSCA study which includes data on school achievement, cognitive ability, personality, self-concept, future plans, etc.

Cohort 1: Four measurements from end of academic track high school to end of university/job entry. N → 1500.

Cohort 2: Two measurements, end of academic track high school and two years later. N → 2000.

Cohort 3: One measurement point, end of grade 10 in academic and middle track schools. N → 1500. The TOSCA study started in 2002.

#### Recent Publications

Baumert, J., Lüdtke, O., Trautwein, U. & Brunner, M. (in press). Large-scale student assessment studies measure the results of processes of knowledge acquisition: Evidence in support of the distinction between intelligence and student achievement. *Educational Research Review*.

Nagy, G., Watt, H. M. G., Eccles, J. S., Trautwein, U. & Lüdtke, O. (in press). The development of students' mathematics self-concept in relation to gender: Different countries, different trajectories? *Journal of Research on Adolescence*.

Nagy, G., Trautwein, U. & Lüdtke, O. (in press). The structure of vocational interests in Germany: Different methodologies, different conclusions. *Journal of Vocational Behavior*.

Pieper, S., Trautwein, U. & Lüdtke, O. (in press). The relationship between homework time and achievement is not universal: Evidence from multilevel analyses in 40 countries. *School Evaluation and School Improvement*.

Trautwein, U., Lüdtke, O., Marsh, H. W. & Nagy, G. (in press). Within-school social comparison: How students' perceived standing of their class predicts academic self-concept. *Journal of Educational Psychology*.

- Trautwein, U., Lüdtke, O., Roberts, B. W., Schnyder, I., & Niggli, A. (in press). Different forces, same consequence: Conscientiousness and competence beliefs are independent predictors of academic effort and achievement. *Journal of Personality and Social Psychology*.
- Jonkmann, K., Trautwein, U. & Lüdtke, O. (2009). Social dominance in adolescence: The moderating role of the classroom context and behavioral heterogeneity. *Child Development*, 80, 338-355.
- Lüdtke, O., Robitzsch, A., Trautwein, U. & Kunter, M. (2009). Assessing features of the learning environment: How to use student ratings in multilevel modeling. *Contemporary Educational Psychology*, 34, 120-131.
- Lüdtke, O., Trautwein, U. & Husemann, N. (2009). Goal and personality trait development in a transitional period: Testing principles of personality development. *Personality and Social Psychology Bulletin*, 35, 428-441.
- Klusmann, U., Kunter, M., Trautwein, U., Lüdtke, O. & Baumert, J. (2008). Teachers' occupational well-being and the quality of instruction: The important role of self-regulatory patterns. *Journal of Educational Psychology*, 100, 702-715.
- Klusmann, U., Kunter, M., Trautwein, U., Lüdtke, O. & Baumert, J. (2008). Engagement and emotional exhaustion in teachers: Does the school context make a difference? *Applied Psychology: An International Review*, 57, 127-151.
- Lüdtke, O., Marsh, H.W., Robitzsch, A., Trautwein, U., Asparouhov, T. & Muthén, B. (2008). The multilevel latent covariate model: A new, more reliable approach to group-level effects in contextual studies. *Psychological Methods*, 13, 203-229.
- Maaz, K., Trautwein, U., Lüdtke, O. & Baumert, J. (2008). Educational transitions and differential learning environments: How explicit between-school tracking contributes to social inequality. *Child Development Perspectives*, 2, 99-106.
- Marsh, H. W., Seaton, M., Trautwein, U., Lüdtke, O., Hau, K. T., O'Mara, A. J., & Craven, R. G. (2008). The Big-Fish-Little-Pond-Effect stands up to critical scrutiny: Implications for theory, methodology, and future research. *Educational Psychology Review*, 20, 319-350.
- Marsh, H. W., Trautwein, U., Lüdtke, O. & Köller, O. (2008). Social comparison and big-fish-little-pond effects on self-concept and efficacy perceptions: Role of generalized and specific others. *Journal of Educational Psychology*, 100, 510-524.
- Trautwein, U., Baeriswyl, F., Lüdtke, O. & Wandeler, C. (2008). Die Öffnung des Schulsystems: Fakt oder Fiktion? Empirische Befunde zum Zusammenhang von Grundschulübertritt und Übergang in die gymnasiale Oberstufe. *Zeitschrift für Erziehungswissenschaft*, 11, 648-665.

## Post-doctoral Fellows

### Julie Ashby



Julie Ashby joined the PATHWAYS Programme in February 2009. She is based at the Institute of Education in London. Julie has a BSc in Mathematics, an MSc in Economic and Consumer Psychology and a PhD in Social and Economic Psychology, all from the University of Exeter. Her MSc research focused on the appointment of women to risky or precarious leadership positions in a legal context. Her PhD research, which was funded by the ESRC, explores the role of (a) occupational group membership and identity, and (b) occupational taxpaying norms and values in taxpaying behaviour and attitudes. Overall, the thesis highlights the subtleties surrounding the relationship between identity and taxpaying norms and values in influencing taxpaying behaviour and attitudes. It builds a strong case for the development of an approach to taxpaying behaviour and attitudes that marries traditional variables (e.g., deterrence) with social and cultural ones (in particular, occupational identity and taxpaying culture). At a practical level, the thesis speaks to current debates about the role of social norms in government policy, and makes suggestions as to how taxpayers could be managed in a way that boosts their cooperation and increases compliance.

Julie has published papers in the *Journal of Economic Psychology*, *The Journal of Socio-Economics*, *The European Psychologist*, *The Journal of Community and Applied Social Psychology*, *The Tax Advisor*, and the *William and Mary Journal of Women and the Law*. She has presented at a range of Social and Economic Psychology conferences and carried out and contributed to research at the Centre for Tax System Integrity (CTSI) in Canberra, Australia. She is a member of the European Association of Experimental Social Psychology and the International Association of Economic Psychologists.

#### Fellowship duration:

February 2009- February 2011

#### Research Plan

##### Overview of Research

Youth transitions between school, university and work: Drawing on economic psychology and social identity theory

During my fellowship I will focus on financial attitudes and behaviours relating to youth transitions between school, university and work. I am particularly interested in the linkages between financial attitudes and behaviours in adolescence and adulthood. My work will integrate ideas from previous research in the fields of economic psychology and youth transitions, as well as drawing on a social identity approach (Tajfel & Turner, 1979). Collaborating with Ingrid Schoon, Jacque Eccles, Katariina Salmela-Aro and Paul Webley, I hope to complete 4 first-author papers, as well as a second-author paper with Angela Chow.

Through a combination of overseas visits, and presenting at international and national conferences, I plan to disseminate my work to a range of audiences, including educationalists, psychologists, and economists. To try and ensure the policy implications of this work are realised I will also contact the Financial Services Authority.

#### Papers to be completed during the fellowship

##### PAPER 1

Title: **Save now, save later?: Linkages between saving behaviour in adolescence and adulthood**

Collaborators: **Ingrid Schoon and Paul Webley**

**Paper Abstract:** In today's increasingly uncertain climate, saving behaviour is a hot topic. Whilst low bank interest rates may foster a "gloomy" attitude towards saving, as some economists point out "in uncertain times, money needs to be set aside" (Gahbauer, 2009). The issue of teaching young people about money management has also been in the spotlight. There are financial education programmes in schools, financial guidance websites and self-help books aimed at helping parents teach their children money management skills. The underlying and commonsensical assumption behind such programmes, websites and self-help books is that they have a positive impact beyond childhood and adolescence into adulthood. However, if you save money at 16 years of age are you more likely to save in your thirties than someone who did not save at 16? That our experiences during childhood and adolescence, as well as the family context, shape the economic adults we become is often taken for granted. However, as Otto (2009) points out, to date, we only have information from adults suggesting such links from studies using retrospective questions.

Although the question of whether saving during adolescence is linked to saving during adulthood is an important one for policy makers, educationalists, psychologists and economists, as far as we are aware, the evidence has not been established using longitudinal data. Drawing on research in economic psychology and education this paper seeks to close this gap using data from the 1970 British Cohort Study (BCS70, a multi-disciplinary longitudinal study that began in 1970) at ages 16 and 34 years. A pathway model is tested, examining linkages and causal relations between socio-economic circumstances, parent style, economic socialisation and saving.

#### PAPER 2

Provisional title: **“If money grows on trees does it fall far from them?: Saving behaviour from adolescence to adulthood in the USA —”**.

Collaborators: **Jacque Eccles and Ingrid Schoon**

Data sets I will use: **MADICS and (possibly) PSID-CDS.**

**Overview of the paper:** This paper aims to replicate the model developed in Paper 1 in another country — the USA. The MADICS data has richer measures of parenting style and economic socialisation. It will also allow us to explore the role of socio-economic background, parenting style and economic socialisation at age 16 in saving behaviour over at ages 18, 21 and 28 years. The PSID-CDS is a nationally representative sample and has very strong financial measures.

#### PAPER 3

Provisional title: **“Does money make your world go around?: The impact of financial attitudes in adolescence on job choice and wellbeing in adulthood**

Collaborators: **Ingrid Schoon**

Data sets I will use: **BC70 at ages 16, 26 and 34 years.**

**Overview of the paper:** The “credit crunch” and its effect on the job markets mean that many people face uncertain financial futures. As economists are beginning to recognise, money is not the only route to happiness. However, it is undoubtedly an essential part of life in Western society, and adolescents are often taught about the importance of earning money and job security.

