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The Prospective Power of Personality Factors for Family Formation and Dissolution Processes Among Males: Evidence from Swedish Register Data

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Abstract

Personality has increasingly become relevant for family formation processes. However, the association between personality and family formation (dissolution) has been underexplored in demographic research. This study contributes to existing research by examining the prospective association between two personality factors [social maturity (SM), and emotional stability (ES)] and family formation and dissolution processes, i.e., (1) marital status, (2) fertility, and (3) partnership dissolution as both (a) divorce and (b) cohabitation dissolution, based on large Swedish register data. Poisson regression, Linear Probability, and Cox proportional hazard models were applied for different outcomes. Findings suggest that males with high scores on SM and ES measured at age of assignment to military service (17–20 years) are more likely to get married by age 39 and above. Regarding fertility, SM and ES show positive associations with offspring counts and negative associations with the probability of remaining childless by age 39 and above. Relationship dissolution is negatively linked with SM and ES, in particular among the lowest personality scores. Further analyses using sibling comparisons support these findings.

Keywords Family formation · Male fertility · Marital behavior · Personality

1 Introduction

During the second half of the last century, demographic patterns changed essentially in many European countries. Marriage and fertility rates declined, whereas cohabitation and divorce rates increased (Frejka et al., 2008; Sobotka, 2008; Sobotka & Toulemon, 2008). Several explanations addressing these trends exist, e.g., greater

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self-realization in fertility due to the availability and use of contraceptives (Frejka, 2008). Personality factors are among those that are most subject to individual differences. Recent research suggests that non-cognitive abilities have become increasingly important for entering parenthood (Aldén et al., 2022), and that personality plays an important role in the marriage market (Dupuy & Galichon, 2014). Therefore, previous studies have increasingly examined the association between personality factors and family-related processes such as marriage (Jokela et al., 2011; Lundberg, 2012), fertility (Allen, 2019; Jokela et al., 2009, 2011; Peters, 2023), or divorce (Boertien & Mortelmans, 2018; Boertien et al., 2017; Lundberg, 2012).

Previous studies examining the relationship between personality and family formation often show essential weaknesses, though. For instance, the analyses of some studies are based on cross-sectional data (Alvergne et al., 2010; Avison & Furnham, 2015) or longitudinal data, but measure personality at relatively late ages (Jokela et al., 2011; Skirbekk & Blekesaune, 2014; Tavares, 2016). This is a strong limitation of previous studies, given that personality may change after crucial life events such as childbirth (Bleidorn et al., 2018; Jokela et al., 2009). One great advantage of the current study is the use of powerful register data from Sweden. Therefore, more detailed analyses on the role of socioeconomic indicators and family background (e.g. via sibling comparisons) for the studied association between personality and family formation are possible.

This study addresses these gaps by examining the prospective association between personality measured in early adulthood, and family formation and dissolution outcomes (marriage, fertility, partnership dissolution) using high-quality Swedish register data. This allows to follow individuals over decades observing their family behavior as well as trajectories in other life domains that may be helpful to understand these associations (e.g., income, education). Furthermore, sibling fixed effects approaches are used to isolate the net influence of personality on family formation and dissolution from background factors (e.g., shared family background) that might bias the relationship.

1.1 Background

Many high-income countries have experienced declines in marriage and fertility rates in the second half of the twentieth century, whereas divorce rates have increased, aligning with the Second Demographic Transition (Lesthaeghe, 2014; van de Kaa, 1987). These trends may be linked with increasing autonomy of the individuals. For instance, they may better plan their fertility based on the availability of contraceptives and abortion. Therefore, personality factors may influence family formation and dissolution processes.

Personality is a broad concept covering ways of thinking, feeling, and behaving (Uher, 2017). It is shaped by both nature (genes) and nurture (social environment) (Kandler, 2012; Kandler & Bleidorn, 2015; Vukasović & Bratko, 2015). Personality factors may determine life course pathways including various life domains (Mencarini et al., 2022) such as educational attainment (Leikas & Salmela-Aro, 2015; Meyer et al., 2019; Usslepp et al., 2020), or labor market trajectories (Damian et al.,

2015; Jonason et al., 2018). For instance, the ability to cope with stress or nervousness is beneficial regarding performance in school exams (Chamorro-Premuzic & Furnham, 2003), or job interviews (Caldwell & Burger, 1998), which may affect later career paths (and thus marriage, fertility, and union dissolution).

Previous studies on the correlation between personality and family formation have primarily used the widely accepted Five Factor Model, often called as Big Five, as personality measure. The five personality factors from this model are agreeableness, conscientiousness, extraversion, neuroticism, and openness. The current study considers two personality factors that are related to the Big Five—social maturity (SM) as *social domain of personality* and emotional stability (ES) as *emotional domain*. SM contains the factors ‘extraversion’ (from the Big Five), responsibility [as a dimension of ‘conscientiousness’ (Roberts et al., 2005; Sutin et al., 2018)], and independence (Bihagen et al., 2013).

ES is the inverse of the factor ‘neuroticism’ (Ashton & Lee, 2005; Goldberg, 1993; McCrae & Costa, 1987) and refers to the capability of dealing with nervousness, stress, and anxiety (Bihagen et al., 2013). Although previous research has used neuroticism, only ES will be addressed here when citing other authors, for simplification purposes.

1.2 Personality and Marriage

Personality may influence the transition to marriage. Previous research has shown that personality is linked with partnership formation (Leone & Hawkins, 2019; Senia et al., 2016), which may result in marriage, eventually. Inequalities in union formation may be based on partner preferences according to personality. For instance, previous studies have shown that socially desired personality factors are also traits that individuals desire in their (potential) partners (Buss & Barnes, 1986; Li et al., 2002). Similarly, indicators of the social dimension of personality are associated with higher levels of closeness to, and importance of, friends (Neyer & Asendorpf, 2001), and with an increasing interest in short-term mating (Schmitt & Shackelford, 2008). Moreover, social capacities are positively linked with the chances of falling in love at a younger age (Asendorpf & Wilpers, 1998). Once being in a romantic relationship, people with higher social competences report higher partnership satisfaction (Orth, 2013) and quality (Holland & Roisman, 2008), which may increase the probability of getting married.

Regarding empirical evidence, previous studies have suggested positive associations between personality traits that are related to social competences and the probability to get married, particularly among males (Jokela et al., 2011; Lundberg, 2012). Furthermore, these traits are positively linked with an earlier entry into marriage (Jokela et al., 2011). Therefore, the first hypothesis assumes a positive relationship between social maturity and the probability of having ever been married.

The emotional dimension of personality may also be linked with the entry into marriage. Young individuals with higher emotional stability (ES) are in demand in the partner market (Botwin et al., 1997; Dupuy & Galichon, 2014; Figueredo et al., 2006), which may increase the chances of getting married. Furthermore, previous

research has suggested a positive association between ES and both partnership satisfaction (Karney & Bradbury, 1997; Malouff et al., 2010; McNulty, 2008) and relationship quality (Donnellan et al., 2004). Findings from previous research on the link between ES and marital behavior are mixed, though. For instance, no association between ES and marriage probability has been found in Germany (Lundberg, 2012), but a positive one among men from the U.S. (Jokela et al., 2011). Consequently, the second hypothesis claims that ES and the probability of having ever been married are positively associated.

1.3 Personality and Fertility

Personality may also predict fertility outcomes, e.g., via intentions or expectations, which are (directly) linked with fertility (Ajzen & Klobas, 2013; Miller, 2011). Indeed, indicators of social personality traits are associated with parenthood expectations (Hutteman et al., 2013) and fertility intentions (Miller, 1992). Furthermore, children may increase the number of social interactions since additional persons are living in the household. This may motivate social individuals to have children. Contrary, opposite effects of parenthood may also emerge when one's social life, including activities with friends, is restricted since one may need to take care of offspring instead. Furthermore, social personality factors may be linked with fertility through sexual behavior. For example, higher social competences are positively associated with the number of sexual partners (Allen & Desille, 2017; Miller et al., 2004; Nettle, 2005, 2006; Schmitt, 2004).

Previous research strongly suggests a positive association between social personality indicators and childbearing. Indicators of social competences are positively related to a higher likelihood of having a first and second child (Jokela et al., 2009, 2011), accelerated childbearing (Jokela et al., 2011; Tavares, 2016), and lower risk of remaining childless (Avison & Furnham, 2015) among both men and women. However, several findings indicate stronger associations among males (Allen, 2019; Jokela et al., 2011; Peters, 2023; Skirbekk & Blekesaune, 2014). Based on the elaborations above, a positive association between SM and fertility is expected.

The emotional dimension of personality may also shape fertility outcomes since ES is related to decreasing ambivalence regarding fertility decisions (Pinquart et al., 2008), and to lower depression risks (Gershuny & Sher, 1998). Entry into parenthood increases stress levels (Epifanio et al., 2015), and negatively affects social life (Johnson & Rodgers, 2006) and psychological well-being (McLanahan & Adams, 1987), which may refrain people with low ES from entering parenthood. On the other hand, individuals with low ES scores may consider parenthood as a stabilizing factor in a partnership (Friedman et al., 1994), and in life more generally (Johns et al., 2011).

Previous research provides evidence for positive associations between ES and childbearing. Positive links can be detected between ES and becoming a parent (Jokela, 2012), or having a second and a third child (Jokela et al., 2009). Some evidence indicates that ES plays a greater role for women's offspring counts and remains relatively unimportant among men (Jokela et al., 2011). Recent research,

however, shows that the positive effects of ES on completed fertility have particularly risen among men across decades in the Nordic context (Skirbekk et al., 2025). Therefore, a positive association between ES and childbearing is expected in this study.

1.4 Personality and Union Dissolution

Apart from family formation processes, personality may also be associated with union dissolution. Social personality traits may also attract opposite-sex persons outside the partnership, which may lead to higher infidelity (Orzeck & Lung, 2005), potentially resulting in higher dissolution risks. Contrary, they are positively linked with partnership quality and satisfaction (see above), indicating greater relationship stability and lower dissolution risks.

Consequently, research on social competences and divorce risks shows mixed evidence, including positive (Boertien & Mortelmans, 2018; Boertien et al., 2017; Lundberg, 2012), or no associations (Le et al., 2010; Zare et al., 2013). Thus, no hypothesis on the association between SM and dissolution can be set up.

Dissolution risks may particularly be based on emotional conditions of the partners. Individuals with a poor emotional constitution may worry a lot about many life facets, including their own partnership, which may result in lower partnership satisfaction (Fisher & McNulty, 2008; Spikic & Mortelmans, 2021). Furthermore, lower ES of a partner is linked with higher infidelity risks (Orzeck & Lung, 2005), which may also contribute to higher dissolution risks. On the other hand, low ES is also linked with higher attachment anxiety (Nofle & Shaver, 2006), that is, such individuals may worry about connecting with new networks after a potential partnership dissolution (Spikic & Mortelmans, 2021). This may motivate people with low ES to stay even in an unhappy partnership.

If personality effects on divorce have been found, the strongest associations have referred to emotional stability (Spikic & Mortelmans, 2021). Low scores on ES are linked with higher divorce risks (Boertien & Mortelmans, 2018; Lundberg, 2012; Roberts et al., 2007), and higher risks of relationship dissolution (Solomon & Jackson, 2014). Additionally, personality traits related to low ES show higher divorce risks (Jockin et al., 1996). Therefore, a negative association between ES and dissolution risks is expected for the present analyses, although some evidence suggests that ES is not linked with divorce risks (Boertien et al., 2017).

1.5 The Role of Socioeconomic Status and Family Background

Previous studies have suggested that socioeconomic status (SES) may play an important role for the link between personality and family formation. Social and emotional dimensions of personality have been linked with job interview performance (Caldwell & Burger, 1998; Cook et al., 2000), educational attainment (Damian et al., 2015), annual income (Jonason et al., 2018) and occupational attainment (Roberts et al., 2007). However, social competences have also been linked with a lower likelihood to follow the educational path after upper secondary education (Usslepp et al.,

2020), indicating lower SES attainment, eventually. Furthermore, ES is positively associated with the tendency to define clear goals and work efficiently (Judge & Ilies, 2002), and with career success (Judge et al., 1999).

SES indicators are associated with marital behavior in the Nordic countries (Duvander & Kridahl, 2020; Sandström & Stanfors, 2020). For instance, high education is positively linked with the intention to marry among males (Wiik et al., 2010). The correlation between income and marital behavior seems to be less clear, though. On the one hand, there is evidence from Sweden indicating that income does not play a great role in marriage intentions (Duvander & Kridahl, 2020). However, another study suggests that income is positively linked with marriage intentions among males from Nordic countries (Wiik et al., 2010). A negative association between SES and relationship dissolution has been found using data from Norway (Lyngstad, 2004) and Finland (Jalovaara, 2001, 2013), although the consideration of a partner's characteristics may attenuate this pattern (Jalovaara, 2003).

SES may also shape fertility behavior since a higher SES may be more attractive to a potential partner due to greater access to resources and the provision of protection (Buss, 1994, 2006; Cummins, 2006). Previous research has found a positive association between SES indicators and fertility among males (Fieder et al., 2005; Hopcroft, 2006), in particular in the Nordic countries (Kolk, 2019; Kolk & Barclay, 2021). For instance, income is positively linked with second and third childbirths among males in Sweden (Andersson & Scott, 2007). Additionally, lower-educated men from Nordic countries show lower fertility and higher probabilities to remain childless over their life course (Jalovaara et al., 2019). Considering previous findings on SES and marriage/fertility, it is crucial to include factors such as income and education in the analyses of this study.

Furthermore, family background information is associated with both personality (e.g., Jokela et al., 2017) and family formation (e.g. Kramarz et al., 2021) and may, therefore, confound the relationship between personality and family formation processes. For instance, sociability is positively linked with maternal education, and negatively associated with sibling group size (Jokela et al., 2017). Some research also suggests that genetics may influence personality traits (Penke & Jokela, 2016; Penke et al., 2007; Van Gestel & Van Broeckhoven, 2003). Additionally, genetics shape the association between personality and marriage (Johnson et al., 2004).

Numerous studies have further found that individuals show similar fertility patterns as their siblings (Buyukkececi & Leopold, 2021; Dahlberg & Kolk, 2018; Lyngstad & Prskawetz, 2010). Cools and Hart (2017) have found that males' fertility increases by each additional sibling. The positive association between number of siblings and own fertility appears to be stronger among firstborns compared to later born siblings (Morosow & Kolk, 2020). Kolk (2015), however, has found that the number of siblings does not have a causal effect on completed fertility in Sweden. These findings suggest that family background (parental education, sibling group size, siblings' family formation processes) may influence one's own family formation, and personality effects may be partly explained by considering shared background information.

Additionally, family background is linked with marital dissolution (Bumpass et al., 1991; Dronkers & Hox, 2006). For instance, genetics have been found to

shape divorce risks (McGue & Lykken, 1992). Furthermore, parental factors such as social class or maternal employment status have been associated with divorce risks (Todesco, 2013). It is, therefore, crucial to adjust for family background factors, which is done through the application of sibling fixed effects models and adjustment for observables in this study. Moreover, specific barriers exist, which may result in decreasing dissolution risks, such as the presence of children (Knoester & Booth, 2000; Todesco, 2011). Consequently, patterns in the association between personality and divorce risks will additionally be examined by parental status.

2 Data and Methods

The analyses of this study are based on Swedish register data. Each resident in Sweden has a unique identification number, through which information from various registers can be linked. Marital behavior, fertility, and educational level have been collected in civil registers, income in tax registers that further define cohabitation in the analyses. Each individual has to report the current address to the tax office, which is the most specific information on area of residence in the Swedish registers (Thomson & Eriksson, 2013). Possibly, individuals live at the same address but not share a household (e.g., student dorms). However, if a man and a woman have a joint child together and are registered at the same property number, one can strongly assume cohabitation (Thomson & Eriksson, 2013).