Research suggests that occupational and educational aspirations during adolescence predict subsequent occupational and educational attainment (Schoon, 2007). However, as far as we are aware, there is no research exploring whether attitudes vis-à-vis the importance of money and job security, which are developed during adolescence, play a role in occupational attainment and wellbeing.

To this end, drawing on research in economic psychology and education, we test a pathway model, examining linkages and causal relations between family social circumstances, parent style, attitudes vis-à-vis the importance of money and job security, occupational aspirations, occupational attainment and wellbeing. We use data from the 1970 British Cohort Study (BCS70) at ages 16, 26 and 34 years.

To explore gender differences, the model is run separately for males and females. Research suggests that during adolescence females have higher occupational aspirations than males (see Schoon, 2007). However while women prefer jobs that allow them to ‘help others’, men are more likely to chose a job because it will bring financial rewards (Schoon, Ross, & Martin, 2007; see also Jacque Eccles work). During adulthood, women’s hourly earnings remain significantly lower than men’s.

#### PAPER 4

Title ideas: **“The meaning of money during the school to university or work transition”**

Collaborators: **Jacque Eccles, Katariina Salmela-Aro, and Ingrid Schoon.**

Data sets I will use: **FinEdu with the Kuopio Upper Secondary School students, and MADICS.**

**Overview of the paper:** This paper will complement and extend paper 3 by exploring the way in which attitudes vis-à-vis the meaning of money develop over the transition from school to university or work, and the implications this has for young people’s wellbeing and aspirations. Carrying out the study in two countries will enable us to see if there are any differences between the countries.

The FinEdu, Madics data both collect data only a year or a year and a half apart and have rich measures vis-à-vis the meaning of money. We will match concepts (e.g., occupational aspirations, attitudes towards money) rather than have identical measures in both countries.

### Time Schedule

August		June 10:	– Paper 2
– September 09:	– Finish paper one	July 10:	– Paper 4 – 15th-16th July 2010 - London meeting
October 09:	– Final refinements to Paper 1 and submit to Journal – Paper 3 – Complete abstract for 2010 – EARA conference in Vilnius	August 10:	– Short policy-orientated piece for FSA
November 09:	– Prepare new project proposal for 2011	September 10:	– Arrange meeting with Chris Pond at the Financial Services Authority to find out about possibility of writing short piece for their website – Cologne, Germany 5-8th September International Association of Economic Psychology Conference – present results of Paper 1 and 2
December 09:	– 7-9th December – London meeting – present results of Paper 1 – 15th December SRA conference – workshop on saving (if submission is accepted)	October –November 10:	– Germany meeting
January		December –January 11:	– Any final revisions to papers – Planning of further papers
– March 10:	– Final refinements to Paper 3 and submit to Journal – Preparing grant proposal to ESRC on money and youth transitions – Invited to talk at the Work Foundation, London – Paper 3		
April 10:	–Paper 2 – Preparation of measures for American part of Paper 4 – Provisional date for 10-14 day visit to Jacque Eccles in Michigan		
May 10:	– Paper 4 – Joint paper (where I am second author) with Angela Chow – 12-15th May Vilnius EARA conference- present Paper 1 or 3 – 17-19th May - Helsinki workshop: Present initial findings from Paper 2 – Stay in Helsinki after meeting to work with Katariina Salmela-Aro and Angela Chow		



## Post-doctoral Fellows

### Miia Bask



Miia Bask started her work with PATHWAYS in July 2009, at the Helsinki Collegium for Advanced Studies at the University of Helsinki. Miia gained an M Sc. in Sociology, in October 2003 and a PhD in Sociology in February 2008, both from Umeå University, Sweden. Miia has been a visiting scholar at the Stanford Center for the Study of Poverty and Inequality at Stanford University, funded by the Swedish Research Council (Vetenskapsrådet). Her current project concerns theoretical aspects of the Matthew effect. A first draft of a paper has just been finished (co-authored with Mikael Bask). Another two papers; one on progress on school success and immigration and the second on social relations amongst the elderly in Sweden, are in progress.

Her Ph.D. thesis "A Longitudinal Approach to Social Exclusion" contains four papers, the first paper was published in "European Sociological Review" in 2005; the second paper (co-authored with Björn Halleröd) was published in "Social Indicators Research" in 2008, and revised versions of the third and fourth papers are currently under review.

Her work with PATHWAYS begins with questions of exclusion and drop outs amongst Finnish youngsters. The analysis will be conducted with the FinEdu data set and is planned to be presented in a workshop (organized together with the Academy of Finland and the Finnish Institute of Occupational Health) on the topic Work, Transitions and Well-being in the beginning of October 2009.

#### Fellowship duration

July 2009- June 2011

#### Research Plan

##### Overview of Research

Social stratification and social exclusion

My previous and current research focuses on sociological stratification research. More precisely, I have analyzed Swedish living conditions data (cross sectional and longitudinal data) and I have had a special interest in social exclusion (in the form of accumulation of central welfare problems/multiple disadvantages). Immigrants and different family types have as well had a specific role in my projects since single parents and immigrants have an extended risk for this kind of exclusion. My latest project is theoretical in nature and within that project I have completed a paper dealing with the measurement and definitions of cumulative disadvantage and the Matthew effect. This paper is a contribution in mathematical sociology and co-authored with Mikael Bask.

#### Papers to be completed during the fellowship

My Pathways fellowship period covers three semesters (i.e., fall 2009, spring 2010 and fall 2010), I have scheduled one paper for each semester. Papers may, however, be presented at conferences and workshops at other semesters –and thereafter revised – meaning that I will work jointly at several papers at the of my fellowship period. Some of the conferences and workshops I plan to attend were mentioned at the Pathways meeting in London last June, whilst others are ones that I have participated in previously.

##### PAPER 1

**"Drop-out students and marginalization", joint with Katariina Salmela-Aro**

In this paper, we plan to scrutinize the prerequisites and short-term consequences of school drop-out among a population of Finnish youth. That is, the aim is to scrutinize the explanatory and protecting factors regarding school drop-out (and other negative and non-typical youth transitions) and further marginalization. The role of motivation and school burn-out in the drop-out cases will be emphasized.

For this purpose, we will use the Finnish Educational Transitions (FinEdu) data. This data set has been collected since the year 2004 and all waves available in the data set will be used. Specifically, the first wave in the data set was collected when the first cohort was in 9th grade in compulsory school (i.e., the last year in compulsory school in Finland) and when another cohort was in upper secondary school<sup>1</sup>.

With the recently completed data collection, there are five (5) waves in total, giving the possibility to involve in the analysis the life-situation amongst the students who currently have graduated from school and currently are working or are in continuing education. The data set involves approximately 600 Finnish youngsters.

#### PAPER 2

##### “Trajectories leading to marginalization”, joint with Katariina Salmela-Aro

In this paper, we plan to use Finnish life-history calendar data since our aim is to identify important transitions in adolescence regarding increased risk for social exclusion/marginalization versus a successful development. This data set was collected very recently in Finland and optimal matching methods will be used to measure differences between time-ordered sequences of different individuals’ trajectories throughout their adolescence.

Social exclusion is a social policy term, mostly used in Europe, describing the process in which individuals gather multiple disadvantages. The European Union has for this reason initiated national action plans against poverty and social exclusion in the member countries. Social exclusion and marginalization can therefore be seen as failure from both the individual and societal perspectives. In short, we would like to scrutinize the youth trajectories showing tendencies toward marginalization. Marginalization can in this context be seen as a combination of school dropout, (long-term) unemployment, lack of social relations etc.

#### PAPER 3

##### “Long term consequences of youth transitions” joint with Lars R Bergman

In this paper, we will try to explore the role of youth transitions in a long-term perspective. The adolescence-adulthood transition is a critical transition in an individual’s life-course, involving profound changes in social roles and life circumstances. Is there a specific order of transitions that fits for all or what kind of qualities or life situations can create a successful later life (even if the youth transitions differ from the normal ones)? Further on, what could explain that some of the troubled youth grow up to well-functioning citizens, whilst some of the individuals with a successful adolescence time turn out to be troubled adults? For example, one could scrutinize which of those who suffers from anxiety or psychosomatic symptoms in adolescence have a high level of well-being as adults. Are there some explanations to be found in youth transitions, and in that case, what kind of transitions?

The data set to be used is the longitudinal database on Individual Development and Adaptation (IDA), which involves information on psychological, biological and social factors. The data set started to be collected in the year 1965 when the respondents were in ages 10, 13 and 15, and the data set involves information regarding the respondents up to ages 49 and certain points in between. This data set makes it therefore possible to scrutinize the long-term consequences of certain youth transitions as well as the continuity versus discontinuity in well-being from adolescence to mid-life.

##### Other possible collaborations:

- Kathryn Duckworth – Off diagonal groups and inequality
- Barbara Schneider – Time use data and family sociological questions
- Martin Tomasik – the Matthew effect and critical transitions to break the vicious circle

### Time Schedule

August

– September 09: – Mplus course in Jyväskylä 27-28.8 and 10-11.9

October 09: – First results of etc to be presented at a workshop in Helsinki (Paper 1)  
– SIENA course in Jyväskylä 22-23.10

December 09: – Presentation of Paper 1 at the London meeting

March 10: – Conference (SRA) in Philadelphia (Paper 1)

May 10: – Meeting in Helsinki (Paper 2)  
– Conference (EARA) in Vilnius (Paper 1)  
– Conference (ISA RC 28) in Haifa (Paper 1 or Paper 2, depending on the submission deadline)

July 10: – ISA world congress in Gothenburg (Paper 2)  
– ISSBD congress Zambia (Paper 1)

November 10: – Pathways meeting in Germany (Paper 3)

## Post-doctoral Fellows

### Martin Tomasik



Dr. Martin Tomasik joined the PATHWAYS Programme in October 2008. He is based at the University of Jena. He completed his MA in psychology at the Free University, Berlin, Germany in 2004 and his PhD in 2008 at the University of Jena. Since 2004 he has been a research associate at the Collaborative Research Centre 580, at the University of Jena, in the subproject "Individual and Social Resources for Coping with Social Change". Martin has collaborated in research projects at the Free University, the Max Planck Institute for Human Development, and the German Centre of Gerontology. His research interests comprise: social change and human development, motivational aspects of developmental psychology, life-span theory of control, aging-related cognitions, and quantitative methods of developmental science.

Martin has published 11 articles in peer reviewed journals (3 as first author) and 5 book chapters (3 as first author). One paper is submitted for publication and one paper summarizing the results of his PhD thesis is in preparation. He will present results of his research at the 11th European Congress of Psychology in Oslo, Norway (July 7-10, 2009) and the European Conference on Developmental Psychology in Vilnius, Lithuania (August 18-22, 2009).

#### Fellowship duration

October 2008 - September 2010

#### Research Plan

##### Overview of Research

Adaptive Value of Compensatory Secondary Control

My current research focus is the Adaptive Value of Compensatory Secondary Control which seems to become relevant when external opportunity structures do not (longer) allow a tenacious goal pursuit. I am using a contextual developmental approach linking individual control striving with opportunity structures situated at the level of the social ecology.

Goal adjustment (e.g., to downgrade aspirations), self-protective attributions (e.g., to blame the circumstances), or disengagement (e.g., to give up effort) are prototypical aspects of compensatory secondary control. If opportunities are unfavourable, compensatory secondary control protects the motivational and emotional capacity of the individual and prevents the waste of resources which may then be invested into more promising strivings. Compensatory secondary control, however, is not adaptive per se. Rather, its value derives from its function to allow re-engagement in more promising goals or action domains.

In my dissertation (Tomasik, 2008) I analysed how individuals coped with normative demands of social and economic change in the domains of work and family and found that the association between compensatory secondary control and well-being was moderated by the regional opportunity structures. In regions where opportunity structures were unfavourable (e.g., high unemployment rates) self-protection and disengagement were positively associated with well-being. This seems a paradox at a first glance since disengagement from demands that are associated with normative developmental goals is usually associated with high psychological and social costs. However, the findings perfectly fit into modern notions of adaptive coping given diminished opportunity structures (Brandtstädter, in press; Heckhausen, 1999).

#### Papers to be completed during the fellowship

##### PAPER 1

##### Life Choices Well Made: How Selective Control Strategies Relate to Career and Partner Decision Processes

Schindler, I. & Tomasik, M. J.

**Abstract:** The benefits of applying control strategies that foster goal engagement have been documented in many contexts (see Heckhausen, 1999). This paper adds to these findings by demonstrating that such selective control strategies are associated with the construction of "self-evident" and, therefore, satisfactory choices when making important real-life decisions. In a prospective longitudinal study, we first assessed control strategies in samples of students who intended to choose a college major (N = 40) and/or find a romantic partner (N = 33) and then observed changes in the perceived attractiveness of the

to-be-chosen majors and partners. We found increasing attractiveness of chosen majors prior to the decision and variability in change patterns for chosen partners. More importantly, students who initially reported using control strategies that foster engagement in decision making perceived their subsequently chosen majors or partners as more attractive at the time of choice and were more satisfied with their choices.

Status: Submitted for publication in Spring 2009.

#### PAPER 2

##### **Coping with Demands of Social and Economic Change: Correlates of Primary and Secondary Control Strategies** Tomasik, M. J. & Pinquart, M.

**Abstract:** Concurrent predictors of coping with demands of social and economic change were investigated with strategies of coping conceptualized according to the life-span theory of control. The predictors investigated comprised (a) the confrontation with demand of social and economic change in three domains of life (work, family, and leisure), (b) benefits experienced from social change, (c) change-related cognitions in terms of perceived gains and losses associated with social change and the appraisal of demands of social change as threatening versus challenging, (d) perceived social support, and (e) various sociodemographic control variables. The sample, N = 2,523 subjects aged 16 to 42 years, was drawn from four German federal states. More demands were associated with more problem-oriented and more problem-distancing coping. More benefits predicted more problem-oriented coping only. Perceived gains associated with social change were positively associated with problem-oriented and negatively with problem-distancing coping. Sociodemographic variables played a marginal role only.

Status: Manuscript finished, will be submitted for publication end of August as part of a special issue on "Psychosocial Adjustment to Social Change" managed by the first author.

#### PAPER 3

##### **Developmental Barriers and Futile Struggles with Social and Economic Change**

Tomasik, M. J., Silbereisen, R. K., & Heckhausen, J.

**Abstract:** Theoretical considerations and a broad range of research suggests that compensatory secondary control, i.e. self-protective attributions or the withdrawal of both effort and commitment, is an adaptive way of coping when opportunity structures are unfavorable for the mastery of a task or demand. Building on research about developmental deadlines, this paper introduces the concept of developmental barriers and analyzes the adaptive value of compensatory secondary strategies for mastering demands of social and economic change. Mixed-effects methods were used to model cross-level interactions between individual control striving and external opportunity structures (i.e., indicators of economic prosperity and family friendliness at the level of administrative counties) in the domains of work and family. Results showed that self-protection was positively associated with domain-specific satisfaction with life when opportunity structures were unfavorable. Disengagement was positively associated with general life satisfaction, but again only under unfavorable conditions.

Status: Manuscript is almost finished and will be submitted for publication end of August 2009.

#### PAPER 4

##### **Longitudinal Findings on the Benefits of Disengagement in Times of Social Change**

Tomasik, M. J. & Silbereisen, R. K.

**Abstract:** Changing social structures produce uncertainty and require individuals to decide which developmental paths to follow and which to give up. Previous research has demonstrated cross-sectionally that the adaptiveness of engagement and disengagement is a function of the opportunities provided by the social ecology: When opportunities for primary control are very limited, secondary control strategies such as self-protective attributions or even final disengagement turned out to be associated with higher subjective well-being. Under these circumstances, secondary control thus seems to be the most adaptive strategy of coping with uncertainty because it protects the individuals' motivational and emotional resources and prevents these resources from being wasted into unpromising action domains. This paper addresses this question by assessing control strategies and developmental outcomes longitudinally with a time

lag of twelve months in a sample of about N = 170 highly burdened individuals living in differently favourable contexts. Results suggest that subjective well-being increases over a period of one year only if individuals manage to disengage from unattainable demands. We conclude that disengagement protects individuals from repeated experiences of failure and allows them to capitalize on success in other domains of life so that the gap in subjective well-being between those who disengaged from unattainable demands and those who did not increases over time.

Status: Analyses finished and results presented at an international conference, one presentation at an international conference pending.

#### PAPER 5

##### **Negotiating Educational Aspirations and Local Opportunities in Adolescence: Effects on Life Course Transitions and Achievements in Adulthood**

Tomasik, M. J., Schoon, I., & Kneale, D.

**Abstract:** In this paper, we are going to analyze the interaction between individual goal setting and regional opportunity structures using data from the British Cohort Studies (BCS70). The basic idea is that young people at age 16 have to decide whether they will pursue the traditional transition from school to work by entering the labour force immediately after compulsory schooling or whether they will pursue further education. This decision has to be regarded against the backdrop of the British economic and labour market situation in the late 1980s and the opportunities on the regional labour markets. If the regional labour market is relatively open, the traditional transition from school to work is expected to be the most promising pathway to adulthood. If the regional labour market is closed, however, the attempt to enter it will probably result in failure so that the detour of further education is expected to be most promising. The analyses will use the full spectrum of regional labour markets in the United Kingdom to analyze the hypothesis that a match between aspirations and opportunities results in better developmental outcomes. The dependent variables will comprise three sets of indicators. First, satisfaction with life at age 34 will be used as a long-term subjective outcome. Second, different role configurations will be used to investigate the effects on achievements in adult work and family life. Finally, transition patterns to adulthood in terms of housing tenure will be explored to understand how individuals end up at different levels of subjective well-being and in different role configurations.

Status: Exploratory analyses completed.

#### PAPER 6

##### **The Benefits of Disengagement after Failing the Entrance Exam to University**

Tomasik, M. J., Salmela-Aro, K., & N. N.

**Abstract:** Four out of five individuals fail at the entrance exams for studying psychology at a Finnish university. These individuals need to protect their emotional and motivational capacities against the negative consequences of failure, restructure their goals, and, finally, disengage from the idea of studying psychology. This paper will analyze the individual responses to failure in terms of primary and secondary control strategies and investigate the effects of control striving on subjective well-being and occupational status three months later. It is hypothesized that those who manage to disengage from the idea of studying psychology after having failed the entrance exam will be better off in terms of subjective well-being and more likely to be employed or study something else whereas the others will more likely be unemployed. This is because the inability to disengage from an unattainable goal ties resources to this goal which may not be invested into more promising strivings. Hence, this paper will add to the growing literature on the benefits of disengagement from unattainable goals using a homogeneous sample young adults with a common goal.

Status: Exploratory analyses currently performed.

#### PAPER 7

##### **Control in Context: Geographical Correlates of Primary and Secondary Control Striving**

Tomasik, M. J. & Eccles, J., & N. N.