Personality factors and cognitive skills come from military conscription data and are available between 1983 and 1997. All young men were obliged to take the military tests during this time. Information on family background was drawn from multigenerational registers. Only full siblings with same mothers and fathers were included in the within-family analyses (fixed effects). These models control for unobserved heterogeneity between individuals to the extent that they are shared by siblings (e.g., genetics, parental background).

The analytical sample is restricted to a relatively homogeneous group of men who were between 17 and 20 years of age at time of recruitment. This includes the vast majority of the male population (98%) from the birth cohorts 1963–1979. All men who left Sweden or died by age 39 have been excluded. At the time of last observation (2018), males were between 39 and 55 years of age. This is a reasonable threshold for fertility analyses, as fertility patterns do not change much among Swedish men after age 40 (Barclay & Kolk, 2020; Nisén et al., 2014). The analytical sample on marriage and fertility consists of 651,790 males (sibling comparison: 222,848). Divorce models were run for males who had married by 2018 (390,344 men, sibling comparison: 136,414). Analyses on cohabitation based on joint childbearing (only non-married males) have been run for 129,820 men (sibling comparison: 42,055). All models include either SM or ES in order to avoid multicollinearity, based the Pearson's correlation coefficient of 0.65, which indicates a moderate or even strong correlation between both personality factors.

2.1 Personality Factors from Psychological Interviews

Social maturity (SM) and emotional stability (ES) stem from 20–30 min semi-structured interviews by licensed psychologists during obligatory military conscription (Ludvigsson et al., 2022). Both factors are available as scores from 1 (“Low”) to 5 (“High”), and have been collected for all men at the time of their recruitment.

SM includes factors such as extraversion, independence, and responsibility (Bihagen et al., 2013; Mood et al., 2012). In recent conscription cohorts, the military psychologists were required to ask the young men to evaluate their relationships to teachers and classmates, and whether they are interested in social activities including sports or outdoor life (Ludvigsson et al., 2022). Although questions might have changed over time and specific question formulations were left with the psychologists, it suggests that the military has been strongly interested in social skills and activities of the males. Social skills are important for serving in the army; in particular in officer positions, to accompany recruits during their military service, or to keep the group’s motivation high (Larsson & Kallenberg, 2006). Officers with high social skills tend to be sociable, talkative, and easy-going, and may, therefore, connect easily with their team members (Larsson & Kallenberg, 2006). Recruits may be more loyal and willing to take risks within a trustful relationship to their team leader (Grönqvist & Lindqvist, 2015), which is desired by the army.

Emotional stability includes stress resilience, nervousness, and anxiety (Bihagen et al., 2013; Mood et al., 2012). In the latest conscription cohorts, the males were asked whether they have problems in controlling their temper or how they manage stress (Ludvigsson et al., 2022), which may also reflect previous interests of the army in the emotional skills of the males. The capacity to maintain composure and control over one’s emotions can be useful in stressful situations within the military (Larsson & Kallenberg, 2006). In particular, officers may benefit from high levels of emotional stability since stressful situations require wise decisions and clear instructions from strong leaders (Grönqvist & Lindqvist, 2015).

2.2 The Swedish Military Conscription and Its Goals

The recruitment procedure has been identical for all males, and consisted of several steps, including medical tests (e.g. blood pressure) and physical tests (e.g. hearing capability) (Mönstringshandboken, 2021). At an early stage of the conscription, the young men had to undergo a cognitive ability test that included tasks on logical, spatial, verbal, and technical abilities (Kolk & Barclay, 2019). Subtest scores were transformed onto a general stanine scale (mean: 5; standard deviation: 2) (Kolk & Barclay, 2019). Toward the end of the conscription, psychological interviews took place (Mönstringshandboken, 2021). Psychologists had prior test results available (Lindqvist & Vestman, 2011; Ludvigsson et al., 2022; Nyberg et al., 2020).

One of the main goals of the army was to filter suitable candidates for different positions in the military, and deselect unsuitable men (e.g., neurotics, psychopaths) (Ludvigsson et al., 2022). Almost one third of the recruits of each cohort was trained as officers in lower hierarchies who stay in the military for approximately one year

(Grönqvist & Lindqvist, 2015). The Swedish military desires certain personality factors and skills among its officers (Grönqvist & Lindqvist, 2015), potentially to increase team performances, similar to evidence from previous research (Chidester et al., 1991). For instance, only recruits with IQ scores of 5 or higher are considered for different officer positions (Grönqvist & Lindqvist, 2015).

2.3 Reliability of Ratings by Psychologists

The Swedish military has addressed the question of interrater reliability in several ways. First, only certified psychologists with an educational degree have been chosen (Lindqvist & Vestman, 2010). Second, they were trained in a 4-weeks program at the Swedish National Service Administration for their military tasks (Ludvigsson et al., 2022; Nyberg et al., 2020). Moreover, standardized guidelines were available for the interviews with the recruits (Lindqvist & Vestman, 2010). These guidelines have not been made available to the public (Nilsson et al., 2001; Nyberg et al., 2020). However, previous studies provide some details, at least. For instance, the psychologists should focus on personality factors only, without considering the motivation for attending military service (Lindqvist & Vestman, 2010; Ludvigsson et al., 2022), which may partly prevent interview manipulation by the recruits if they do not intend to serve as military officer (Lindqvist & Vestman, 2010). Furthermore, previous research has examined interrater discrepancies. Psychologists assessed recruits from interviews that were recorded, but conducted by other psychologists, and interrater reliability was relatively high (Nyberg et al., 2020). This is supported by similar personality mean values and standard deviations across counties for the present sample (Table 2 in the Appendix). Further information on the military conscription, the psychological interview, the psychological measures and the advantages over self-reports is shown in the Appendix.

2.4 Outcomes

This study considers several outcomes. First, marital status by age 39 and above (0—"Never married", 1—"Ever married") is examined. Second, completed fertility by age 39 and above as both the number of children (0–22) and childlessness (0—"At least one child;" 1—"Childless") is of interest. Third, divorce risk over time (event: 0—"Not divorced", 1—"Divorced") is examined for all married men by age 39 and above (risk starts at marriage). Finally, analyses on cohabitation dissolution risk over time based on males who live together with the mother of their child (event: 0—"Not separated," 1—"Separated;" risk starts at entry into fatherhood) are run.

2.5 Control Variables

The analyses of this study control for a set of variables. All models include cognitive skills (1 "Low" to 9 "High"), birth year (1963–1979), birth order, and sibling group size (including sisters). Additionally, the role of SES indicators has been explored. Indicators are highest educational level obtained by age 39 (1 "No Basic Education", 2

“Primary”, 3 “Lower Secondary”, 4 “Upper Secondary”, 5 “Post-Secondary”, 6 “Tertiary”, 7 “Doctor”) and income (cumulated by age 39).

2.6 Statistical Models

Linear probability models (LPM) are applied in order to examine marital status by age 39 and above. The LPM for the analyses take the following forms:

$$\begin{aligned} Pr(Y_i = 1|X_i = x_i) = & \beta_0 + \beta_1 personality_i + \beta_2 cognitive_i \\ & + \beta_3 birth_year_i + \beta_4 birth_order_i + \beta_5 sibling_group_size_i \end{aligned} \quad (1)$$

$$\begin{aligned} Pr(Y_i = 1|X_i = x_i) = & \beta_0 + \beta_1 personality_i + \beta_2 cognitive_i \\ & + \beta_3 birth_year_i + \beta_4 birth_order_i \\ & + \beta_5 sibling_group_size_i + \beta_6 \ln(income)_i \\ & + \beta_7 education_i \end{aligned} \quad (2)$$

The probability of having ever been married, the outcome of Eqs. (1) and (2), for each individual i depends on a set of variables. The intercept β_0 describes the baseline value of the model. *Personality* refers to the corresponding personality factor (SM or ES). Cognitive skills are included as the categorical variable *cognitive*. Furthermore, models control for birth cohorts (*birth_year*), birth order among all siblings in the family (*birth_order*), and the total number of siblings, including the individual (*sibling_group_size*). Sibling group size has been excluded as covariate from the fixed effects analyses since this information is shared between brothers. Equation (2) also includes SES factors. *Income* means the standardized logarithm of the cumulated income by age 39. *Education* represents the highest educational level by age 39.

Offspring counts have been analyzed by Poisson regression models. Formally, this approach is described as follows:

$$\begin{aligned} \log(E[Y_i|X_i]) = & \beta_0 + \beta_1 personality_i + \beta_2 cognitive_i \\ & + \beta_3 birth_year_i + \beta_4 birth_order_i \\ & + \beta_5 sibling_group_size_i \end{aligned} \quad (3)$$

$$\begin{aligned} \log(E[Y_i|X_i]) = & \beta_0 + \beta_1 personality_i + \beta_2 cognitive_i \\ & + \beta_3 birth_year_i + \beta_4 birth_order_i \\ & + \beta_5 sibling_group_size_i + \beta_6 \log(income)_i \\ & + \beta_7 education_i \end{aligned} \quad (4)$$

The logarithm of the expected number of children Y for each individual i depends on the vector of explanatories X . Control variables are identical to those in Eqs. (1) and (2). Again, sibling group size was eliminated as a covariate from fixed effects models since these require variation in all covariates by default. Analyses on childlessness are

based on LPM as shown in Eqs. (1) and (2), including the identical covariates, just with a different outcome (probability of being childless at age 39 and above).

Risks of partnership dissolution (divorce and cohabitation dissolution among parents) are examined using Cox Proportional Hazard models. The underlying time scales are time since marriage and time since first childbirth within an assumed cohabitation, respectively. The observation ends with time at dissolution or the end of the study (2018)—whichever comes first. The model censors the data since not all individuals have experienced the event of interest by the end of the observation time. The models are shown in Eqs. (5) and (6):

$$h(t|x_i) = h_0(t) \exp \{ \beta_0 + \beta_1 \text{personality}_i + \beta_2 \text{cognitive}_i + \beta_3 \text{birth_year}_i + \beta_4 \text{birth_order}_i + \beta_5 \text{sibling_group_size}_i \} \quad (5)$$

$$h(t|x_i) = h_0(t) \exp \{ \beta_0 + \beta_1 \text{personality}_i + \beta_2 \text{cognitive}_i + \beta_3 \text{birth_year}_i + \beta_4 \text{birth_order}_i + \beta_5 \text{sibling_group_size}_i + \beta_6 \ln(\text{income})_{i,t-1} + \beta_7 \text{education}_{i,t-1} \} \quad (6)$$

The hazard h on each time point t depends on the vector of independent variables x for each individual i . It is the product of the baseline hazard h_0 (time-variant) and the exponentiated sum of the estimated intercept (β_0) and the independent variables x , which are multiplied by the corresponding coefficients β . The set of explanatories is identical to those in Eqs. (1) and (2) above. However, education and income were included as both time-varying and lagged variables (i.e., information from year $t-1$). Furthermore, based on parenthood as a potential barrier to divorce, additional analyses on divorce risks, including an interaction between personality and parental status (yes/no, time-varying), were conducted.

3 Results

3.1 Descriptives

Among men from birth cohorts 1963–1979, 40.94% have never been married by age 39, and 59.06% have ever been married. About one fifth (20.64%) stayed childless, 14.76% had one child, 42.81% two, and 16.71% three children. Both personality factors follow a relatively normal distribution, with largest numbers on the mid-score 3 (SM: 44.73%; ES: 49.43%). Since the group of missing values is relatively large for both SM (19.58%) and ES (19.65%), a separate category including missing values was kept in the analyses. Most recruits scored 4 (15.35%), 5 (23.64%), or 6 (16.62%) on cognitive skills, and obtained a lower secondary (31.18%), upper secondary (22.85%), or tertiary degree (21.17%). Further information is shown in Table 3 in the Appendix.

Table 1 shows descriptive statistics for the different analytical samples (marriage/fertility, divorce, cohabitation dissolution). The proportion of men who have ever

Table 1 Mean values according to SM and ES

Factor	Married	# Children	Childless- ness	Cognitive Ability	Education	Income Decile	N
<i>SM</i>							
Missing	0.59	1.71	0.22	4.88	3.97	5.18	127,639
1	0.38	1.37	0.37	3.15	3.22	3.49	8,287
2	0.46	1.48	0.32	3.97	3.58	4.47	77,435
3	0.58	1.72	0.20	5.05	4.08	5.56	291,514
4	0.69	1.90	0.14	5.98	4.71	6.35	135,717
5	0.75	2.03	0.10	6.60	5.11	7.08	11,198
<i>ES</i>							
Missing	0.59	1.71	0.22	4.88	3.97	5.18	128,055
1	0.42	1.44	0.34	3.53	3.46	3.90	10,338
2	0.48	1.52	0.30	4.18	3.71	4.66	87,557
3	0.59	1.73	0.20	5.13	4.13	5.60	322,187
4	0.70	1.92	0.13	6.06	4.77	6.54	96,840
5	0.74	2.03	0.10	6.62	5.12	7.25	6,813
<i>Total</i>	0.59	1.73	0.21	5.08	4.14	5.52	651,790

*Divorce Risks**Cohabitation Dissolution*

	Person- time	Events	Rate	Person- time	Events	Rate
<i>SM</i>						
Missing	11,835,971	21,347	0.002	288,595	10,623	0.037
1	353,081	1,260	0.004	14,269	868	0.061
2	4,599,827	11,382	0.002	161,672	7,524	0.047
3	25,614,246	41,981	0.002	707,315	23,731	0.034
4	14,860,515	21,213	0.001	276,814	8,489	0.031
5	1,328,343	1,868	0.001	18,294	572	0.031
<i>ES</i>						
Missing	11,867,504	21,414	0.002	289,607	10,650	0.037
1	510,064	1,597	0.003	19,019	1,076	0.057
2	5,535,830	13,168	0.002	180,043	8,107	0.045
3	29,212,307	47,012	0.002	770,310	25,820	0.034
4	10,682,003	14,766	0.001	196,579	5,792	0.029
5	784,275	1,094	0.001	11,401	362	0.032
<i>Total</i>	58,591,983	99,051	0.002	1,466,959	51,807	0.035

been married by age 39 and higher increases with higher scores of SM (score 1: 0.38; score 5: 0.75). The average overall offspring count in the analytical sample is 1.73. This value varies between 1.37 and 2.03 by SM scores, with higher SM showing higher fertility. Furthermore, males with lower SM scores are more likely to remain childless (e.g., 37% among males with score 1) than males with highest SM scores (e.g., 10% among men with score 5). Higher SM scores also show higher levels of IQ, education, and income. Similar patterns emerge for ES. Furthermore, partnership dissolution risks decrease over SM and ES scores, as shown in the bottom part of Table 1.