**Abstract:** The MADICS study offers the unique opportunity to link psychological data with social and environmental indicators via geocoding. The basic idea of this paper is to explore predictors of psychological variables such as goal setting or control strategies at the level of the proximal developmental context of individuals. Unlike other studies, this one allows a very fine-grained identification of the context (e.g., at the level of a census tract) and the use of vast interdisciplinary data sources for a multi-dimensional definition of the context. This makes it possible to test how much of individual behavior can be attributed to the environment.

Status: First ideas developing.

### Time Schedule

- Paper 1 has already been submitted for publication.
- Papers 2 and 3 need some revisions and will be submitted for publication at the end of August.
- I will start working on Paper 4 after having presented the results at the international conference of the European Society for Developmental Psychology in Vilnius (August 18-22, 2009). A submission is planned for the end of this year.
- Paper 5 has a strict deadline and will be finished for the Pathways Meeting in December 2009. A submission is planned for this year.
- My work on Papers 6 and 7 will start in 2010 and depends on the progress of the previous papers and other collaborations that will possibly develop, especially those with people from the London group (there are, for instance, two informal arrangements where I would act as a second author). Also, as outlined in my original research proposal, two other papers are planned with data from the Jena Study on Social Change and Human Development and I want to work on them in 2010.

### Recent Publications

#### Journal Publications

- Wurm, S., Tomasik, M. J., & Tesch-Römer, C. (in press).  
On the importance of a positive view on aging for physical activity among older adults: Cross-sectional and longitudinal findings. *Psychology and Health*.
- Tomasik, M. J., & Silbereisen, R. K. (2009).  
Demands of social change as a function of the political context, institutional filters, and psychosocial resources. *Social Indicators Research*, 94, 13-28.
- Tomasik, M. J., Hardy, S. A., Haase, C. M., & Heckhausen, J. (2009). Adaptive adjustment of vocational aspirations among German youths during the transition from school to work. *Journal of Vocational Behavior*, 74, 38-46.
- Silbereisen, R. K., & Tomasik, M. J. (2008).  
Berlin - Warsaw - Jena: A journey with Glen H. Elder through sites of social change. *Research in Human Development*, 5, 244-258.
- Haase, C. M., & Tomasik, M. J., & Silbereisen, R. K. (2008).  
Correlates of premature behavioural autonomy in late adolescence and young adulthood. *European Psychologist*, 13, 255-266.

#### Manuscripts Submitted for Publication

- Schindler, I., & Tomasik, M. J. (subm.).  
Life choices well made: How control strategies relate to partner and career decision processes.
- Tomasik, M. J., Silbereisen, R. K., & Heckhausen, J. (subm.).  
Social change, developmental barriers and the benefits of disengagement.

#### Monographs, Book Chapters and Other Scientific Publications

- Tomasik, M. J., & Pinquart, M. (in press).  
Mastering demands of social and economic change: Social indicators as predictors of primary and secondary control. In M. Cappello & C. Rizzo (Eds.), *Central banking and globalization*. Hauppauge, NY: Nova Publishers.
- Silbereisen, R. K., Pinquart, M., & Tomasik, M. J. (in press).  
Demands of social change and psychosocial adjustment: Results from the Jena study. In R. K. Silbereisen & X. Chen (Eds.), *Social change and human development: Concepts and results*. London: Sage Publications.

#### Conference Presentations and Talks

- Tomasik, M. J., & Silbereisen, R. K. (2009, August).  
Cross-sectional and longitudinal findings on the benefits of secondary control striving in times of social change. XIV European Conference on Developmental Psychology, Vilnius, Lithuania.
- Tomasik, M. J., & Silbereisen, R. K. (2009, July).  
Longitudinal findings on the benefits of disengagement from unattainable demands in times of social change. Poster presented at the 11th European Conference of Psychology, Oslo, Norway.
- Tomasik, M. J. (2009, June).  
Individuelle und gesellschaftliche Chancen des Scheiterns [Individual and societal chances of failing]. Präsentation in der Abschlussrunde des Wettbewerbs für den Deutschen Studienpreis der Körberstiftung im Wissenschaftszentrum Berlin für Sozialforschung, Berlin.

Blumenthal, A., & Tomasik, M. J. (2008, October).  
Facilitating the school-to-work transition  
by means of a skills promoting intervention  
program: Results from a first process  
evaluation. Poster presented at the 11th  
International Institute on Developmental  
Science at the Friedrich Schiller University,  
Jena, Germany.

Schindler, I., & Tomasik, M. J. (2008, October).  
Life choices well made: How control strategies  
relate to career and partner decision processes.  
Poster presented at the 11th International  
Institute on Developmental Science at the  
Friedrich Schiller University, Jena, Germany.

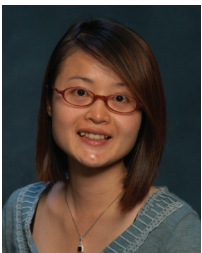
#### **Honors and Awards**

2009 Deutscher Studienpreis/Anerkennungspreis der  
Körper Stiftung, Hamburg (German Study Prize/  
Recognition Award by the Körper Foundation,  
Hamburg)



## Post-doctoral Fellows

### Yi-Miau Tsai



Yi-Miau Tsai Joined PATHWAYS in March 2009, and is based at the University of Michigan. She received her doctorate from the Faculty of Psychology, Humboldt University in Berlin in February 2008.

She trained as a developmental and educational psychologist, focusing on learning related motivation and emotion. Her dissertation, completed at the Max Planck Institute for Human Development, investigated students' motivational processes after the transition to secondary school. This project applied a short-term repeated measurement design to show that motivation is not a fixed entity. In the dynamic, every-changing social environment of classroom, situational factors such as various instructional features in the classroom shape students daily motivational experience. In addition, her research topics also include the role of teachers' own motivation and their classroom behaviour.

Yi-Miau will look further into the specific roles of transition. She is interested in research questions such as how stable factors and unstable factors work together to promote smooth transition, and how transitions can provide insights into the underlying psychological mechanisms of resiliencies and vulnerabilities that may otherwise be difficult to capture.

#### Fellowship duration

March 2009 - February 2011

#### Research Plan

##### Overview of Research

Motivation and youth transitions

Under the title of "The Role of Motivation when Young People Navigate through Transitions after School", the main objective of this research program is to investigate how motivation shapes adolescents' transitional decisions, and the developmental relationships between motivation, identity and adjustment among young people. In this summary, I will first describe the overall research questions and then sketch three main projects which attempt to address these questions. The project outline also includes collaborative projects.

School motivation is an important factor for school adjustment and achievement, but how does motivation related to students' career and occupation planning. Considering motivation as a multidimensional construct which comprises affect, value and expectancy, which of the aspects are more influential in initiating and steering students' transitional planning and decisions. Motivational experiences, to a large extent, are shaped by one's surrounding environment and social context. How do contextual level factors, at school and family, relate to transitional decisions? How can diary methods and experience sampling data shed our understanding of transition experiences?

#### Papers to be completed during the fellowship

##### PAPER 1

##### Expectancy, Value and Occupational planning

**Abstract:** "What do I want to do with my life?" For some people, the answers appear early in life. Does early planning facilitate one's career path? The aim of this current project is to investigate early development of occupational aspiration and occupational identity. What characterize adolescents who show a clear and integrated planning for their future occupation? And what are the developmental pathways for students who have no idea about what they are going to do in the future? Expectancy-Value theory provides some insights for understanding the formation of occupational identity. Individuals' expectation for success and subjective task values influence their achievement related choices. In this study, I will first explore the pattern of expectancy and value for groups of students in different phases of occupational identity. The dynamic between both components - expectancy for success and several of task values is of particular interest. What would be the consequence if individuals experience incongruence for both aspects, such as valuing certain areas one does not achieve well? When making their planning, will either one of the aspect become more influential? Assuming that an incongruent pattern of motivation is less beneficial for the transitional process, who is more at risk for developing such conflicting forces? Because both learning experience in- and out-of-school may affect the development of expectancy and task values, I will also look at adolescents' participation and time use beyond school time.

The MADICS data set will be used for this project. MADICS: Cohort born in 1980 has been surveyed since their 7th grade. This is a school-based data drawn from Prince George's County with 66% of African American participants.

#### **PAPER 2a**

##### **Within-Person Variability in Daily Self-Efficacy: Using Experience Sampling Data from Finland**

In collaboration with Katariina Salmela-Aro

**Abstract:** Transition to university is a major transition for young people. While university learning allows students to make more autonomous decisions, the responsibility may be compelling for some. One plan for this collaboration is to investigate the relation between efficacy beliefs and adjustment after transition to university. I am interested in the effect of competence perception, both at the mean level and its stability across days. The objectives are first, to describe and compare mean level and stability (fluctuation) among freshmen and sophomores, second, to examine the antecedents and consequences of a more fluctuating competence perception - that is whether some students exhibit higher fluctuation in their competence perception.

Two opposing hypotheses will be tested. First, fluctuation competence perception indicates a more vulnerable self-system. Because these individual may be more rely on external comparison as bases for their own competence. Thus, instability in competence perception may be related to maladjustment such as depression and school-burnout. Second, task-specific competence perception is un-related to their self-system and therefore, un-related to school adjustment.

The diary data from Finland which was collected with CASS-method provide unique opportunity for examining this question. Students, in their freshmen year, participated in an experience sampling study with a cell-phone device over a period of two weeks. Five times each day, students were signaled to answer questions on the activities they are engaged in, their positive and negative affect and their competence perceptions. In the morning questionnaire, they also provide their motivational for activities they are planning to engage.

#### **PAPER 2b**

##### **Intrinsic Regulation and Daily Stress**

In collaboration with Katariina Salmela-Aro

**Abstract:** The second plan for collaboration is to investigate the relationship between intrinsic regulation and stress. The relationship between motivation and stress, both at the within-person level and between-person level will be investigated. Drawing on a self-determination framework, three possible mechanisms can be tested. First, there is a direct effect that need satisfactory experiences is stress relieving. In other words, experience contributing to a sense of competence, autonomous motivation and social relatedness will reduce stress at the end of the day. Second, autonomous motivation itself does not necessary reduce stress - other mediators need to be considered simultaneously. Therefore, there is an indirect effect between intrinsic regulation and stress. Third, it is also possible that intrinsic regulation is unrelated to stress.

#### **PAPER 3**

##### **Academic Self-Concept: Sibling as External Frame of Reference**

**Abstract:** Self-concept research has proposed that various information sources, criteria, and frames of references are involved the formation of one's competence self-evaluation. Two main types of comparison processes are commonly distinguished: external and internal comparison. External comparison involves comparing one's own achievement with that of other students, where internal comparison involves reference to other source of intraindividual information. Using classmate as reference for external comparison is common in the school context. However, it is not clear whether children and adolescence use sibling as reference in the family context. The main question for the present investigation is whether siblings make comparison when evaluating one's academic competence.

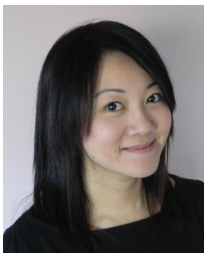
The Child Development Supplement (CDS) and Transition to Adult (TA) elements of the Panel Study of Income Dynamics (PSID) data will be used for this project. This is a representative sample of American households across three generations. The core data will be sibling-data (up to two siblings were recruited from each household) from CDS and TA.

### Time Schedule

- September 09: – Paper 1, first draft by Sep 30, 2009.
- October 09: – Paper 2, analysis by Oct 31, 2009;
- February 10: – Paper 2, first draft by Feb. 28, 2009.
- July 10: – Paper 3, first draft July 30, 2010

## Associate Fellows

### Angela Chow



Angela Chow will work as part of PATHWAYS from August 2009 to August 2010 in the Helsinki University Collegium for Advanced Studies.

Angela attained her Doctor of Philosophy degree in May, 2008 from The University of Hong Kong, in the area of educational psychology. The title of her thesis was "Investigating & Measuring Motivation in Collaborative Inquiry-Based Project Settings". She has been working as a full-time researcher at The University of Hong Kong since 1997, with seven years of research project management experience in overseeing an international study: Second Information Technology in Education Study (SITES). After she received her PhD in May, 2008, she moved to Toronto and started working as a postdoctoral fellow in the University of Toronto. She is now working with researchers from Mexico, Spain and Hong Kong

#### Research Plan

##### Overview of Research

Motivation and Wellbeing

Extant literature in the field of educational psychology contributes to understand students' motivation and their well-being in transition by tracing their motivational and emotional changes before and after the transition (Anderman & Midgley, 1997; Aunola, Leskinen, & Nurmi, 2006). "Transition" in these studies specifies different points of time for comparison, for example, before and after transiting from primary schools into secondary schools. In other words, transition is usually treated as a distal background variable. However, if we consider transition in terms of its successfulness, for example, whether or not a high school graduate successfully transits into his/her preferred university program, transition may function as an important variable which have immediate and reciprocal relationships with motivation and emotion. On one hand, students' learning motivation and their emotional readiness affect the successfulness of their transition. On the other hand, the successfulness of their transition may reciprocally influence their motivation and well-being afterwards. Drawing on the FinEdu Studies data, I am planning to research on the reciprocal relationships between motivation, well-being and transition, and how these relationships associate with gender, achievement, educational/occupational preference and family support.

#### Papers to be completed during the fellowship

##### PAPER 1

##### Reciprocal relationship between motivation, well-being, and transition

- **Key research question:** How do motivation, well-being and transition relate longitudinally?
- **Variables:** Motivation, well-being and transition (FinEdu data 1, 2, 5 and 10 in Figure 1)
- **Samples:** Sample 1: n= about 650; four waves of data (2004, grade 9 - 2006, grade 11)
- **Sample 2:** n= about 600; three waves of data (2004, grade 11 - 2006, after graduation)

##### PAPER 2

##### A comparative analysis of motivation, well-being and transition between boys and girls and between students interested in STEM-related (science, technology, engineering and mathematics) fields and their counterparts.

- **Key research question:** Assuming motivation, well-being and transition are reciprocally related, how do their relationship varies as a function of gender and STEM-related interest?
- **Variables:** Motivation, well-being, transition and gender (FinEdu data 1, 2, 5, 10 & 8 in Figure 1)
- **Data:** Sample 1: n= about 650; four waves of data (2004, grade 9 - 2006, grade 11).  
Sample 2: n= about 600; three waves of data (2004, grade 11 - 2006, after graduation)

### PAPER 3

#### **Role of parental support in students' motivation, well-being, achievement and their transition to further education and work: A path analysis**

- Key research question: How does parental support influence student's motivation, well-being, achievement and their transition to further education and work?
- Variables: Motivation, well-being, transition, achievement and parental support (FinEdu data 1, 2, 5, 10, 9 & 4 in Figure 1)
- Data: Sample 1: n= about 650; four waves of data (2004, grade 9 - 2006, grade 11).  
Sample 2: n= about 600; three waves of data (2004, grade 11 - 2006, after graduation)
- Other variables which I am interested in and may include in my research: study/career preferences (FinEdu data 6 in Figure 1) and peer support (FinEdu data 3 in Figure 1)

#### **RESEARCH FRAMEWORK**

The development of a research framework to inform the design of the above studies is in progress (see Figure 1). In line with recent research on motivation in educational contexts (e.g., Veermans & Järvelä, 2004), the framework of this study is characterized by its sociocognitive and contextual perspective on learning and motivation. It highlights the interrelationships between students' motivation, their emotion, their choices and contexts. Drawing on Vallerand's notion of hierarchical characteristic of motivational constructs (1997), students' motivation at the global, contextual and task are specified in the framework. The framework further extends Vallerand's model to the inclusion of the situational level, according to the recent development in the motivation literature (Järvelä & Volet, 2004). Moreover, instead of considering transition as a distal background variable, the immediate and reciprocal relationships between transition and other variables are explicitly indicated. Furthermore, the role of individual characteristics (i.e., gender) is also acknowledged in the framework. Figure 1 also indicates the specific data will be used in my studies. For easy reading, the corresponding item numbers (as in FinEdu Studies) and item examples are provided.