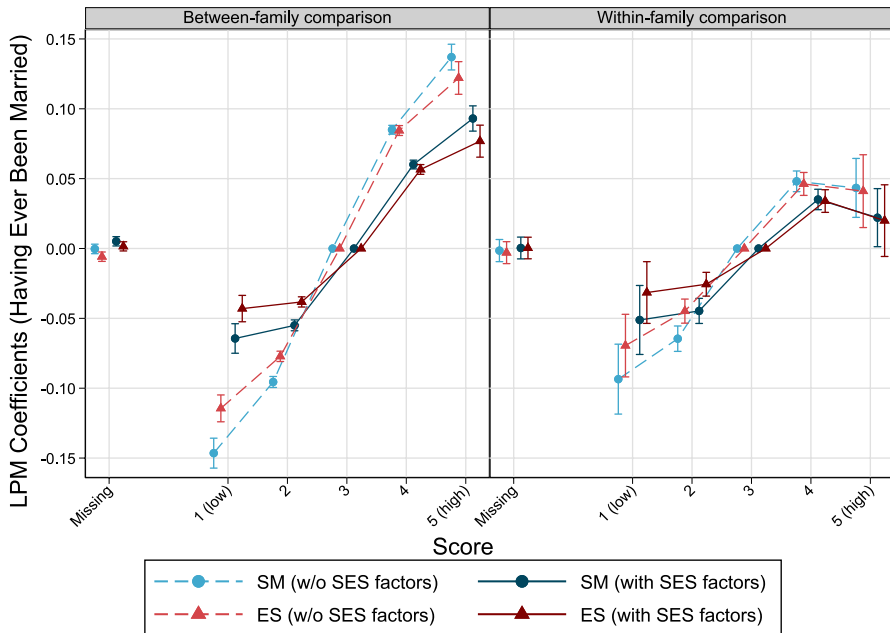


Fig. 1 The relationship between personality factors measured at ages 17–20 and the probability to get married by age 39 and higher among Swedish men born 1963–1979. Linear probability models, error bars are 95% confidence intervals. *Note* Models without SES factors control for cognitive abilities, birth year, birth order, and in case of between-family considerations for sibling group size. Models with SES factors include income and education, additionally

3.2 Findings on Personality and Marriage

SM and ES are positively linked with the probability of having ever been married by age 39 and above (Fig. 1). In models without SES factors, males with the highest SM score (5) show an almost 14% higher probability of having ever been married compared to males with the reference score of 3, holding all other covariates constant. This is an increase of approximately 23.2% compared to the baseline probability (59%). Conversely, men with the lowest SM (1) are 14.6% less likely to get married by age 39 and above, which is a reduction of ca. 24.7% compared to the baseline probability in the entire sample. Estimates regarding ES are very similar, albeit on a slightly lower level. Associations attenuate when income and education are included in the models but general patterns remain. When brothers are compared to each other (within-family comparison) the magnitudes decrease slightly but, again, the general patterns persist, although the marriage probability no longer changes much across the highest personality scores. Regression model estimates are shown in Tables 4 (SM) and 5 (ES). Results do not change much across models with and without IQ, as can be seen in the Appendix (Fig. 6).

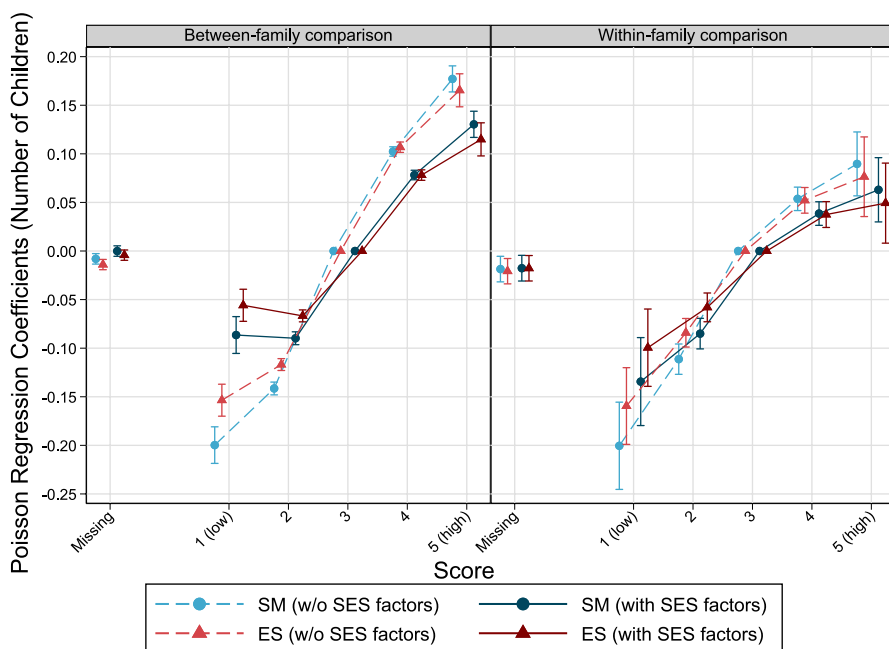


Fig. 2 The relationship between personality factors measured at ages 17–20 and number of children by age 39 and higher among Swedish men born 1963–1979. Poisson regression models, error bars are 95% confidence intervals. *Note* Models without SES factors control for cognitive abilities, birth year, birth order, and in case of between-family considerations for sibling group size. Models with SES factors include income and education, additionally

3.3 Findings on Personality and Fertility

Findings from Poisson regression models indicate that SM and ES are positively associated with the number of children (Fig. 2). Models without SES factors reveal stronger positive associations with fertility for both SM and ES. For instance, men with lowest SM scores obtain 0.20 fewer children on average by age 39 and above compared to the ones who scored 3, conditioned on all other covariates being fixed. However, the magnitude of this coefficient turned to -0.09 when income and education were included. Compared to the overall average of offspring counts in the total population (1.73), this means a reduction of ca. 5%. Patterns regarding ES are very similar. Comparison between brothers (within-family analyses) do not change the results much. All coefficients from the Poisson regression analyses can be found in the appendix (Tables 6 and 7).

Figure 3 depicts the negative association between both personality factors and childlessness. For instance, a young male with an SM score of 1 shows a more than 6% higher probability of remaining childless by age 39 and above (after including income and education), compared to another young male with an SM score of 3 (given that all other covariates are kept constant). This represents a 30% higher

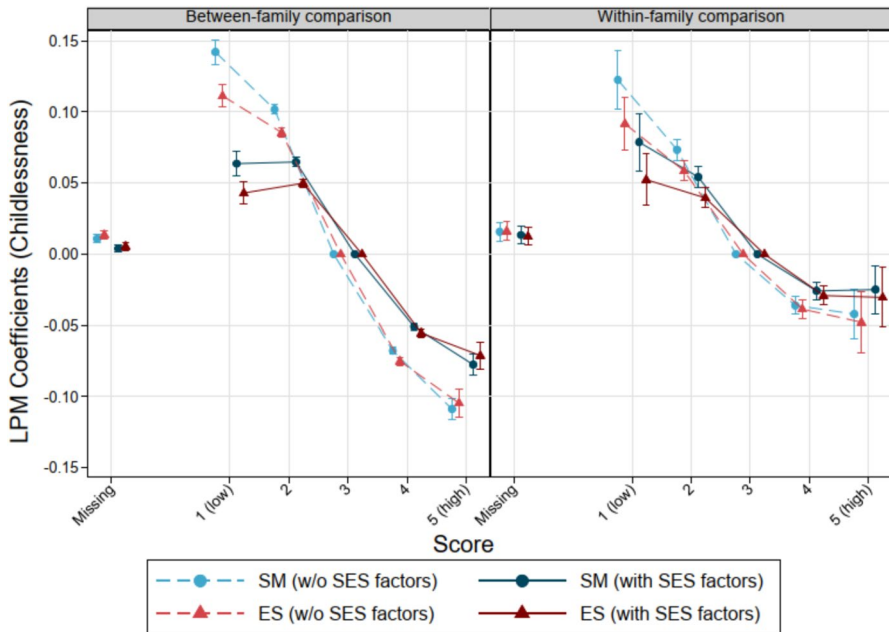


Fig. 3 The relationship between personality factors measured at ages 17–20 and childlessness by age 39 and higher among Swedish men born 1963–1979. Linear probability models, error bars are 95% confidence intervals. *Note* Models without SES factors control for cognitive abilities, birth year, birth order, and in case of between-family considerations for sibling group size. Models with SES factors include income and education, additionally

probability than the baseline level (0.21) of remaining childless. In contrast, a male with an SM score of 5 shows a more than 7% lower probability of remaining childless. Results for ES reveal similar patterns. Findings for both personality factors persist in brother comparisons, despite higher statistical uncertainties (Tables 8 and 9). Models with and without IQ reveal similar estimates as can be seen in Figs. 7 and 8 in the Appendix. Additionally, coefficients from models without SES indicators are up to twice as large as the findings from the full models in the between-family comparisons, suggesting an important mediating role of SES for the personality-childlessness link.

3.4 Findings on Personality and Divorce

Figure 4 depicts the association between SM/ES and divorce risks among men who ever married. Considering between-family analyses, married men with low scores (1 and 2) on SM and ES show higher divorce risks compared to the reference group (score 3). For instance, males who received an SM of 1 at the time of military conscription and entered marriage before age 39, show a more than 80% higher risk of getting divorced over time (all other covariates held constant). Including income and education reduces this risk to 58%. Highest scores on both SM and ES show slightly

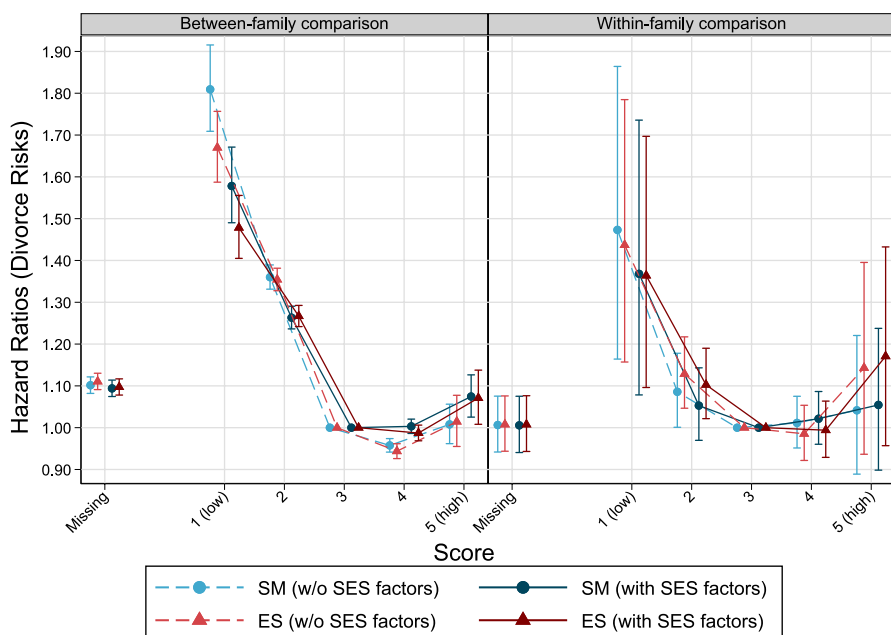


Fig. 4 The relationship between personality factors measured at ages 17–20 and divorce risks by age 39 and higher among Swedish men born 1963–1979. Cox Proportional Hazards models, error bars are 95% confidence intervals. *Note* Models without SES factors control for cognitive abilities, birth year, birth order, and in case of between-family considerations for sibling group size. Models with SES factors include income and education, additionally

higher divorce risks (7–8%) than the reference group (score 3). Similar patterns (but on a lower level) emerge when brothers are compared to each other (Fig. 4); however, statistical uncertainty increases (Tables 10 and 11). To examine potential differences between parents and non-parents, models including an interaction between personality and parental status (time-varying) were run. No large differences in the overall patterns on the personality-divorce association between parents and non-parents were detected, i.e., decreasing divorce risk among lowest personality scores and no large changes across highest scores were found. In general, however, parents show a lower divorce risk. Among non-parents, increasing divorce risk among higher personality scores might be suggested, but statistical uncertainty is relatively large for this group (Fig. 9).

3.5 Findings on Personality and Cohabitation Dissolution

Furthermore, the association between both personality factors and cohabitation dissolution for individuals who live with a partner based on joint parenthood (marriages excluded) is examined. Results are shown in Fig. 5. Low SM and ES scores are linked with higher dissolution risks among parents. Including SES indicators (income, education) slightly attenuates this association. Fathers with lowest

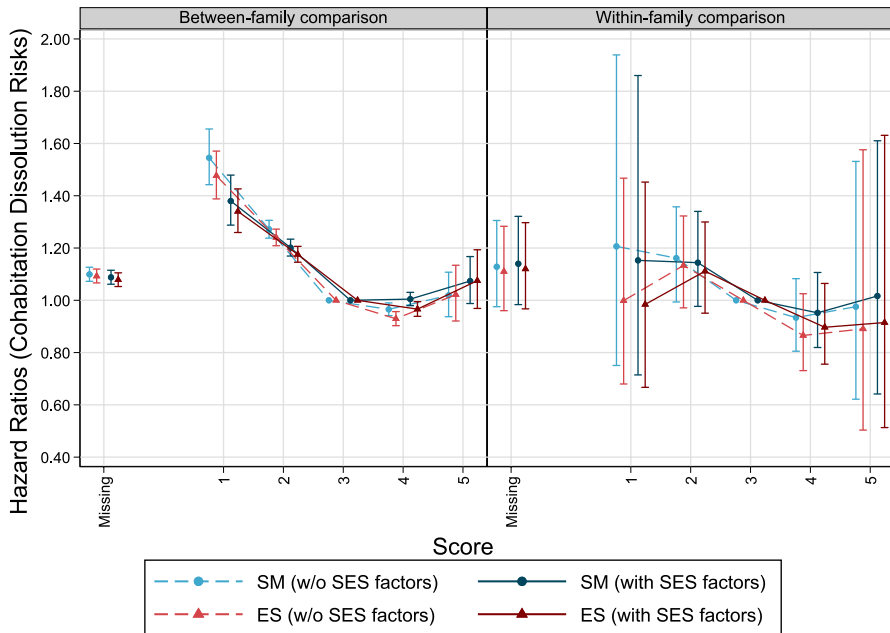


Fig. 5 The relationship between personality factors measured at ages 17–20 and cohabitation dissolution risks by age 39 and higher among Swedish men born 1963–1979. Cox Proportional Hazards models, error bars are 95% confidence intervals. *Note* Models without SES factors control for cognitive abilities, birth year, birth order, and in case of between-family considerations for sibling group size. Models with SES factors include income and education, additionally

personality scores show a 38% (SM) and 34% (ES) higher risk of experiencing cohabitation dissolution, compared to the reference group (score 3, all covariates fixed). These risks decrease in scores 2 and 3. A slightly increasing trend for the highest score is indicated. For instance, males with an SM score of 5 show a 7.4% higher separation risk compared to the reference (score 3), but these differences are not statistically significant. Trends are similar in brother comparisons for SM, but ES does not show clear patterns, and statistical uncertainty is comparatively high (Tables 12 and 13).

3.6 Robustness Checks

Several robustness checks have been run. First, different age thresholds (45 and 50) were tested for both marriage (Figs. 10, 11) and fertility analyses (Figs. 12, 13, 14, 15). Patterns do not change but statistical power decreases with higher thresholds. Additionally, previous research suggests that personality-marriage associations may change across birth cohorts, e.g., the positive relationship between social competences and marriage has been found among older cohorts of German men but not younger ones (Lundberg, 2012). However, additional analyses on Swedish cohorts have not shown these patterns for the present study (Figs. 16, 17). This may indicate

that the personality-marriage association differs across countries (Germany vs. Sweden). However, both the German and the current study also differ conceptually from each other. The German study measures personality via self-reports on the Big Five several years after a potential marriage, whereas the present study measures personality via psychologists' evaluations on social maturity most often several years before the potential marriage. Rater-differences or personality changes around marriage could not have been examined that may partially explain the observed differences between Germany and Sweden.