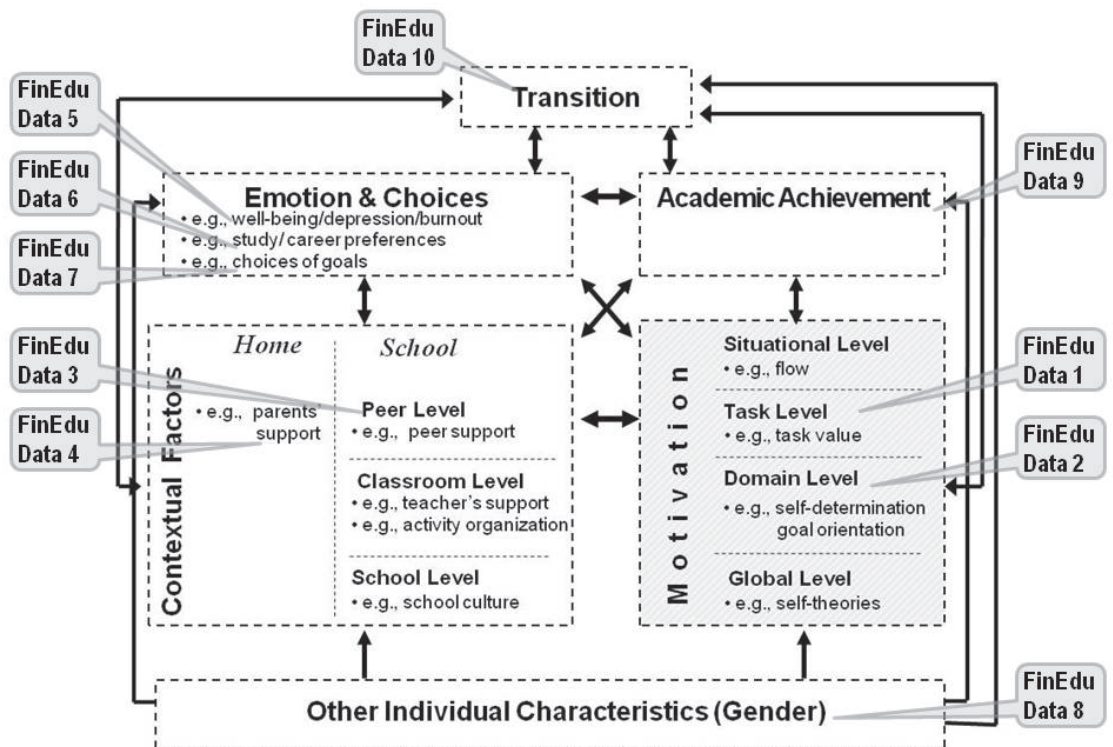
### Time Schedule

- |                  |   |
|------------------|---|
| August 09:       | <ul style="list-style-type: none"> <li>- Work on Paper 1 (for London meeting)</li> <li>- Work on Paper 2 (for international workshop)</li> <li>- Prepare Paper 3 abstract: ISSBD abstract deadline : 31 August 2009</li> <li>- M-Plus Training</li> <li>- Work with Julie Ashby</li> </ul>  |
| September 09:    | <ul style="list-style-type: none"> <li>- Work on Paper 1 (for London meeting)</li> <li>- Finalize Paper 2 (for international workshop)</li> <li>- M-Plus Training</li> <li>- Work with Julie Ashby</li> </ul>   |
| October 09:      | <ul style="list-style-type: none"> <li>- Conference: ( present Paper 2) An international workshop organized by the Academy of Finland and the Finnish Institute of Occupational Health, October 8th-9th,2009, Helsinki. Working title: "Motivation, Well-Being and Future Goals of Finnish Students: a Gender Comparison"</li> <li>- Prepare Paper 4 abstract: EARA abstract deadline: October 30, 2009</li> <li>- Work with Julie Ashby</li> </ul> |
| Nov- Feb 10:     | <ul style="list-style-type: none"> <li>- Finalize Paper 1</li> <li>- Present Paper 1: Pathways Meeting, Dec 7th -9th, London</li> <li>- Work on Paper 3</li> <li>- Work on Paper 4</li> </ul>   |
| March - July 10: | <ul style="list-style-type: none"> <li>- Finalize Paper 4</li> <li>- Present Paper 4: EARA, May 12-15, 2010, Vilnius, Lithuania</li> <li>- Finalize Paper 3</li> <li>- Present Paper 3: ISSBD, LUSAKA, ZAMBIA: 18-22 JULY, 2010</li> </ul>  |

### Publications

- Chow, A & Salmela-Aro, K (2009, Oct).  
Motivation, well-Being and transition among Finnish youth: A longitudinal study. Paper presented at the International Seminar on Work Transitions and Well-Being, Helsinki, Finland.

**Figure 1:**  
The Conceptual Framework and the Data Collected for the Proposed Studies



[FinEdu Data 1] =	Q after 51 : [“How important, useful and interesting do you regard the following subjects or subject entities?”]
[FinEdu Data 2] =	Q36-39, Q52-78: [“Why are you trying to fulfill this goal?” “It is important to me that I can get good grade”]
[FinEdu Data 3] =	Qs after 125: [Provide “the names of three students whom you like to spend time with the most.”]
[FinEdu Data 4] =	Q187-207: [“Evaluate how well these claims describe your relationship with your mother and your father?”]
[FinEdu Data 5] =	Q131-159, 171-174: [e.g., “How has your mood been during the last month?”]
[FinEdu Data 6] =	Q83, 86-89 [e.g., “Do you have a dream vocation? Please specify.”]

## Associate Fellows

### Kathryn Duckworth



Kathryn Duckworth joined PATHWAYS in January 2009 as a Postdoctoral Fellow after studying for a PhD in Education in the Centre for Research on the Wider Benefits of Learning (WBL), Institute of Education.

Kathryn's PhD examined the key features of academic development during pre-school and primary years and their implication for later outcomes using three longitudinal birth cohort studies, the National Child Development Study (1958), the 1970 British Cohort Study and the Avon Longitudinal Study of Parents and Children. Her interest lay in exploring the manifestation of educational inequalities through the school years and assessing how contexts interact to create them in order to address the question of whether school can be part of the reduction in inequalities or just a stage for further compounding the differences between those from more and less disadvantaged backgrounds.

Before joining the Pathways team, Kathryn worked at the Centre for Research on the Wider Benefits of Learning. During this time her research has explored the intergenerational transmission of education in the family and its effects on children's educational success, children's school readiness, progress and attainment during primary school, as well as the role of self-regulation in learning and the amenability of low attainment to policy leverage. She has published in peer reviewed journals, co-authored a book, written numerous reports for the Department for Education and Skills (now DCSF), undertaken consultancy work for the No 10 Strategy Unit and contributed to the Youth Matters green paper and the Williams' Review of Primary Mathematics.

At the beginning of 2005, Kathryn was based at the University of Michigan working as Visiting Scholar in the Centre for the Analysis of Pathways from Childhood to Adulthood, Institute of Social Research and remains a Research Associate of this group. At Pathways, she is developing her interest in cross-cohort comparisons and exploring the mechanisms through which social adversity affects children's development.

#### Research Plan

##### Overview of Research

Mechanisms and processes in the intergenerational transmission of adversity

The overarching theme of my research can be broadly described as exploring educational success and the contextual constraints that may influence such development over the life course. I am particularly interested in investigating the mechanisms through which social adversity affects children's development and the ways in which these processes vary across groups. To date, my research has focused largely on the pre-school and middle childhood periods, but I have also carried out work on the importance of developmental contexts in adolescence as they relate to adult outcomes.

During my one-year fellowship, I plan to submit a minimum of two solo-authored papers from my PhD and write/be written into a number of proposals to secure future funding and further develop my research career. Work carried out during my fellowship through my Research Associate status with the Center for the Analysis of Pathways from Childhood to Adulthood (CAPCA), based at the University of Michigan, will also lead to an international comparative paper and a chapter in a new Russell Sage Foundation volume on inter-generational mobility.

## Papers to be completed during the fellowship

### PAPER 1

#### School readiness and socioeconomic adversity

An extensive body of research documents robust associations between different features of family socioeconomic adversity and child achievement in both the U.K. and the U.S. (Feinstein, Robertson, & Symons, 1999; Klebanov, Brooks-Gunn, & Duncan, 1994). However, few studies have examined the ways and extent to which developing capabilities vary according to parents' socioeconomic and material resources during early childhood (Duncan, et al. 2007).

This paper extends one of the chapters of my PhD and uses data from the 1970 British Cohort Study to examine (1) the relative importance of children's early capabilities and of increments in those skills on later school success (measured at age 10) and (2) whether their influence varies across three levels of socioeconomic risk (high, moderate, and low levels of disadvantage) as defined by an 8-item measure of the socioeconomic resources available in the household.

I use a range of different within- and cross-domain tests at age 5 years including drawing and copying tasks, as well as mother-reported (in)attention skills and internalising and externalising problem behaviours, controlling for prior levels of those skills where possible, to elucidate the antecedents of subsequent achievement. These associations can be thought of as effects that provide clues about how powerful each of these features of early development is in supporting positive pathways for children's achievement in literacy and numeracy in middle childhood and how socioeconomic diversity in such adjustment processes may operate to perpetuate inequalities in life chances.

### PAPER 2

#### Progress and attainment in primary school

This paper is based on a chapter in my PhD thesis and explores the balance that exists between change and stability in children's test scores during primary school. The analyses investigate how changes in achievement over the Key Stage 1 (KS1) period predict subsequent educational success at Key Stage 2 (KS2), the National Curriculum assessments at the end of primary school when pupils are aged 10/11. Using longitudinal data from a cohort of children born in the early 1990s, the Avon Longitudinal Study of Parents and Children (ALSPAC), I examine the importance of progress over the KS1 period for achievement at KS2, controlling for earlier cognitive development and child-level characteristics measured prior to and at school entry as well as a broad range of features of family and social background.

### PAPER 3

#### A cross-national study of SES differences in and adult correlates of age 7-10 achievement, attention and behavioural skills

Collaborators: Greg Duncan, Lars Bergman, Katja Kokko, Molly Metzger, Sharon Simonton

This study investigates social class differences in various skills and capacities among primary school children and the associations between these skills and adult (age 27-50) education and labour market attainment. Our investigation will be a comparative one, involving data from five data sets drawn from four countries: the United Kingdom, United States, Sweden and Finland.

The project draws from a number of developmental data sets, all of which share two crucial properties: i) measurement of achievement, attention and behavioral skills on large and diverse samples of children between ages 7 and 10; and ii) measurement of adult earnings, work hours, occupational attainment, completed schooling and crime when the children had grown up and were between the ages of 27 and 50.

#### Our data sets are:

- The Swedish Study of Individual Development and Adaptation, the Finnish Jyväskylä Longitudinal Study of Personality and Social Development, the British Cohort Study (1970 birth cohort) and the British NCDS (1958 birth cohort) and the U.S. Baltimore Beginning School Study.



Our working hypotheses are:

- The greater homogeneity and more generous social welfare programs of Sweden and Finland relative to the UK and United States will lead those countries to have fewer social class differences in age 7-10 skills.
- Early skills will have, at best, modest links with adult attainments and the weakness of the links will grow as the age of the adult measurement increases. Early problem behaviors will correlate most strongly with adult criminality.
- By providing more materials supports to disadvantaged families, the more egalitarian societies in Sweden and Finland relative to the UK and United States will strengthen the links between early skills and adult attainments for lower SES children.

#### PLANNED FUTURE PAPERS

##### **Duckworth and Schoon: Socioeconomic adversity and educational resilience: The influence of changing circumstances during childhood**

This paper would explore how changes in socioeconomic circumstances during middle childhood (between 5 and 10 in the BCS or 7 and 11 in the NCDS) influence attainment at age 16. The analysis will use multi-group SEM to explore how the mediating mechanisms vary by group - the groups would be broadly defined as always poor, always rich, becoming poor, becoming rich

##### **Duckworth: The influence of context on attainment in primary school: Interactions between children, family and school contexts**

This paper explores the nature of these links and considers the contribution of earlier contexts to attainment. I explore the relative importance of four contexts, defined in terms of their capacity to predict attainment at Key Stage 1 (KS1), their relationships with one another and their association with subsequent academic success. By using rich longitudinal data from the ALSPAC data, this study attempts to tease apart how distal and proximal features of the family, the composition of school-peer context and individual child-level capabilities predict, separately and together, attainment at the end of primary school, assessed in terms of Key Stage 2 (KS2) achievement. In doing so, the paper seeks to clarify some of the ways in which different contexts interact with each other to shape the lives of individuals and operate to support, sustain or hinder positive development. The findings demonstrate the linked nature of the poor quality contexts that many children experience and highlights that the quality of one context constrains the quality of others.