Furthermore, logistic regression models were run for analyses on binary-coded fertility and marriage outcomes. Corresponding coefficients from models with and without SES factors are shown in Figs. 18 and 19. Patterns are consistent with findings from LPM that are shown in Figs. 2 and 4 above. For the manuscript, estimates from LPM are preferred over findings from logistic regression models because coefficients across different models (e.g., with and without SES factors) may be compared based on the first approach, while this is not possible with logistic regression models (Mood, 2010). Average marginal effects from logit models allow such comparisons. However, previous research has shown that LPM coefficients produce similar estimates so that LPM is a reliable model for binary-coded outcomes (Angrist & Pischke, 2009). Additionally, models including both personality factors have been conducted. Magnitudes decrease when controlled for both SM and ES but general patterns persist (Figs. 20, 21, 22, 23, 24).

4 Discussion

4.1 Conclusions

This study has examined the prospective association between personality factors from younger ages (SM and ES) and family formation processes by mid-adulthood among males using Swedish register data. As expected, the analyses reveal that SM and ES are positively related to the probability of having ever been married and the number of children by age 39 and higher, and patterns are robust in brother comparisons.

Therefore, personality factors matter for family formation processes, with generally higher magnitudes for SM than ES, and effect sizes are considerable, as demonstrated by comparisons to effect sizes of covariates from the same models. For instance, marriage models without SES indicators produce estimates ranging from -0.15 (score 1, reference: score 3) to 0.14 (score 5) for SM. These effects are larger than the ones of cognitive skills (from -0.07 to 0.11) and of birth year (from -0.05 to 0.09). Moreover, the range is larger than for birth order (-0.18 to 0.00) and sibling group size (0.00 – 0.22). Models including SES factors reveal SM coefficients between -0.06 and 0.09 . These are comparable with educational gradients, from which only the doctoral degree shows stronger associations with marriage (coefficient: 0.13). However, income estimates are typically larger than personality magnitudes (between -0.23 and 0.13). Similar conclusions emerge from models on ES and all fertility analyses. Divorce and cohabitation dissolution are strongly shaped

by personality. For instance, the lowest score (1) is linked with a 58% (SM) and 48% (ES) higher risk of getting divorced (reference: score 3). Larger magnitudes can only be detected in the lowest incomes (decile 1: 68% higher risk). Therefore, personality effects are considerable and can compete to some extent with SES effects. This underlines the relevance of personality factors for important life outcomes, aligning previous research (Roberts et al., 2007). This study contributes to the challenge of demographic research to unfold the potential of personality for family formation.

The findings of this study suggest that education and income mediate the association between personality and family formation, given that the coefficients between models with and without SES factors diminish. However, further mediation analyses are required for reliable conclusions on mediation. There may also be arguments for rather small mediation effects. Among others, the temporal sequence of mediators and family formation outcomes might be reversed for many individuals in the current study. For instance, the majority of children have been born outside of marriage in contemporary Sweden (Eurostat, 2018), i.e., marriage may not necessarily mediate the personality-fertility link. Similarly, income may increase after becoming a parent, rather than the other way around. According to previous research, particularly men benefit from income increases after entering parenthood, known as the "fatherhood premium effect" (Angelov et al., 2016; Bygren et al., 2021).

Additionally, findings of this study indicate that lower scores on both SM and ES predict higher divorce risks by mid-adulthood, with no clear patterns among higher personality scores. These findings are partly in line with expectations that are based on mixed evidence from previous studies (Bleidorn et al., 2018; Spikic & Mortelmans, 2021). For instance, social competences are linked with higher infidelity risks (Spikic & Mortelmans, 2021), indicating lower union stability. Contrary, social personality indicators are also associated with higher life satisfaction after getting married (Boyce et al., 2016), suggesting higher marriage stability. Therefore, the relationship between social competences and marital behavior appears to be complicated. Moreover, previous findings indicate that males become more introvert, i.e., social competences decrease, and more emotionally stable after marriage, which also affects marital satisfaction (Lavner et al., 2018), and therefore marital stability. However, the data do not allow examination for potential changes in SM or ES. Previous evidence further suggests that associations between divorce and social personality indicators (positive) as well as ES (negative) are relatively robust across marriage cohorts (Boertien & Mortelmans, 2018).

Similar patterns emerge regarding cohabitation dissolution, i.e., low scores on both personality factors are linked with higher separation risks. Trends persist in within-family comparisons but with larger statistical uncertainty. Cohabitation analyses are restricted to couples who live in the same geographical unit and have a child together. This is a strong restriction due to two reasons: first, cohabitation has become a more common type of union in Sweden (Duvander & Kridahl, 2020) and childless cohabiters are neglected in this approach. Second, the presence of children is one of the strongest barriers to dissolution (Knoester & Booth, 2000; Todesco, 2011). Therefore, non-parents may face higher dissolution risks and a greater relevance of psychological factors for their relationship stability than parents.

However, it remains speculative to which extent the personality-dissolution association is different among non-parents. For instance, men with low SM scores are characterized by, among others, low responsibility, and a child may confront such men with tasks that they do not feel ready for, which may lead to them ending the relationship. On the other hand, a joint child may be considered a barrier to dissolution, even among fathers with low SM, which may encourage them to stay with the

Table 2 Personality mean values and standard deviations across counties

County Number	Social Maturity		Emotional Stability		N
	<i>Mean</i>	<i>Std. dev.</i>	<i>Mean</i>	<i>Std. dev.</i>	
1	3.18	0.74	3.07	0.74	72,360
3	3.16	0.69	3.06	0.71	14,503
4	3.11	0.72	3.04	0.72	14,644
5	3.23	0.82	3.06	0.78	25,454
6	3.12	0.68	3.02	0.58	23,187
7	3.12	0.70	3.00	0.61	13,420
8	3.09	0.70	2.99	0.62	17,337
9	3.16	0.72	3.10	0.69	1,882
10	3.07	0.70	2.97	0.62	11,404
11	3.06	0.70	2.97	0.60	19,184
12	3.10	0.72	2.98	0.64	50,706
13	3.09	0.66	3.01	0.63	17,248
14	3.05	0.70	2.97	0.67	40,942
15	3.07	0.67	2.98	0.65	29,845
16	3.08	0.66	2.99	0.63	18,592
17	3.11	0.80	2.95	0.78	16,187
18	3.18	0.82	3.01	0.78	16,340
19	3.19	0.84	3.03	0.81	15,491
20	3.14	0.84	2.98	0.81	16,652
21	3.01	0.78	2.92	0.72	19,761
22	3.11	0.76	3.02	0.69	18,329
23	3.10	0.75	3.00	0.68	9,262
24	3.24	0.71	3.02	0.69	18,596
25	3.16	0.71	2.97	0.68	20,286
Missing	2.77	0.78	2.59	0.79	1,853
Total	3.12	0.74	3.00	0.70	523,465

Missing values on personality factors are excluded here, which reduces the sample size for these bivariate analyses to 523,465 men.

Table 3 Descriptive statistics—variables

Variable	Category	N	%
# Children			
	0	134,520	20.64
	1	96,186	14.76
	2	279,014	42.81
	3	108,887	16.71
	4	24,769	3.80
	5	5,877	0.90
	6	1,653	0.25
	7	486	0.07
	8	206	0.03
	9 or more	192	0.03
Social Maturity			
	1	8,287	1.27
	2	77,435	11.88
	3	291,514	44.73
	4	135,717	20.82
	5	11,198	1.72
	Missing	127,639	19.58
Emotional Stability			
	1	10,338	1.59
	2	87,557	13.43
	3	322,187	49.43
	4	96,840	14.86
	5	6,813	1.05
	Missing	128,055	19.65
Cognitive Skills			
	1	21,083	3.23
	2	45,168	6.93
	3	69,775	10.71
	4	100,051	15.35
	5	154,061	23.64
	6	108,358	16.62
	7	80,304	12.32
	8	47,139	7.23
	9	25,851	3.97
Educational Level			
	No Basic Education	694	0.11
	Primary	53,460	8.20
	Lower Secondary	203,209	31.18
	Upper Secondary	148,959	22.85
	Post-Secondary	98,556	15.12
	Tertiary	137,998	21.17
	Doctor	8,914	1.37

Table 3 (continued)

Birth Order					
	1	466,081	71.51		
	2	150,747	23.13		
	3	28,466	4.37		
	4	4,974	0.76		
	5	1,095	0.17		
	6	288	0.04		
	7 or higher	139	0.02		
Sibling Group Size					
	1	321,967	49.40		
	2	245,770	37.71		
	3	67,591	10.37		
	4	12,570	1.93		
	5	2,775	0.43		
	6	726	0.11		
	7	240	0.04		
	8 or more	151	0.02		
Civil Status					
	Never Married	266,842	40.94		
	Ever Married	384,948	59.06		
	Observations	Mean	Std.dev.	Min	Max
Income by age 39	651,790	132.61	110.15	-2,409.68	46,742.79
Birth Year	651,790	1971.24	4.11	1963	1979

partner. Men with high levels of SM, in turn, may be less likely to experience union dissolution when a child was born, as they may take the responsibility of childcare.

Similarly, ES may show different associations with dissolution risks among childless men compared to fathers. Childless males with low ES scores may be more likely to separate from a partner than fathers with low ES scores since fathers may consider having a child a stabilizing factor for the relationship. On the other hand, a child may be considered an additional burden and resource of stress that men with low ES scores may refrain from, indicating higher dissolution risks. Additional analyses in the present study based on divorce risks reveal no large differences in patterns by parental status, although divorce risks among non-parents are generally higher (Fig. 9). Lower personality scores among both parents and non-parents are associated with higher divorce risks, whereas the patterns flatten among higher scores of the parents, high personality factor scores among non-parents are also linked with higher divorce-risks, though. However, future studies are needed in order to identify differences in dissolution risks between cohabiting couples with and without children.

Table 4 Linear probability model estimates (marriage), social maturity

Variable	Between-family						Within-family					
	Model 1			Model 2			Model 1			Model 2		
	Beta	SE	95% CI	Beta	SE	95% CI	Beta	SE	95% CI	Beta	SE	95% CI
Social Maturity												
1	-0.146	0.005	-0.157 -0.136	-0.064	0.005	-0.075 -0.054	-0.094	0.013	-0.119 -0.068	-0.051	0.013	-0.076 -0.026
2	-0.096	0.002	-0.099 -0.092	-0.055	0.002	-0.059 -0.051	-0.065	0.005	-0.074 -0.055	-0.045	0.005	-0.054 -0.036
3	0 (base)			0 (base)			0 (base)			0 (base)		
4	0.085	0.002	0.082 0.088	0.060	0.002	0.057 0.063	0.048	0.004	0.041 0.055	0.035	0.004	0.028 0.042
5	0.137	0.005	0.128 0.146	0.093	0.005	0.084 0.102	0.043	0.011	0.022 0.064	0.022	0.011	0.001 0.043
Missing	0.000	0.002	-0.004 0.003	0.005	0.002	0.002 0.008	-0.001	0.004	-0.009 0.006	0.000	0.004	-0.007 0.008
Cognitive Skills												
1	-0.071	0.004	-0.079 -0.064	-0.028	0.004	-0.036 -0.021	-0.063	0.009	-0.081 -0.046	-0.030	0.009	-0.047 -0.012
2	-0.027	0.003	-0.033 -0.022	-0.012	0.003	-0.017 -0.006	-0.019	0.007	-0.032 -0.007	-0.008	0.006	-0.020 0.005
3	0 (base)			0 (base)			0 (base)			0 (base)		
4	0.019	0.002	0.015 0.024	0.009	0.002	0.004 0.014	0.024	0.005	0.013 0.034	0.014	0.005	0.004 0.024
5	0.043	0.002	0.039 0.048	0.020	0.002	0.016 0.025	0.041	0.005	0.031 0.052	0.021	0.005	0.011 0.033
6	0.070	0.002	0.066 0.075	0.032	0.002	0.027 0.036	0.068	0.006	0.057 0.079	0.035	0.006	0.023 0.046
7	0.086	0.003	0.081 0.091	0.032	0.003	0.027 0.037	0.084	0.006	0.071 0.096	0.037	0.006	0.024 0.050
8	0.103	0.003	0.097 0.108	0.035	0.003	0.029 0.041	0.093	0.007	0.079 0.108	0.032	0.008	0.017 0.047
9	0.107	0.004	0.100 0.114	0.026	0.004	0.019 0.034	0.094	0.009	0.076 0.112	0.019	0.009	0.000 0.037
Education												
No Basic				-0.006	0.018	-0.041 0.030				-0.017	0.042	-0.099 0.064
Primary				0.002	0.003	-0.003 0.007				-0.008	0.006	-0.020 0.005
Lower Secondary				0.001	0.002	-0.002 0.005				-0.001	0.004	-0.009 0.007
Upper Secondary				0 (base)						0 (base)		
Post Secondary				0.031	0.002	0.027 0.035				0.026	0.005	0.016 0.035
Tertiary				0.074	0.002	0.070 0.078				0.069	0.005	0.060 0.078
Doctor				0.135	0.005	0.124 0.145				0.120	0.012	0.096 0.145
Birth Year												
1963	0 (base)			0 (base)			0 (base)			0 (base)		
1964	0.077	0.027	0.023 0.131	0.036	0.027	-0.016 0.089	0.031	0.062	-0.091 0.152	0.001	0.061	-0.118 0.121
1965	0.086	0.026	0.034 0.137	0.035	0.026	-0.016 0.085	0.023	0.059	-0.093 0.139	0.001	0.059	-0.124 0.104
1966	0.082	0.026	0.031 0.134	0.020	0.026	-0.031 0.070	0.013	0.059	-0.103 0.129	-0.029	0.058	-0.143 0.085
1967	0.071	0.026	0.019 0.123	0.002	0.026	-0.049 0.052	0.006	0.059	-0.110 0.122	-0.043	0.058	-0.159 0.070
1968	0.064	0.026	0.012 0.115	-0.015	0.026	-0.066 0.035	-0.013	0.059	-0.129 0.103	-0.075	0.058	-0.188 0.041
1969	0.064	0.026	0.012 0.116	-0.024	0.026	-0.075 0.026	-0.016	0.059	-0.132 0.101	-0.082	0.058	-0.197 0.032
1970	0.059	0.026	0.007 0.110	-0.037	0.026	-0.088 0.013	-0.020	0.059	-0.136 0.097	-0.094	0.059	-0.209 0.021
1971	0.060	0.026	0.009 0.112	-0.047	0.026	-0.098 0.003	-0.022	0.060	-0.139 0.094	-0.107	0.059	-0.222 0.008
1972	0.051	0.026	-0.001 0.103	-0.061	0.026	-0.112 -0.011	-0.039	0.060	-0.156 0.078	-0.127	0.059	-0.242 -0.012
1973	0.046	0.026	-0.005 0.098	-0.072	0.026	-0.122 -0.021	-0.044	0.060	-0.161 0.074	-0.137	0.059	-0.253 -0.022
1974	0.034	0.026	-0.017 0.086	-0.088	0.026	-0.139 -0.038	-0.055	0.060	-0.173 0.062	-0.153	0.059	-0.269 -0.038
1975	0.020	0.026	-0.031 0.072	-0.106	0.026	-0.157 -0.056	-0.078	0.060	-0.196 0.040	-0.181	0.059	-0.297 -0.065
1976	0.005	0.026	-0.046 0.057	-0.126	0.026	-0.176 -0.075	-0.093	0.060	-0.211 0.025	-0.200	0.059	-0.317 -0.084
1977	-0.010	0.026	-0.061 0.042	-0.146	0.026	-0.197 -0.096	-0.108	0.060	-0.227 0.011	-0.220	0.060	-0.337 -0.103
1978	-0.030	0.026	-0.081 0.022	-0.176	0.026	-0.226 -0.125	-0.130	0.061	-0.249 -0.011	-0.251	0.060	-0.368 -0.134
1979	-0.051	0.027	-0.103 0.002	-0.204	0.026	-0.255 -0.153	-0.151	0.062	-0.272 -0.030	-0.276	0.061	-0.396 -0.157
Birth Order												
1	0 (base)			0 (base)			0 (base)			0 (base)		
2	-0.004	0.002	-0.007 0.000	-0.004	0.002	-0.007 -0.001	0.006	0.004	-0.002 0.013	0.006	0.004	-0.001 0.013
3	-0.011	0.004	-0.018 -0.004	-0.011	0.004	-0.018 -0.004	0.013	0.008	-0.002 0.029	0.012	0.008	-0.003 0.028
4	-0.026	0.009	-0.042 -0.009	-0.027	0.008	-0.043 -0.010	0.018	0.015	-0.012 0.048	0.015	0.015	-0.015 0.044
5	-0.056	0.018	-0.091 -0.021	-0.059	0.018	-0.093 -0.025	0.022	0.029	-0.034 0.079	0.017	0.028	-0.039 0.072
6	-0.106	0.035	-0.174 -0.038	-0.112	0.034	-0.179 -0.046	-0.022	0.050	-0.120 0.076	-0.018	0.049	-0.114 0.079
7	-0.181	0.061	-0.302 -0.061	-0.183	0.060	-0.300 -0.065	-0.117	0.089	-0.292 0.058	-0.102	0.088	-0.275 0.070
8	-0.177	0.101	-0.375 0.022	-0.198	0.099	-0.392 -0.004	-0.038	0.139	-0.311 0.235	-0.033	0.137	-0.302 0.235
9	-0.013	0.130	-0.268 0.241	-0.029	0.127	-0.278 0.220	-0.002	0.192	-0.378 0.374	0.026	0.189	-0.345 0.396
10	-0.048	0.355	-0.745 0.648	-0.041	0.348	-0.722 0.641	0.057	0.415	-0.757 0.872	0.131	0.409	-0.670 0.933
Income Decile												
1				-0.234	0.003	-0.239 -0.229				-0.232	0.006	-0.245 -0.219
2				-0.122	0.003	-0.127 -0.117				-0.130	0.006	-0.141 -0.116
3				-0.066	0.003	-0.071 -0.061				-0.067	0.006	-0.078 -0.055
4				-0.030	0.003	-0.035 -0.025				-0.028	0.006	-0.039 -0.016
5				0 (base)						0 (base)		
6				0.022	0.003	0.017 0.027				0.018	0.006	0.007 0.030
7				0.048	0.003	0.043 0.053				0.041	0.006	0.029 0.052
8				0.067	0.003	0.062 0.073				0.064	0.006	0.052 0.075
9				0.095	0.003	0.090 0.100				0.079	0.006	0.067 0.091
10				0.131	0.003	0.125 0.136				0.119	0.007	0.106 0.132
Sibling Group Size												
1	0 (base)			0 (base)								
2	0.020	0.002	0.017 0.023	0.016	0.002	0.013 0.019						
3	0.042	0.003	0.037 0.047	0.041	0.003	0.036 0.046						
4	0.052	0.005	0.042 0.063	0.059	0.005	0.049 0.070						
5	0.079	0.011	0.057 0.101	0.092	0.011	0.071 0.114						
6	0.129	0.022	0.087 0.172	0.146	0.021	0.104 0.188						
7	0.151	0.037	0.079 0.224	0.173	0.036	0.103 0.244						
8	0.180	0.064	0.055 0.306	0.220	0.063	0.097 0.344						
9	0.219	0.086	0.051 0.387	0.240	0.084	0.076 0.404						
10	0.096	0.097	-0.094 0.286	0.134	0.095	-0.052 0.320						
11	0.105	0.342	-0.565 0.775	0.223	0.335	-0.432 0.879						
Intercept												
	0.486	0.026	0.434 0.537	0.600	0.026	0.549 0.651	0.600	0.060	0.483 0.717	0.693	0.059	0.578 0.809

Table 5 Linear probability model estimates (marriage), emotional stability

Variable	Between-family						Within-family					
	Model 1			Model 2			Model 1			Model 2		
	Beta	SE	95% CI	Beta	SE	95% CI	Beta	SE	95% CI	Beta	SE	95% CI
Emotional Stability												
1	-0.114	0.005	-0.124 -0.105	-0.043	0.005	-0.052 -0.034	-0.070	0.011	-0.092 -0.047	-0.032	0.011	-0.054 -0.009
2	-0.077	0.002	-0.081 -0.073	-0.038	0.002	-0.042 -0.035	-0.045	0.004	-0.053 -0.036	-0.026	0.004	-0.034 -0.017
3	0 (base)			0 (base)			0 (base)			0 (base)		
4	0.084	0.002	0.081 0.088	0.057	0.002	0.053 0.060	0.046	0.004	0.038 0.054	0.034	0.004	0.026 0.042
5	0.122	0.006	0.110 0.134	0.077	0.006	0.065 0.088	0.041	0.013	0.015 0.067	0.020	0.013	-0.006 0.046
Missing	-0.006	0.002	-0.009 -0.003	0.002	0.002	-0.002 0.005	-0.003	0.004	-0.011 0.005	0.000	0.004	-0.007 0.008
Cognitive Skills												
1	-0.080	0.004	-0.088 -0.073	-0.034	0.004	-0.041 -0.026	-0.070	0.009	-0.087 -0.053	-0.034	0.009	-0.051 -0.017
2	-0.031	0.003	-0.037 -0.026	-0.014	0.003	-0.020 -0.009	-0.022	0.007	-0.035 -0.009	-0.010	0.006	-0.022 0.003
3	0 (base)			0 (base)			0 (base)			0 (base)		
4	0.022	0.002	0.018 0.027	0.011	0.002	0.006 0.015	0.025	0.005	0.015 0.036	0.015	0.005	0.005 0.026
5	0.050	0.002	0.046 0.055	0.024	0.002	0.020 0.029	0.046	0.005	0.035 0.056	0.024	0.005	0.014 0.034
6	0.079	0.002	0.074 0.083	0.036	0.002	0.031 0.041	0.073	0.006	0.061 0.084	0.038	0.006	0.026 0.049
7	0.096	0.003	0.091 0.101	0.037	0.003	0.032 0.042	0.089	0.006	0.077 0.101	0.041	0.006	0.028 0.053
8	0.113	0.003	0.107 0.119	0.040	0.003	0.034 0.046	0.098	0.007	0.084 0.113	0.036	0.008	0.021 0.050
9	0.117	0.004	0.110 0.124	0.031	0.004	0.024 0.039	0.099	0.009	0.081 0.117	0.021	0.009	0.003 0.040
Education												
No Basic				-0.013	0.018	-0.048 0.023				-0.021	0.042	-0.103 0.060
Primary				-0.002	0.003	-0.007 0.003				-0.010	0.006	-0.022 0.002
Lower Secondary				-0.001	0.002	-0.004 0.003				-0.002	0.004	-0.010 0.006
Upper Secondary				0 (base)						0 (base)		
Post Secondary				0.032	0.002	0.028 0.036				0.026	0.005	0.017 0.036
Tertiary				0.076	0.002	0.073 0.080				0.070	0.005	0.061 0.080
Doctor				0.138	0.005	0.128 0.149				0.121	0.012	0.097 0.146
Birth Year												
1963	0 (base)			0 (base)			0 (base)			0 (base)		
1964	0.080	0.027	0.026 0.133	0.038	0.027	-0.014 0.091	0.036	0.062	-0.085 0.158	0.005	0.061	-0.114 0.125
1965	0.087	0.026	0.036 0.139	0.036	0.026	-0.014 0.087	0.026	0.059	-0.090 0.142	-0.007	0.058	-0.122 0.107
1966	0.086	0.026	0.035 0.138	0.022	0.026	-0.028 0.073	0.016	0.059	-0.100 0.132	-0.026	0.058	-0.140 0.088
1967	0.075	0.026	0.024 0.127	0.005	0.026	-0.046 0.055	0.010	0.059	-0.106 0.126	-0.041	0.058	-0.156 0.073
1968	0.069	0.026	0.017 0.120	-0.012	0.026	-0.062 0.039	-0.008	0.059	-0.125 0.108	-0.069	0.058	-0.184 0.045
1969	0.070	0.026	0.018 0.121	-0.021	0.026	-0.071 0.030	-0.010	0.059	-0.127 0.106	-0.078	0.058	-0.193 0.036
1970	0.065	0.026	0.013 0.117	-0.034	0.026	-0.084 0.017	-0.014	0.059	-0.130 0.103	-0.090	0.059	-0.205 0.025
1971	0.067	0.026	0.015 0.118	-0.044	0.026	-0.095 0.006	-0.017	0.060	-0.133 0.100	-0.103	0.059	-0.218 0.102
1972	0.057	0.026	0.006 0.109	-0.058	0.026	-0.109 -0.008	-0.033	0.060	-0.150 0.084	-0.123	0.059	-0.239 -0.008
1973	0.052	0.026	0.001 0.104	-0.069	0.026	-0.120 -0.019	-0.038	0.060	-0.155 0.079	-0.134	0.059	-0.249 -0.018
1974	0.041	0.026	-0.011 0.092	-0.086	0.026	-0.136 -0.035	-0.049	0.060	-0.167 0.068	-0.150	0.059	-0.266 -0.034
1975	0.025	0.026	-0.027 0.077	-0.105	0.026	-0.156 -0.055	-0.074	0.060	-0.192 0.044	-0.179	0.059	-0.295 -0.063
1976	0.008	0.026	-0.043 0.060	-0.126	0.026	-0.177 -0.076	-0.088	0.060	-0.207 0.030	-0.198	0.059	-0.314 -0.082
1977	-0.006	0.026	-0.057 0.046	-0.146	0.026	-0.197 -0.095	-0.104	0.061	-0.222 0.015	-0.218	0.060	-0.335 -0.101
1978	-0.025	0.026	-0.077 0.026	-0.175	0.026	-0.226 -0.125	-0.125	0.061	-0.244 -0.006	-0.248	0.060	-0.366 -0.131
1979	-0.046	0.027	-0.099 0.006	-0.204	0.026	-0.255 -0.153	-0.148	0.062	-0.269 -0.027	-0.275	0.061	-0.395 -0.156
Birth Order												
1	0 (base)			0 (base)			0 (base)			0 (base)		
2	-0.005	0.002	-0.008 -0.001	-0.005	0.002	-0.008 -0.001	0.005	0.004	-0.003 0.012	0.006	0.004	-0.002 0.013
3	-0.012	0.004	-0.020 -0.005	-0.012	0.004	-0.019 -0.005	0.012	0.008	-0.004 0.027	0.011	0.008	-0.004 0.027
4	-0.027	0.009	-0.044 -0.010	-0.028	0.008	-0.044 -0.012	0.016	0.015	-0.014 0.046	0.013	0.015	-0.016 0.043
5	-0.057	0.018	-0.092 -0.022	-0.060	0.018	-0.094 -0.025	0.021	0.029	-0.036 0.077	0.016	0.028	-0.040 0.072
6	-0.107	0.035	-0.174 -0.039	-0.113	0.034	-0.179 -0.047	-0.027	0.050	-0.125 0.071	-0.022	0.049	-0.118 0.075
7	-0.178	0.062	-0.299 -0.057	-0.182	0.060	-0.300 -0.064	-0.116	0.090	-0.292 0.059	-0.102	0.088	-0.275 0.070
8	-0.173	0.101	-0.372 0.025	-0.198	0.099	-0.392 -0.003	-0.040	0.139	-0.313 0.233	-0.034	0.137	-0.303 0.234
9	-0.012	0.130	-0.267 0.243	-0.030	0.127	-0.279 0.219	0.000	0.192	-0.376 0.377	0.027	0.189	-0.343 0.397
10	-0.057	0.356	-0.754 0.641	-0.037	0.348	-0.720 0.645	0.045	0.416	-0.770 0.859	0.131	0.409	-0.671 0.932
Income Decile												
1				-0.237	0.003	-0.242 -0.231				-0.234	0.006	-0.246 -0.221
2				-0.123	0.003	-0.128 -0.118				-0.131	0.006	-0.143 -0.119
3				-0.067	0.003	-0.072 -0.062				-0.067	0.006	-0.079 -0.056
4				-0.030	0.003	-0.035 -0.025				-0.027	0.006	-0.039 -0.016
5				0 (base)						0 (base)		
6				0.022	0.003	0.017 0.027				0.019	0.006	0.007 0.030
7				0.048	0.003	0.043 0.053				0.041	0.006	0.030 0.052
8				0.068	0.003	0.063 0.074				0.064	0.006	0.053 0.076
9				0.096	0.003	0.091 0.102				0.080	0.006	0.068 0.092
10				0.133	0.003	0.128 0.139				0.120	0.007	0.107 0.133
Sibling Group Size												
1	0 (base)			0 (base)								
2	0.021	0.002	0.017 0.024	0.016	0.002	0.013 0.019						
3	0.043	0.003	0.037 0.048	0.041	0.003	0.036 0.046						
4	0.053	0.005	0.043 0.064	0.060	0.005	0.050 0.071						
5	0.077	0.011	0.055 0.099	0.092	0.011	0.070 0.113						
6	0.128	0.022	0.085 0.171	0.146	0.021	0.104 0.188						
7	0.148	0.037	0.076 0.221	0.172	0.036	0.101 0.243						
8	0.174	0.064	0.048 0.300	0.218	0.063	0.094 0.341						
9	0.221	0.086	0.052 0.389	0.242	0.084	0.078 0.406						
10	0.068	0.097	-0.122 0.259	0.119	0.095	-0.068 0.305						
11	0.122	0.342	-0.549 0.793	0.226	0.335	-0.430 0.882						
Intercept												
	0.482	0.026	0.430 0.533	0.599	0.026	0.548 0.650	0.595	0.060	0.478 0.711	0.689	0.059	0.574 0.804