##### **Duckworth and Simonton: The Influence of Socioeconomic Adversity on Child Achievement: Examining the Indirect Role of Educational Expectations and Parenting Behaviors**

This paper examines parenting beliefs and behaviours and the extent to which they vary across different levels of socioeconomic risk. Using the 1958 National Child Development Study (NCDS) and its Child Development Supplement, the findings here highlight the importance of high maternal educational expectations, child reading behaviour and the availability of books on reading achievement particularly for children living in the most highly disadvantaged households.

#### Conferences and Seminars

Schoon, I. and Duckworth, K. (21st September, 2009). Interstudy potential in life course research. Longview Conference: Cambridge College, Cambridge. September 21-22, 2009.

Simonton, S. and Duckworth, K. (4th April, 2009). The influence of socioeconomic adversity on child achievement: Examining the indirect role of educational expectations and parenting behaviors. Society for Research on Child Development: Biennial Meeting · Denver, Colorado. April 2-4, 2009

Duckworth, K. (27th Jan, 2009). Understanding change and stability in children's development in early and middle childhood. University of Exeter.

Duckworth, K. (6th May, 2008). What role for the 3Rs? Progress and attainment during primary school. Centre for Market and Public Organisation Seminar Series, University of Bristol.

Duckworth, K. (21st April, 2008). Understanding progress and attainment in mathematics during primary school. Maths Department Seminar Series, Kings College, University of London.

**Journal articles**

Sabates, R., Duckworth, K. And Feinstein, L. (submitted).  
The impact of mother's learning on children's academic performance: Evidence from ALSPAC. *British Journal of Education Studies*.

Sabates, R. and Duckworth, K. (in press).  
Maternal schooling and children's relative inequalities in developmental outcomes: Evidence from the 1947 School Leaving Age Reform in Britain. *Oxford Review of Education*.

Duncan, G. J., Dowsett, C. J., Brooks-Gunn, J., et al. (2007). School Readiness and Later Achievement. *Developmental Psychology*, 43 (6), 1428 - 1446.

Feinstein, L., Bynner, J., & Duckworth, K. (2006). Young People's Leisure Contexts and their Relation to Adult Outcomes. *Journal of Youth Studies*, 9, (3), 305-327.

Duckworth, K., & Sabates, R. (2005).  
Effects of mothers' education on parenting: An investigation across three generations. *London Review of Education*, 3, (3), 239-264.

**Books and book chapters**

Feinstein, L., Duckworth, K., & Sabates, R. (July, 2008).  
Education and the family: Passing success across the generations. Oxford: Routledge.

**Published Papers and Reports**

Duckworth, K., Akerman, R., McGregor, A., Salter, E. and Vorhaus, J. (2009). Self regulation: A review of literature (No. 33). London. Centre for Research on the Wider Benefits of Learning, Institute of Education.

Sabates, R. and Duckworth, K. (2009).  
The impact of mother's learning on children's academic performance: Evidence from ALSPAC (No. 32). London. Centre for Research on the Wider Benefits of Learning, Institute of Education.

Duckworth, K., Akerman, R., Morrison Gutman, L. And Vorhaus, J. (2009). Influences and leverages on low levels of attainment: A review of literature and policy initiatives (No. 31). London. Centre for Research on the Wider Benefits of Learning, Institute of Education.

Feinstein, L., Budge, D., Vorhaus, J. and Duckworth, K. (2008). The social and personal benefits of learning: A summary of key research findings. London. Centre for Research on the Wider Benefits of Learning, Institute of Education.

Duckworth, K. (2008).  
The influence of context on attainment in primary school: Interactions between children, family and school contexts. (No. 28). London. Centre for Research on the Wider Benefits of Learning, Institute of Education.

**Media appearances**

Interview for Sky News (20th October 2008).  
The importance of the copying test for bright, disadvantaged children.

## Associate Fellows

### Dylan Kneale



Dylan Kneale joined Pathways in October 2008 as a Postdoctoral Fellow after studying for a PhD in Demography at the Centre for Longitudinal Studies, Institute of Education.

Dylan's PhD examined the factors that predict the timing of parenthood using the British Birth Cohort Studies, and he was particularly interested in contextual predictors. He examined a range of factors that propelled young people into early parenthood including dislike of school and low expectations, and also examined the factors predicting postponement and childlessness. Prior to his PhD, Dylan worked in research and evaluation for the Prince's Trust, researching factors that prevented young people from accessing education and employment and evaluating the strength of various interventions. At Pathways, he is developing his interest in the timing of parenthood but is combining this with transitions to independent housing of young people.

#### Overview of Research

Social Polarisation and Transitions to Adulthood

#### Key Research Questions:

- How do the routes to the markers of adulthood vary by structural factors, and in particular housing?
- How do the routes to the markers of adulthood vary by other factors, including child and parental expectations?
- How do the markers of adulthood relate to one another?
- How can neighbourhoods predict the markers of adulthood?

I am also interested in how differential routes to adulthood become politicised, for example teenage parents. I am also particularly interested in parenthood in general and in the housing patterns of young parents. As mentioned in the first research question, I am also interested in how housing and tenure patterns during childhood and young adulthood predict later life outcomes.

I am currently working with colleagues at the London School of Hygiene and Tropical Medicine in examining the policy focus on teenage parenthood. I am also currently working with colleagues at the London School of Economics (LSE) examining childhood tenure and routes to adulthood. Separately, I am also working with colleagues at LSE looking at neighbourhood effects. With colleagues at the Centre for Wider Benefits of Learning (Institute of Education), we are proposing a project that examines the impact of interventions against homelessness.

#### Datasets:

My PhD and Post Doctoral research primarily use data from two nationally representative longitudinal birth cohort studies: the National Child Development Study (NCDS 1958) and the 1970 British Cohort Study (BCS). I would be very interested to extend my work using the Millennium Cohort Study, British Household Panel Study and the Longitudinal Study of Young People in England as well as relevant other longitudinal datasets, particularly those rich in transition histories during young adulthood.

## Associate Fellows

### Katja Natale



Katja Natale joined PATHWAYS in May 2009. She is currently based at the University of Michigan.

Katja's research interests have been parent-child and teacher-student interaction, and particularly how these relationships influence children's and students' learning and motivation at school. Katja wrote her PhD thesis in 2007 at the University of Jyväskylä, Finland concerning parents' causal attributions and children's academic achievement. After that she has been doing research focusing on teachers' beliefs and their association with children's academic skills and motivation. Currently she is working as a visiting post doc researcher at the Research Center for Group Dynamics (RCGD), University of Michigan, and continuing doing research on teacher-student interaction in the Childhood and Beyond (CAB) -study.

Katja is also interested in knowing more about cultural differences in family and school influence on students' learning as well as in the development and changes in students' motivation, and she is looking forward of studying them in the near future in CAB, MSALT and FinEdu data sets, as well as in a pilot data set she is currently involved in collecting in Chile.

Recently Katja published a paper in the *Journal of Applied Developmental Psychology* "The Role of Children's School Performance in Their Parents' Ability and Effort Attributions: A Longitudinal Study" (together with Kaisa Aunola and Jari-Erik Nurmi), and had a presentation "Kindergarten Teachers' Beliefs and Children's Reading- and Math-Related Performance and Task Motivation" at the Society for Research in Child Development (SRCD) 2009 Biennial Meeting in Denver. In addition, during March 2009 she gave some smaller presentations and a visiting researcher's lecture concerning parents' and teachers' attributional beliefs and their associations with children's academic skills and motivation while her Erasmus staff visit at the University of Tartu, Estonia.

#### Overview of Research

Academic achievement, self concept, and motivation: the role of teachers and parents

My research interests lie with teachers' causal beliefs concerning children's academic achievement, which is the main topic of my current research. I am also interested in studying parent-child interaction and beliefs, as well as the development of student motivation..

#### Key Research Questions:

- How teachers' (and parents') causal attributions and beliefs concerning students' academic achievement predict students' academic motivation and other outcomes
- How teachers' / parents' beliefs are shown in their interaction with children
- What kind of factors predict teachers' and parents' beliefs

Other current research: how students' math related intrinsic values, self-concept, and performance are interrelated during the early adolescence?

#### Datasets:

Currently I'm using CAB (875 children, their parents, and teachers) & MSALT (about 3200 children, 1500 parents when started) data sets (Eccles), in the future also FinEdu data (Salmela-Aro)

#### Publications

Natale, K., Viljaranta, J., Nurmi, J.-E., Lerkkanen, M.-K., & Poikkeus, A.-M. (2009). Cross-lagged Associations between Kindergarten Teachers' Causal Attributions and Children's Task Motivation and Performance in Reading. *Educational Psychology*, 29, 603-619.