Table 6 Poisson regression model estimates (number of children), social maturity

Variable	Between-family						Within-family					
	Model 1			Model 2			Model 1			Model 2		
	Beta	SE	95% CI	Beta	SE	95% CI	Beta	SE	95% CI	Beta	SE	95% CI
Social Maturity												
1	-0.200	0.010	-0.219 -0.181	-0.086	0.010	-0.105 -0.068	-0.200	0.023	-0.245 -0.156	-0.134	0.023	-0.180 -0.089
2	-0.141	0.003	-0.148 -0.135	-0.090	0.003	-0.096 -0.083	-0.111	0.008	-0.127 -0.096	-0.085	0.008	-0.101 -0.069
3	0 (base)			0 (base)			0 (base)			0 (base)		
4	0.102	0.002	0.098 0.107	0.078	0.003	0.073 0.083	0.054	0.006	0.042 0.066	0.039	0.006	0.026 0.051
5	0.177	0.007	0.164 0.191	0.130	0.007	0.117 0.144	0.090	0.017	0.057 0.123	0.063	0.017	0.030 0.096
Missing	-0.008	0.003	-0.013 -0.003	0.000	0.003	-0.005 0.005	-0.019	0.007	-0.032 -0.005	-0.018	0.007	-0.031 -0.004
Cognitive Skills												
1	-0.119	0.006	-0.131 -0.106	-0.066	0.007	-0.079 -0.054	-0.124	0.015	-0.154 -0.094	-0.078	0.015	-0.108 -0.047
2	-0.023	0.005	-0.033 -0.014	-0.008	0.005	-0.017 0.001	-0.041	0.011	-0.062 -0.019	-0.026	0.011	-0.047 -0.005
3	0 (base)			0 (base)			0 (base)			0 (base)		
4	-0.003	0.004	-0.010 0.005	-0.008	0.004	-0.015 0.000	0.026	0.009	0.009 0.044	0.017	0.009	0.000 0.035
5	-0.003	0.004	-0.010 0.004	-0.012	0.004	-0.019 -0.005	0.043	0.009	0.026 0.060	0.025	0.009	0.008 0.043
6	-0.010	0.004	-0.018 -0.003	-0.023	0.004	-0.031 -0.016	0.054	0.010	0.035 0.072	0.027	0.010	0.007 0.046
7	-0.023	0.004	-0.031 -0.015	-0.043	0.004	-0.051 -0.034	0.057	0.011	0.036 0.078	0.017	0.011	-0.004 0.039
8	-0.028	0.005	-0.037 -0.019	-0.056	0.005	-0.065 -0.046	0.062	0.012	0.038 0.087	0.009	0.013	-0.017 0.034
9	-0.046	0.006	-0.057 -0.035	-0.082	0.006	-0.093 -0.070	0.063	0.015	0.032 0.093	0.006	0.016	-0.038 0.025
Education												
No Basic				0.191	0.030	0.132 0.250				-0.073	0.072	-0.215 0.069
Primary				0.096	0.004	0.088 0.104				0.047	0.011	0.026 0.068
Lower Secondary				0.051	0.003	0.045 0.056				0.034	0.007	0.020 0.047
Upper Secondary				0 (base)						0 (base)		
Post Secondary				-0.004	0.003	-0.010 0.003				0.008	0.008	-0.008 0.024
Tertiary				0.048	0.003	0.042 0.054				0.059	0.008	0.043 0.075
Doctor				0.106	0.008	0.089 0.122				0.104	0.021	0.064 0.145
Birth Year												
1963	0 (base)			0 (base)			0 (base)			0 (base)		
1964	0.012	0.043	-0.073 0.097	-0.048	0.043	-0.133 0.037	-0.229	0.101	-0.427 -0.030	-0.272	0.102	-0.471 -0.072
1965	0.014	0.042	-0.068 0.095	-0.074	0.042	-0.156 0.008	-0.174	0.097	-0.363 0.015	-0.232	0.097	-0.422 -0.041
1966	0.010	0.042	-0.072 0.092	-0.093	0.042	-0.175 -0.011	-0.208	0.097	-0.398 -0.019	-0.278	0.097	-0.469 -0.087
1967	-0.002	0.042	-0.084 0.080	-0.115	0.042	-0.197 -0.033	-0.206	0.097	-0.396 -0.017	-0.290	0.097	-0.481 -0.100
1968	-0.016	0.042	-0.098 0.066	-0.141	0.042	-0.223 -0.059	-0.231	0.097	-0.421 -0.041	-0.331	0.097	-0.522 -0.140
1969	-0.016	0.042	-0.098 0.066	-0.153	0.042	-0.234 -0.071	-0.245	0.097	-0.435 -0.055	-0.353	0.098	-0.544 -0.162
1970	-0.018	0.042	-0.100 0.064	-0.164	0.042	-0.246 -0.082	-0.255	0.097	-0.446 -0.065	-0.376	0.098	-0.567 -0.184
1971	-0.012	0.042	-0.094 0.069	-0.170	0.042	-0.252 -0.088	-0.245	0.097	-0.436 -0.054	-0.379	0.098	-0.571 -0.187
1972	-0.019	0.042	-0.100 0.063	-0.179	0.042	-0.261 -0.097	-0.267	0.097	-0.458 -0.076	-0.405	0.098	-0.598 -0.213
1973	-0.018	0.042	-0.100 0.063	-0.184	0.042	-0.266 -0.102	-0.272	0.098	-0.463 -0.080	-0.416	0.098	-0.608 -0.223
1974	-0.023	0.042	-0.105 0.059	-0.190	0.042	-0.272 -0.108	-0.276	0.098	-0.468 -0.084	-0.425	0.099	-0.619 -0.232
1975	-0.032	0.042	-0.114 0.050	-0.200	0.042	-0.282 -0.118	-0.300	0.098	-0.493 -0.108	-0.453	0.099	-0.646 -0.259
1976	-0.040	0.042	-0.122 0.042	-0.212	0.042	-0.294 -0.130	-0.309	0.099	-0.502 -0.116	-0.469	0.099	-0.663 -0.274
1977	-0.056	0.042	-0.138 0.026	-0.232	0.042	-0.314 -0.150	-0.327	0.099	-0.520 -0.133	-0.492	0.100	-0.687 -0.297
1978	-0.072	0.042	-0.154 0.010	-0.264	0.042	-0.346 -0.182	-0.360	0.099	-0.554 -0.165	-0.539	0.100	-0.735 -0.343
1979	-0.097	0.042	-0.180 -0.014	-0.300	0.042	-0.384 -0.217	-0.358	0.101	-0.556 -0.160	-0.544	0.102	-0.743 -0.344
Birth Order												
1	0 (base)			0 (base)			0 (base)			0 (base)		
2	-0.023	0.003	-0.028 -0.017	-0.025	0.003	-0.030 -0.019	0.008	0.006	-0.005 0.020	0.008	0.006	-0.005 0.020
3	-0.050	0.006	-0.061 -0.039	-0.052	0.006	-0.064 -0.041	0.016	0.013	-0.010 0.041	0.014	0.013	-0.012 0.040
4	-0.110	0.013	-0.135 -0.085	-0.116	0.013	-0.141 -0.090	-0.008	0.025	-0.057 0.041	-0.015	0.025	-0.064 0.034
5	-0.143	0.026	-0.195 -0.092	-0.158	0.026	-0.210 -0.106	-0.027	0.046	-0.116 0.063	-0.045	0.046	-0.135 0.045
6	-0.130	0.049	-0.225 -0.035	-0.146	0.049	-0.241 -0.051	0.000	0.075	-0.146 0.147	0.000	0.075	-0.146 0.147
7	-0.178	0.088	-0.351 -0.005	-0.183	0.088	-0.356 -0.010	-0.112	0.135	-0.377 0.152	-0.095	0.135	-0.359 0.169
8	-0.261	0.138	-0.531 0.009	-0.294	0.138	-0.563 0.024	-0.081	0.206	-0.484 0.322	-0.092	0.206	-0.496 0.311
9	-0.680	0.181	-1.034 -0.325	-0.717	0.181	-1.071 -0.363	-0.268	0.312	-0.879 0.344	-0.297	0.318	-0.921 0.326
10	-1.622	1.009	-3.599 0.355	-1.646	1.009	-3.623 0.331	-0.895	1.111	-3.072 1.282	-0.778	1.119	-2.971 1.414
Income Decile												
1				-0.430	0.005	-0.440 -0.421				-0.435	0.012	-0.458 -0.412
2				-0.176	0.004	-0.184 -0.167				-0.188	0.010	-0.208 -0.167
3				-0.085	0.004	-0.093 -0.076				-0.089	0.010	-0.109 -0.070
4				-0.033	0.004	-0.041 -0.025				-0.031	0.010	-0.051 -0.012
5				0 (base)						0 (base)		
6				0.038	0.004	0.030 0.046				0.031	0.010	0.012 0.050
7				0.067	0.004	0.059 0.075				0.067	0.010	0.048 0.086
8				0.098	0.004	0.090 0.106				0.099	0.010	0.080 0.118
9				0.132	0.004	0.124 0.140				0.131	0.010	0.111 0.150
10				0.172	0.004	0.164 0.180				0.178	0.011	0.156 0.199
Sibling Group Size												
1	0 (base)			0 (base)								
2	0.042	0.002	0.037 0.047	0.037	0.002	0.033 0.042						
3	0.102	0.004	0.094 0.110	0.099	0.004	0.092 0.107						
4	0.186	0.008	0.170 0.202	0.192	0.008	0.176 0.208						
5	0.269	0.016	0.237 0.301	0.286	0.016	0.254 0.317						
6	0.396	0.030	0.336 0.455	0.416	0.030	0.357 0.475						
7	0.317	0.053	0.213 0.420	0.349	0.053	0.246 0.453						
8	0.348	0.091	0.169 0.526	0.405	0.091	0.226 0.584						
9	0.963	0.095	0.777 1.149	0.994	0.094	0.808 1.179						
10	0.544	0.132	0.285 0.803	0.627	0.132	0.367 0.886						
11	0.526	0.447	-0.351 1.402	0.698	0.447	-0.178 1.575						
Intercept												
	0.550	0.042	0.468 0.632	0.679	0.042	0.596 0.761						

Table 7 Poisson regression model estimates (number of children), emotional stability

Variable	Between-family								Within-family							
	Model 1				Model 2				Model 1				Model 2			
	Beta	SE	95% CI		Beta	SE	95% CI		Beta	SE	95% CI		Beta	SE	95% CI	
Emotional Stability																
1	-0.154	0.008	-0.170	-0.137	-0.056	0.008	-0.072	-0.039	-0.160	0.020	-0.199	-0.120	-0.100	0.020	-0.139	-0.060
2	-0.117	0.003	-0.123	-0.111	-0.067	0.003	-0.073	-0.061	-0.084	0.007	-0.099	-0.069	-0.058	0.008	-0.073	-0.043
3	0	(base)			0	(base)			0	(base)			0	(base)		
4	0.107	0.003	0.101	0.112	0.078	0.003	0.073	0.084	0.052	0.007	0.039	0.065	0.038	0.007	0.024	0.051
5	0.165	0.009	0.148	0.182	0.115	0.009	0.098	0.132	0.076	0.021	0.035	0.117	0.049	0.021	0.008	0.090
Missing	-0.014	0.003	-0.019	-0.009	-0.004	0.003	-0.010	0.001	-0.021	0.007	-0.034	-0.008	-0.018	0.007	-0.031	-0.005
Cognitive Skills																
1	-0.130	0.006	-0.143	-0.118	-0.074	0.006	-0.086	-0.061	-0.132	0.015	-0.162	-0.103	-0.084	0.015	-0.114	-0.054
2	-0.029	0.005	-0.038	-0.019	-0.011	0.005	-0.021	-0.002	-0.045	0.011	-0.066	-0.023	-0.029	0.011	-0.051	-0.008
3	0	(base)			0	(base)			0	(base)			0	(base)		
4	0.001	0.004	-0.007	0.008	-0.005	0.004	-0.013	0.002	0.028	0.009	0.010	0.045	0.018	0.009	0.001	0.036
5	0.005	0.003	-0.001	0.012	-0.006	0.004	-0.013	0.001	0.048	0.009	0.031	0.065	0.029	0.009	0.012	0.046
6	0.000	0.004	-0.008	0.007	-0.018	0.004	-0.025	-0.010	0.059	0.010	0.040	0.078	0.031	0.010	0.011	0.050
7	-0.012	0.004	-0.019	-0.004	-0.036	0.004	-0.045	-0.028	0.064	0.011	0.043	0.085	0.022	0.011	0.000	0.044
8	-0.016	0.005	-0.025	-0.007	-0.050	0.005	-0.059	-0.040	0.069	0.012	0.045	0.093	0.013	0.013	-0.013	0.038
9	-0.034	0.006	-0.045	-0.023	-0.076	0.006	-0.088	-0.064	0.069	0.015	0.039	0.099	-0.003	0.016	-0.034	0.029
Education																
No Basic					0.182	0.030	0.123	0.241					-0.080	0.072	-0.222	0.062
Primary					0.091	0.004	0.083	0.099					0.044	0.011	0.023	0.064
Lower Secondary					0.048	0.003	0.043	0.054					0.033	0.007	0.019	0.047
Upper Secondary					0	(base)							0	(base)		
Post Secondary					-0.003	0.003	-0.009	0.004					0.009	0.008	-0.007	0.025
Tertiary					0.051	0.003	0.045	0.057					0.060	0.008	0.044	0.076
Doctor					0.110	0.008	0.094	0.126					0.107	0.021	0.066	0.147
Birth Year																
1963	0	(base)			0	(base)			0	(base)			0	(base)		
1964	0.015	0.043	-0.070	0.099	-0.046	0.043	-0.131	0.039	-0.226	0.101	-0.425	-0.028	-0.270	0.102	-0.470	-0.070
1965	0.015	0.042	-0.067	0.096	-0.073	0.042	-0.155	0.009	-0.175	0.097	-0.365	0.014	-0.232	0.097	-0.423	-0.042
1966	0.014	0.042	-0.068	0.096	-0.091	0.042	-0.173	-0.009	-0.209	0.097	-0.398	-0.019	-0.278	0.097	-0.469	-0.087
1967	0.003	0.042	-0.079	0.085	-0.112	0.042	-0.194	-0.030	-0.206	0.097	-0.396	-0.016	-0.290	0.097	-0.481	-0.099
1968	-0.011	0.042	-0.093	0.071	-0.138	0.042	-0.220	-0.056	-0.230	0.097	-0.419	-0.040	-0.330	0.097	-0.521	-0.139
1969	-0.009	0.042	-0.091	0.073	-0.149	0.042	-0.231	-0.067	-0.242	0.097	-0.432	-0.052	-0.352	0.098	-0.543	-0.160
1970	-0.010	0.042	-0.092	0.072	-0.160	0.042	-0.242	-0.078	-0.252	0.097	-0.442	-0.062	-0.374	0.098	-0.565	-0.182
1971	-0.005	0.042	-0.087	0.077	-0.167	0.042	-0.248	-0.085	-0.242	0.097	-0.432	-0.051	-0.378	0.098	-0.569	-0.186
1972	-0.011	0.042	-0.093	0.071	-0.176	0.042	-0.258	-0.094	-0.264	0.097	-0.455	-0.074	-0.404	0.098	-0.596	-0.212
1973	-0.011	0.042	-0.093	0.071	-0.181	0.042	-0.263	-0.099	-0.268	0.098	-0.459	-0.077	-0.414	0.098	-0.607	-0.221
1974	-0.015	0.042	-0.097	0.067	-0.188	0.042	-0.270	-0.106	-0.272	0.098	-0.464	-0.080	-0.424	0.098	-0.617	-0.231
1975	-0.027	0.042	-0.109	0.055	-0.199	0.042	-0.281	-0.117	-0.298	0.098	-0.490	-0.106	-0.453	0.099	-0.646	-0.259
1976	-0.037	0.042	-0.119	0.045	-0.213	0.042	-0.295	-0.131	-0.306	0.098	-0.499	-0.113	-0.468	0.099	-0.663	-0.274
1977	-0.051	0.042	-0.133	0.031	-0.233	0.042	-0.315	-0.151	-0.324	0.099	-0.517	-0.130	-0.491	0.100	-0.686	-0.296
1978	-0.067	0.042	-0.149	0.015	-0.265	0.042	-0.347	-0.182	-0.356	0.099	-0.551	-0.162	-0.538	0.100	-0.734	-0.342
1979	-0.092	0.042	-0.175	-0.009	-0.301	0.042	-0.384	-0.218	-0.358	0.101	-0.556	-0.161	-0.546	0.102	-0.745	-0.346
Birth Order																
1	0	(base)			0	(base)			0	(base)			0	(base)		
2	-0.024	0.003	-0.029	-0.018	-0.025	0.003	-0.031	-0.020	0.006	0.006	-0.006	0.019	0.007	0.006	-0.006	0.019
3	-0.052	0.006	-0.063	-0.040	-0.054	0.006	-0.065	-0.042	0.013	0.013	-0.013	0.039	0.012	0.013	-0.014	0.038
4	-0.112	0.013	-0.137	-0.087	-0.117	0.013	-0.142	-0.092	-0.011	0.025	-0.060	0.037	-0.017	0.025	-0.066	0.032
5	-0.145	0.026	-0.197	-0.093	-0.159	0.026	-0.211	-0.107	-0.028	0.046	-0.118	0.061	-0.046	0.046	-0.136	0.044
6	-0.131	0.049	-0.226	-0.036	-0.147	0.049	-0.242	-0.052	-0.005	0.075	-0.151	0.141	-0.004	0.075	-0.151	0.143
7	-0.172	0.088	-0.345	0.001	-0.181	0.088	-0.354	-0.008	-0.103	0.135	-0.368	0.162	-0.088	0.135	-0.352	0.176
8	-0.258	0.138	-0.528	0.012	-0.295	0.137	-0.564	-0.025	-0.089	0.205	-0.491	0.313	-0.096	0.205	-0.499	0.306
9	-0.676	0.181	-1.031	-0.322	-0.718	0.181	-1.072	-0.364	-0.257	0.312	-0.869	0.354	-0.290	0.318	-0.913	0.333
10	-1.623	1.009	-3.600	0.354	-1.632	1.009	-3.609	0.345	-0.943	1.106	-3.111	1.226	-0.800	1.116	-2.987	1.387
Income Decile																
1					-0.433	0.005	-0.443	-0.424					-0.437	0.012	-0.460	-0.414
2					-0.177	0.004	-0.186	-0.169					-0.190	0.010	-0.210	-0.169
3					-0.085	0.004	-0.094	-0.077					-0.090	0.010	-0.110	-0.070
4					-0.033	0.004	-0.041	-0.025					-0.031	0.010	-0.050	-0.012
5					0	(base)							0	(base)		
6					0.038	0.004	0.030	0.046					0.031	0.010	0.012	0.050
7					0.067	0.004	0.059	0.075					0.067	0.010	0.048	0.086
8					0.099	0.004	0.091	0.107					0.099	0.010	0.080	0.119
9					0.134	0.004	0.126	0.142					0.131	0.010	0.112	0.151
10					0.175	0.004	0.167	0.183					0.179	0.011	0.158	0.200
Sibling Group Size																
1	0	(base)			0	(base)										
2	0.042	0.002	0.037	0.047	0.038	0.002	0.033	0.043								
3	0.103	0.004	0.095	0.110	0.100	0.004	0.092	0.108								
4	0.187	0.008	0.172	0.203	0.193	0.008	0.177	0.209								
5	0.266	0.016	0.234	0.298	0.284	0.016	0.252	0.316								
6	0.394	0.030	0.335	0.453	0.416	0.030	0.357	0.475								
7	0.312	0.053	0.209	0.416	0.347	0.053	0.244	0.451								
8	0.340	0.091	0.161	0.518	0.401	0.091	0.222	0.580								
9	0.965	0.095	0.778	1.151	0.997	0.095	0.811	1.182								
10	0.505	0.132	0.246	0.764	0.604	0.132	0.344	0.864								
11	0.540	0.447	-0.336	1.417	0.695	0.447	-0.181	1.572								
Intercept																
	0.545	0.042	0.463	0.627	0.678	0.042	0.596	0.761								

Table 8 Linear probability model estimates (childlessness), social maturity

Variable	Between-family				Within-family							
	Model 1		Model 2		Model 1		Model 2		Model 1		Model 2	
	Beta	SE	95% CI	Beta	SE	95% CI	Beta	SE	95% CI	Beta	SE	95% CI
Social Maturity												
1	0.142	0.005	0.133 0.151	0.064	0.004	0.055 0.072	0.123	0.011	0.102 0.143	0.079	0.010	0.059 0.099
2	0.102	0.002	0.099 0.105	0.065	0.002	0.062 0.068	0.074	0.004	0.066 0.081	0.054	0.004	0.047 0.062
3	0 (base)			0 (base)			0 (base)			0 (base)		
4	-0.068	0.001	-0.070 -0.065	-0.051	0.001	-0.054 -0.048	-0.036	0.003	-0.042 -0.030	-0.026	0.003	-0.032 -0.020
5	-0.109	0.004	-0.116 -0.101	-0.077	0.004	-0.085 -0.070	-0.042	0.009	-0.060 -0.025	-0.025	0.009	-0.042 -0.008
Missing	0.011	0.001	0.008 0.014	0.004	0.001	0.001 0.007	0.016	0.003	0.009 0.022	0.013	0.003	0.007 0.020
Cognitive Skills												
1	0.101	0.003	0.095 0.107	0.063	0.003	0.057 0.069	0.086	0.007	0.072 0.100	0.053	0.007	0.039 0.067
2	0.026	0.002	0.022 0.031	0.014	0.002	0.010 0.019	0.030	0.005	0.019 0.040	0.019	0.005	0.009 0.030
3	0 (base)			0 (base)			0 (base)			0 (base)		
4	-0.005	0.002	-0.009 -0.001	0.000	0.002	-0.004 0.004	-0.019	0.004	-0.028 -0.010	-0.012	0.004	-0.020 -0.003
5	-0.007	0.002	-0.011 -0.004	0.002	0.002	-0.002 0.005	-0.032	0.004	-0.040 -0.023	-0.018	0.004	-0.026 -0.010
6	0.000	0.002	-0.004 0.003	0.012	0.002	0.008 0.016	-0.037	0.005	-0.046 -0.028	-0.016	0.005	-0.026 -0.007
7	0.013	0.002	0.009 0.017	0.030	0.002	0.026 0.034	-0.034	0.005	-0.045 -0.024	-0.006	0.005	-0.017 0.004
8	0.023	0.002	0.018 0.028	0.045	0.003	0.040 0.050	-0.036	0.006	-0.048 -0.024	0.001	0.006	-0.011 0.014
9	0.046	0.003	0.040 0.052	0.073	0.003	0.067 0.079	-0.027	0.008	-0.042 -0.012	0.021	0.008	0.005 0.036
Education												
No Basic				-0.076	0.015	-0.105 -0.047				0.017	0.034	-0.049 0.084
Primary				-0.035	0.002	-0.039 -0.031				-0.014	0.005	-0.024 -0.004
Lower Secondary				-0.026	0.001	-0.029 -0.023				-0.021	0.003	-0.027 -0.014
Upper Secondary				0 (base)						0 (base)		
Post Secondary				-0.003	0.002	-0.007 0.000				-0.009	0.004	-0.017 -0.002
Tertiary				-0.028	0.002	-0.031 -0.025				-0.040	0.004	-0.048 -0.032
Doctor				-0.056	0.004	-0.064 -0.047				-0.057	0.010	-0.076 -0.037
Birth Year												
1963	0 (base)			0 (base)			0 (base)			0 (base)		
1964	-0.036	0.023	-0.080 0.009	0.003	0.022	-0.040 0.046	0.083	0.051	-0.017 0.183	0.109	0.050	0.011 0.207
1965	-0.040	0.022	-0.083 0.002	0.015	0.021	-0.026 0.057	0.064	0.049	-0.032 0.160	0.097	0.048	0.004 0.191
1966	-0.049	0.022	-0.092 -0.006	0.018	0.021	-0.023 0.059	0.070	0.049	-0.026 0.166	0.112	0.048	0.018 0.205
1967	-0.041	0.022	-0.083 0.002	0.033	0.021	-0.009 0.074	0.077	0.049	-0.019 0.173	0.127	0.048	0.033 0.220
1968	-0.036	0.022	-0.079 0.007	0.045	0.021	0.004 0.087	0.082	0.049	-0.014 0.178	0.141	0.048	0.047 0.235
1969	-0.039	0.022	-0.082 0.004	0.050	0.021	0.009 0.092	0.086	0.049	-0.010 0.183	0.151	0.048	0.057 0.245
1970	-0.039	0.022	-0.082 0.003	0.056	0.021	0.015 0.097	0.092	0.049	-0.004 0.189	0.164	0.048	0.069 0.258
1971	-0.044	0.022	-0.087 -0.001	0.059	0.021	0.018 0.101	0.083	0.049	-0.014 0.179	0.162	0.048	0.068 0.256
1972	-0.044	0.022	-0.087 -0.001	0.061	0.021	0.020 0.103	0.095	0.049	-0.001 0.192	0.176	0.048	0.081 0.270
1973	-0.048	0.022	-0.091 -0.005	0.060	0.021	0.019 0.102	0.093	0.049	-0.003 0.190	0.177	0.048	0.083 0.272
1974	-0.044	0.022	-0.087 -0.001	0.066	0.021	0.024 0.107	0.098	0.050	0.001 0.195	0.184	0.048	0.089 0.279
1975	-0.040	0.022	-0.083 0.002	0.070	0.021	0.029 0.112	0.108	0.050	0.011 0.205	0.196	0.049	0.101 0.292
1976	-0.036	0.022	-0.079 0.007	0.078	0.021	0.037 0.120	0.119	0.050	0.021 0.217	0.210	0.049	0.115 0.306
1977	-0.029	0.022	-0.072 0.013	0.088	0.021	0.046 0.129	0.119	0.050	0.021 0.217	0.214	0.049	0.118 0.309
1978	-0.022	0.022	-0.065 0.020	0.104	0.021	0.062 0.145	0.138	0.050	0.039 0.236	0.240	0.049	0.144 0.336
1979	-0.019	0.022	-0.062 0.025	0.115	0.021	0.073 0.157	0.142	0.051	0.042 0.242	0.249	0.050	0.151 0.347
Birth Order												
1	0 (base)			0 (base)			0 (base)			0 (base)		
2	0.011	0.001	0.008 0.014	0.012	0.001	0.009 0.015	-0.007	0.003	-0.013 0.000	-0.006	0.003	-0.012 0.000
3	0.024	0.003	0.018 0.030	0.025	0.003	0.019 0.031	-0.011	0.007	-0.024 0.002	-0.008	0.006	-0.021 0.004
4	0.040	0.007	0.026 0.054	0.043	0.007	0.030 0.057	-0.009	0.013	-0.034 0.016	-0.003	0.012	-0.028 0.021
5	0.043	0.015	0.014 0.072	0.051	0.014	0.023 0.079	-0.032	0.024	-0.078 0.015	-0.023	0.023	-0.068 0.023
6	0.050	0.029	-0.006 0.106	0.060	0.028	0.006 0.115	-0.001	0.041	-0.082 0.080	0.000	0.040	-0.080 0.079
7	0.086	0.051	-0.013 0.186	0.091	0.049	-0.005 0.188	0.061	0.074	-0.084 0.206	0.050	0.072	-0.091 0.192
8	-0.055	0.084	-0.219 0.109	-0.031	0.081	-0.190 0.128	-0.045	0.115	-0.271 0.180	-0.050	0.112	-0.270 0.171
9	0.080	0.108	-0.131 0.291	0.102	0.104	-0.102 0.307	0.161	0.159	-0.150 0.472	0.137	0.155	-0.166 0.441
10	0.318	0.294	-0.258 0.895	0.325	0.285	-0.234 0.884	0.232	0.344	-0.441 0.905	0.163	0.335	-0.494 0.820
Income Decile												
1				0.257	0.002	0.252 0.261				0.254	0.005	0.244 0.265
2				0.121	0.002	0.117 0.125				0.122	0.005	0.112 0.132
3				0.060	0.002	0.055 0.064				0.057	0.005	0.047 0.066
4				0.023	0.002	0.019 0.028				0.020	0.005	0.010 0.029
5				0 (base)						0 (base)		
6				-0.023	0.002	-0.027 -0.019				-0.018	0.005	-0.028 -0.009
7				-0.044	0.002	-0.048 -0.040				-0.048	0.005	-0.057 -0.038
8				-0.065	0.002	-0.070 -0.061				-0.064	0.005	-0.073 -0.054
9				-0.086	0.002	-0.090 -0.082				-0.076	0.005	-0.086 -0.067
10				-0.108	0.002	-0.112 -0.104				-0.104	0.005	-0.114 -0.093
Sibling Group Size												
1	0 (base)			0 (base)								
2	-0.017	0.001	-0.019 -0.014	-0.013	0.001	-0.016 -0.011						
3	-0.033	0.002	-0.037 -0.028	-0.031	0.002	-0.035 -0.027						
4	-0.049	0.005	-0.058 -0.040	-0.054	0.004	-0.062 -0.045						
5	-0.059	0.009	-0.077 -0.041	-0.071	0.009	-0.089 -0.053						
6	-0.113	0.018	-0.148 -0.077	-0.127	0.017	-0.161 -0.093						
7	-0.033	0.030	-0.093 0.027	-0.055	0.030	-0.113 0.003						
8	-0.042	0.053	-0.146 0.062	-0.082	0.052	-0.183 0.019						
9	-0.115	0.071	-0.254 0.024	-0.139	0.069	-0.274 -0.005						
10	-0.140	0.080	-0.298 0.017	-0.188	0.078	-0.340 -0.035						
11	0.196	0.283	-0.359 0.750	0.083	0.275	-0.455 0.621						
Intercept												
	0.248	0.022	0.205 0.290	0.150	0.021	0.108 0.191	0.123	0.049	0.026 0.219	0.044	0.048	-0.051 0.139