Natale, K., Viljaranta, J., Lerkkanen, M.-K., Poikkeus, A.-M., & Nurmi, J.-E. (2009). Teachers' causal attributions and children's interest in math. XIV European Conference on Developmental Psychology, 20.8.2009, Vilnius, Lithuania

## Associate Fellows

### Sanna Read



Sanna has a PhD in Psychology (Finland). She joined the Pathways network as an Associate Fellow in August 2009. Previously, she has been working on research projects on fertility history, social networks, health, and living arrangements in old age at the Centre for Population Studies, London School of Hygiene and Tropical Medicine and a project on social and political trust at the University of Surrey. Before moving to England, she was an Associate Professor at the University of Jonkoping, Sweden. Her work was part of an international research programme on older twins, including collaborators from Pennsylvania State University, and several universities in Sweden and Finland. Sanna has extensive experience in structural equation modelling. She has used a number of longitudinal and multivariate methods in large population samples, including twin, family and household samples in the UK, Sweden and Finland.

#### Overview of Research

Genetic and environmental influences on personal goals

Her work within Pathways will focus on investigating the genetic and environmental influences on personal goals and whether these influences are shared with genetic components of personality traits. Genetic and environmental effects on educational and occupational aspirations will also be investigated in the context of individual, family and neighbourhood characteristics. Data from the Finnish Twin Cohort studies will be used.

# WORKSHOP REPORT

PATHWAYS First Workshop  
8-10 June 2009  
Institute of Education,  
55 Gordon Square, London



### Aim of the Workshop

The aim of the workshop was primarily to bring together the newly appointed post-doctoral Fellows, to identify key research topics and to plan collaborative research activities.

### Key Research Topics

The following key topics were identified to guide the research activities of the Fellows:

- What is the role of structure and agency (and their interaction) in shaping youth transitions in different contexts.
- How does the social get under the skin? What are the processes linking macro-economic change and the experience of socio-economic adversity to individual response?
- How do individuals respond to and cope with transition demands in changing and varying contexts (e.g. economic recession, different welfare systems, different socio-historical periods)
- What is the role of life planning and motivation in steering young people on their paths to adulthood? Have life plans changed in more recent cohorts?
- What are the role expectations regarding the transition to adulthood –have these changed, do they differ in various contexts, and/or for men and women?
- How can schools support preparation for transitions?
- What is a good transition? How to define successful adjustment in different contexts?
- How to prevent floundering and stimulate flourishing?
- What are appropriate methods to capture similarities and diversity of transition experiences in different contexts?

### Collaborative Research Themes and Teams

We identified the following themes for collaborative work and potential research teams:

#### Motivation:

- School motivation and education transitions: Yi-Miau Tsai (Michigan), Angela Chow (Helsinki), Kathryn Duckworth (London), and Katja Natale (Michigan and Helsinki).
- Classroom and school effects: Yi-Miau Tsai (Michigan), Angela Chow (Helsinki), Kathryn Duckworth (London) as well as Katja Natale (Michigan and Helsinki).
- Use of diary data: Yi-Miau Tsai (Michigan), Angela Chow (Helsinki), Kathryn Duckworth (London) as well as Katja Natale (Michigan and Helsinki).
- Financial management and self regulation Julie Ashby (London) and Katja Natale (Michigan and Helsinki)

#### Occupational choice:

- Teenage occupational choices and the value of monetary rewards: Julie Ashby (London) and Katja Natale (Michigan and Helsinki)
- Interest in science related occupations and how this is influenced through parenting variables and gender: Angela Chow (Helsinki), Yi-Miau Tsai (Michigan) as well as Ulrich Trautwein (Tuebingen), Jacque Eccles and Barbara Schneider (Michigan), Katariina Salmela-Aro (Helsinki) and Ingrid Schoon (London)

#### Transition experiences:

- Accumulation of risk experiences and off-diagonal cases in youth transitions: recovery from 'coming off track' or floundering; individual control strategies for breaking vicious cycle: Miia Bask (Helsinki), Martin Tomasik (Jena), and Kathryn Duckworth (London)
- Coping strategies, resilience, and wellbeing: Martin Tomasik (Jena), Helen Cheng and Kate Duckworth (London)
- The role of housing tenure as a crucial indicator of successful engagement with transition demands: Martin Tomasik (Jena) and Dylan Kneale (London)

#### Contextualising Cross-National and Cultural Differences:

- neighbourhood and regional variations in youth transitions and aspirations: Martin Tomasik (Jena), Yi-Miau Tsai (Michigan), and Dylan Kneale (London)

### Next Workshops

We agreed on dates and locations for the next Workshops:

#### 2nd Workshop

- to take place from 7-9 December 2009 in London, Institute of Education
- Lars Bergman has kindly agreed to run a workshop on person centered methods on 8 December pm
- Time Table for meeting:
  - 6th December: Arrive
  - 7th December
    - am: Meeting of PIs and Collaborative Research Teams
    - pm: Project Presentations from Fellows
  - 8th December
    - am: Collaborative Project Work
    - pm: Workshop: Person-Centered Methods
  - 9th December
    - am: Collaborative Team meeting (Fellows)
    - pm: Depart

#### 3rd Workshop:

- 17-19 May 2010 in Helsinki. Special topic: Individual agency: motivation and developmental regulation. Methodological Workshop on Experience Sampling

#### 4th Workshop:

- 12-13 July 2010 in London. Special topic: Gender differences in aspiration and attainment.

#### 5th Workshop:

- November 2010 in Germany (exact date to be agreed)

#### 6th Workshop:

- 16-23 May 2011, Villa Lante, Rom, Italy

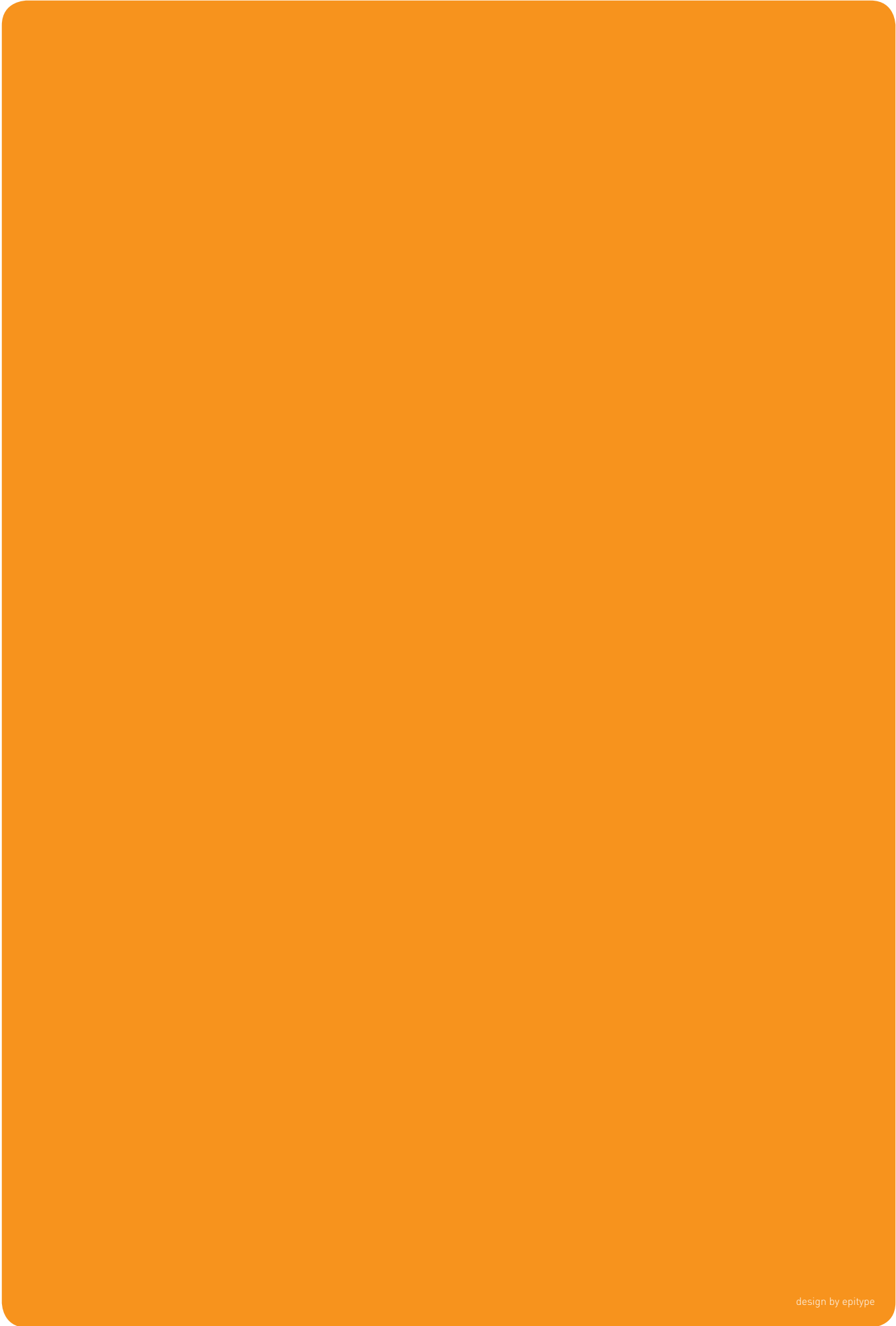
### Dissemination

We identified the following International Conferences for placing joint symposia:

- Society for Research on Adolescence, SRA meeting in Philadelphia, Philadelphia, USA, 11-13 March 2010; (Deadline: 14 August 09) <http://www.s-r-a.org/meeting.html>
- ISSBD meeting 18-22 July 2010 in Zambia (Deadline for abstracts: 31 August 09) <http://www.issbd2010.com/guideline.htm>
- EARA conference in Vilnius, 12-15 May 2010 (Deadline 31 October 09)
- <http://www.eara2010.eu/>
- Any other local conference as applicable











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