Table 9 Linear probability model estimates (childlessness), emotional stability

Variable	Between-family						Within-family					
	Model 1			Model 2			Model 1			Model 2		
	Beta	SE	95% CI	Beta	SE	95% CI	Beta	SE	95% CI	Beta	SE	95% CI
Emotional Stability												
1	0.111	0.004	0.103 0.119	0.043	0.004	0.035 0.051	0.092	0.009	0.073 0.110	0.050	0.009	0.034 0.071
2	0.086	0.002	0.082 0.089	0.050	0.002	0.047 0.053	0.059	0.004	0.051 0.066	0.040	0.004	0.034 0.047
3	0 (base)			0 (base)			0 (base)			0 (base)		
4	-0.075	0.001	-0.078 -0.072	-0.055	0.001	-0.058 -0.052	-0.039	0.003	-0.045 -0.032	-0.029	0.003	-0.036 -0.022
5	-0.105	0.005	-0.114 -0.095	-0.071	0.005	-0.080 -0.062	-0.048	0.011	-0.069 -0.026	-0.030	0.011	-0.051 -0.009
Missing	0.014	0.001	0.011 0.016	0.006	0.001	0.003 0.008	0.016	0.003	0.010 0.023	0.012	0.003	0.006 0.019
Cognitive Skills												
1	0.109	0.003	0.103 0.115	0.068	0.003	0.062 0.074	0.092	0.007	0.078 0.106	0.057	0.007	0.043 0.071
2	0.030	0.002	0.025 0.035	0.017	0.002	0.012 0.021	0.032	0.005	0.022 0.043	0.021	0.005	0.011 0.032
3	0 (base)			0 (base)			0 (base)			0 (base)		
4	-0.007	0.002	-0.011 -0.003	-0.001	0.002	-0.005 0.002	-0.020	0.004	-0.029 -0.011	-0.013	0.004	-0.021 -0.004
5	-0.013	0.002	-0.017 -0.009	-0.002	0.002	-0.006 0.002	-0.035	0.004	-0.043 -0.027	-0.020	0.004	-0.029 -0.012
6	-0.007	0.002	-0.011 -0.003	0.009	0.002	0.005 0.013	-0.040	0.005	-0.050 -0.031	-0.019	0.005	-0.028 -0.009
7	0.006	0.002	0.001 0.010	0.026	0.002	0.022 0.031	-0.038	0.005	-0.049 -0.028	-0.009	0.005	-0.019 0.002
8	0.016	0.002	0.011 0.021	0.042	0.003	0.037 0.047	-0.040	0.006	-0.052 -0.028	0.000	0.006	-0.013 0.012
9	0.039	0.003	0.033 0.045	0.070	0.003	0.064 0.076	-0.030	0.008	-0.044 -0.015	0.019	0.008	0.004 0.035
Education												
No Basic				-0.069	0.015	-0.099 -0.040				0.022	0.034	-0.045 0.088
Primary				-0.032	0.002	-0.036 -0.028				-0.012	0.005	-0.022 -0.002
Lower Secondary				-0.024	0.001	-0.027 -0.021				-0.020	0.003	-0.027 -0.014
Upper Secondary				0 (base)						0 (base)		
Post Secondary				-0.004	0.002	-0.007 0.000				-0.010	0.004	-0.017 -0.002
Tertiary				-0.030	0.002	-0.033 -0.027				-0.040	0.004	-0.048 -0.033
Doctor				-0.058	0.004	-0.067 -0.050				-0.057	0.010	-0.077 -0.037
Birth Year												
1963	0 (base)			0 (base)			0 (base)			0 (base)		
1964	-0.037	0.023	-0.082 0.007	0.002	0.022	-0.041 0.045	0.078	0.051	-0.022 0.179	0.106	0.050	0.007 0.204
1965	-0.041	0.022	-0.084 0.001	0.014	0.021	-0.027 0.056	0.061	0.049	-0.035 0.157	0.095	0.048	0.001 0.188
1966	-0.052	0.022	-0.095 -0.009	0.016	0.021	-0.025 0.058	0.067	0.049	-0.029 0.163	0.109	0.048	0.015 0.203
1967	-0.044	0.022	-0.086 -0.001	0.030	0.021	-0.011 0.072	0.073	0.049	-0.023 0.170	0.124	0.048	0.030 0.218
1968	-0.040	0.022	-0.083 0.003	0.043	0.021	0.001 0.084	0.078	0.049	-0.019 0.174	0.137	0.048	0.043 0.231
1969	-0.043	0.022	-0.086 -0.001	0.047	0.021	0.006 0.089	0.082	0.049	-0.015 0.178	0.147	0.048	0.053 0.241
1970	-0.045	0.022	-0.088 -0.002	0.053	0.021	0.011 0.094	0.087	0.049	-0.010 0.183	0.159	0.048	0.065 0.253
1971	-0.049	0.022	-0.092 -0.007	0.056	0.021	0.015 0.098	0.077	0.049	-0.020 0.174	0.158	0.048	0.064 0.252
1972	-0.050	0.022	-0.092 -0.007	0.058	0.021	0.017 0.100	0.090	0.049	-0.006 0.187	0.172	0.048	0.078 0.267
1973	-0.054	0.022	-0.096 -0.011	0.058	0.021	0.016 0.099	0.088	0.049	-0.009 0.185	0.173	0.048	0.079 0.268
1974	-0.050	0.022	-0.092 -0.007	0.064	0.021	0.022 0.105	0.092	0.050	-0.006 0.189	0.180	0.048	0.085 0.275
1975	-0.044	0.022	-0.087 -0.002	0.069	0.021	0.028 0.111	0.103	0.050	0.006 0.200	0.193	0.049	0.098 0.289
1976	-0.038	0.022	-0.081 0.005	0.078	0.021	0.037 0.120	0.114	0.050	0.017 0.212	0.207	0.049	0.112 0.303
1977	-0.033	0.022	-0.076 0.010	0.087	0.021	0.045 0.128	0.114	0.050	0.016 0.212	0.210	0.049	0.115 0.306
1978	-0.026	0.022	-0.069 0.016	0.103	0.021	0.062 0.145	0.132	0.050	0.033 0.230	0.236	0.049	0.140 0.333
1979	-0.023	0.022	-0.066 0.021	0.114	0.021	0.072 0.156	0.139	0.051	0.039 0.239	0.247	0.050	0.149 0.345
Birth Order												
1	0 (base)			0 (base)			0 (base)			0 (base)		
2	0.012	0.001	0.009 0.015	0.013	0.001	0.010 0.015	-0.006	0.003	-0.012 0.000	-0.005	0.003	-0.011 0.001
3	0.025	0.003	0.019 0.031	0.026	0.003	0.020 0.032	-0.009	0.007	-0.022 0.003	-0.007	0.006	-0.020 0.005
4	0.041	0.007	0.027 0.055	0.044	0.007	0.031 0.058	-0.007	0.013	-0.032 0.018	-0.002	0.012	-0.026 0.022
5	0.044	0.015	0.015 0.073	0.052	0.014	0.023 0.080	-0.029	0.024	-0.076 0.017	-0.021	0.023	-0.067 0.025
6	0.051	0.029	-0.005 0.107	0.061	0.028	0.007 0.116	0.006	0.041	-0.076 0.087	0.005	0.040	-0.075 0.084
7	0.082	0.051	-0.018 0.182	0.090	0.049	-0.007 0.187	0.060	0.074	-0.085 0.205	0.050	0.072	-0.092 0.191
8	-0.060	0.084	-0.225 0.104	-0.033	0.081	-0.193 0.126	-0.045	0.115	-0.271 0.181	-0.050	0.112	-0.270 0.170
9	0.075	0.108	-0.136 0.286	0.101	0.104	-0.104 0.305	0.158	0.159	-0.153 0.469	0.135	0.155	-0.169 0.339
10	0.320	0.295	-0.258 0.897	0.314	0.286	-0.246 0.873	0.253	0.344	-0.420 0.927	0.172	0.335	-0.486 0.829
Income Decile												
1				0.258	0.002	0.254 0.263				0.256	0.005	0.245 0.266
2				0.122	0.002	0.118 0.126				0.123	0.005	0.114 0.133
3				0.060	0.002	0.056 0.064				0.057	0.005	0.048 0.067
4				0.023	0.002	0.019 0.027				0.019	0.005	0.010 0.029
5				0 (base)						0 (base)		
6				-0.023	0.002	-0.028 -0.019				-0.019	0.005	-0.028 -0.009
7				-0.044	0.002	-0.048 -0.040				-0.048	0.005	-0.057 -0.039
8				-0.066	0.002	-0.070 -0.062				-0.064	0.005	-0.073 -0.055
9				-0.087	0.002	-0.091 -0.082				-0.077	0.005	-0.087 -0.067
10				-0.109	0.002	-0.114 -0.105				-0.104	0.005	-0.115 -0.094
Sibling Group Size												
1	0 (base)			0 (base)								
2	-0.017	0.001	-0.019 -0.014	-0.013	0.001	-0.016 -0.011						
3	-0.033	0.002	-0.037 -0.029	-0.031	0.002	-0.035 -0.027						
4	-0.050	0.005	-0.059 -0.041	-0.055	0.004	-0.063 -0.046						
5	-0.057	0.009	-0.076 -0.039	-0.070	0.009	-0.088 -0.052						
6	-0.111	0.018	-0.147 -0.076	-0.127	0.017	-0.161 -0.093						
7	-0.030	0.031	-0.090 0.030	-0.054	0.030	-0.112 0.004						
8	-0.036	0.053	-0.140 0.069	-0.079	0.052	-0.180 0.022						
9	-0.115	0.071	-0.255 0.024	-0.140	0.069	-0.275 0.005						
10	-0.113	0.080	-0.270 0.045	-0.171	0.078	-0.324 -0.018						
11	0.185	0.283	-0.371 0.740	0.087	0.275	-0.452 0.625						
Intercept												
	0.252	0.022	0.209 0.295	0.152	0.021	0.110 0.193	0.128	0.049	0.032 0.225	0.049	0.048	-0.046 0.143

Table 10 Cox proportional hazards model estimates (divorce), social maturity

Variable	Between-family						Within-family					
	Model 1			Model 2			Model 1			Model 2		
	HR	SE	95% CI	HR	SE	95% CI	HR	SE	95% CI	HR	SE	95% CI
Social Mobility												
1	1.812	0.053	1.712	1.918	1.580	0.046	1.492	1.673	1.478	0.178	1.167	1.871
2	1.360	0.015	1.332	1.390	1.263	0.014	1.237	1.291	1.087	0.045	1.002	1.179
3	1	(base)			1	(base)			1	(base)		
4	0.958	0.008	0.942	0.974	1.003	0.009	0.986	1.020	1.011	0.031	0.951	1.074
5	1.009	0.024	0.963	1.058	1.076	0.026	1.027	1.128	1.038	0.084	0.886	1.216
Missing	1.101	0.010	1.082	1.121	1.094	0.010	1.074	1.113	1.002	0.034	0.938	1.071
Cognitive Skills												
1	1.292	0.025	1.244	1.342	1.164	0.023	1.120	1.210	1.465	0.114	1.258	1.706
2	1.108	0.017	1.076	1.141	1.061	0.016	1.030	1.093	1.139	0.064	1.020	1.271
3	1	(base)			1	(base)			1	(base)		
4	0.885	0.011	0.863	0.906	0.925	0.011	0.903	0.948	0.964	0.044	0.881	1.054
5	0.804	0.009	0.786	0.822	0.894	0.010	0.874	0.915	0.884	0.039	0.811	0.964
6	0.727	0.009	0.709	0.745	0.876	0.011	0.854	0.898	0.834	0.041	0.757	0.918
7	0.643	0.009	0.626	0.660	0.832	0.012	0.809	0.856	0.777	0.042	0.699	0.865
8	0.592	0.009	0.574	0.610	0.814	0.014	0.787	0.841	0.709	0.044	0.627	0.801
9	0.538	0.011	0.518	0.559	0.782	0.016	0.750	0.815	0.670	0.053	0.574	0.782
Education												
No Basic					1.414	0.122	1.195	1.674			1.374	0.549
Primary					1.358	0.017	1.324	1.392			1.224	0.063
Lower Secondary					1.095	0.010	1.075	1.116			1.062	0.038
Upper Secondary					1	(base)					1	(base)
Post Secondary					0.853	0.010	0.834	0.872			0.999	0.042
Tertiary					0.666	0.008	0.651	0.681			0.732	0.032
Doctor					0.654	0.021	0.614	0.697			0.705	0.080
Birth Year												
1963	1	(base)			1	(base)			1	(base)		
1964	0.685	0.075	0.552	0.849	0.714	0.078	0.576	0.886	0.430	0.227	0.153	1.209
1965	0.647	0.068	0.527	0.795	0.666	0.070	0.542	0.818	0.556	0.281	0.206	1.497
1966	0.627	0.066	0.510	0.770	0.652	0.068	0.530	0.801	0.503	0.255	0.186	1.357
1967	0.629	0.066	0.512	0.773	0.655	0.069	0.533	0.804	0.523	0.265	0.193	1.413
1968	0.635	0.067	0.517	0.779	0.666	0.070	0.542	0.818	0.524	0.265	0.194	1.414
1969	0.624	0.065	0.508	0.766	0.658	0.069	0.535	0.808	0.504	0.256	0.186	1.365
1970	0.607	0.064	0.494	0.746	0.644	0.068	0.524	0.791	0.538	0.273	0.198	1.457
1971	0.583	0.061	0.475	0.716	0.633	0.066	0.515	0.778	0.499	0.254	0.184	1.356
1972	0.586	0.062	0.477	0.720	0.640	0.067	0.521	0.786	0.501	0.256	0.184	1.364
1973	0.579	0.061	0.471	0.711	0.637	0.067	0.518	0.783	0.482	0.247	0.177	1.314
1974	0.577	0.061	0.469	0.709	0.642	0.068	0.522	0.789	0.493	0.253	0.180	1.348
1975	0.585	0.062	0.476	0.719	0.662	0.070	0.539	0.814	0.553	0.285	0.202	1.516
1976	0.585	0.062	0.476	0.719	0.661	0.070	0.537	0.813	0.579	0.299	0.210	1.595
1977	0.604	0.064	0.491	0.743	0.681	0.072	0.553	0.837	0.542	0.281	0.196	1.498
1978	0.594	0.063	0.483	0.731	0.664	0.070	0.540	0.818	0.569	0.297	0.205	1.583
1979	0.624	0.069	0.502	0.775	0.688	0.076	0.554	0.854	0.601	0.322	0.210	1.715
Birth Order												
1	1	(base)			1	(base)			1	(base)		
2	0.956	0.009	0.938	0.974	0.951	0.009	0.934	0.969	0.921	0.030	0.864	0.980
3	1.004	0.019	0.967	1.043	0.998	0.019	0.961	1.036	0.913	0.060	0.803	1.037
4	0.981	0.043	0.901	1.069	0.976	0.043	0.896	1.063	0.923	0.114	0.724	1.176
5	0.924	0.082	0.776	1.101	0.906	0.081	0.761	1.078	0.748	0.186	0.485	1.155
6	0.981	0.167	0.703	1.369	0.971	0.165	0.696	1.354	1.218	0.454	0.586	2.528
7	1.124	0.064	0.596	2.121	1.106	0.358	0.586	2.087	2.269	1.649	0.546	9.428
8	0.551	0.343	0.162	1.867	0.509	0.318	0.150	1.728	2.067	3.647	0.065	65.614
Income Decile												
1					1.679	0.024	1.633	1.726			1.396	0.077
2					1.310	0.019	1.273	1.347			1.127	0.061
3					1.079	0.016	1.048	1.110			0.986	0.051
4					1.020	0.015	0.991	1.050			0.904	0.046
5					1	(base)					1	(base)
6					0.972	0.014	0.945	1.000			0.882	0.045
7					0.946	0.014	0.919	0.974			0.853	0.043
8					0.957	0.014	0.930	0.985			0.887	0.045
9					0.986	0.014	0.958	1.015			0.914	0.046
10					1.168	0.016	1.137	1.201			1.113	0.058
Sibling Group Size												
1	1	(base)			1	(base)						
2	0.941	0.008	0.925	0.956	0.948	0.008	0.933	0.964				
3	0.912	0.012	0.887	0.936	0.910	0.012	0.886	0.935				
4	0.857	0.024	0.810	0.906	0.835	0.024	0.790	0.883				
5	0.907	0.050	0.814	1.011	0.872	0.048	0.783	0.972				
6	0.892	0.090	0.733	1.087	0.870	0.088	0.714	1.060				
7	0.656	0.131	0.443	0.971	0.651	0.130	0.440	0.962				
8	1.197	0.324	0.704	2.036	1.096	0.297	0.644	1.866				
9	0.708	0.295	0.313	1.602	0.743	0.307	0.330	1.672				
10	0.590	0.362	0.177	1.963	0.594	0.366	0.177	1.987				

Table 11 Cox proportional hazards model estimates (divorce), emotional stability

Variable	Between-family						Within-family									
	Model 1			Model 2			Model 1			Model 2						
	HR	SE	95% CI	HR	SE	95% CI	HR	SE	95% CI	HR	SE	95% CI				
Emotional Stability																
1	1.668	0.043	1.585	1.754	1.477	0.038	1.403	1.554	1.440	0.160	1.159	1.790	1.368	0.153	1.099	1.702
2	1.354	0.014	1.328	1.381	1.267	0.013	1.242	1.292	1.130	0.044	1.047	1.218	1.103	0.043	1.022	1.191
3	1 (base)			1 (base)			1 (base)			1 (base)			1 (base)			
4	0.944	0.009	0.926	0.961	0.987	0.010	0.969	1.006	0.985	0.034	0.922	1.053	0.994	0.034	0.929	1.063
5	1.015	0.031	0.955	1.078	1.072	0.033	1.009	1.138	1.141	0.116	0.935	1.392	1.169	0.120	0.955	1.429
Missing	1.110	0.010	1.091	1.130	1.097	0.010	1.078	1.116	1.004	0.034	0.940	1.072	1.004	0.034	0.939	1.072
Cognitive Skills																
1	1.305	0.025	1.256	1.356	1.170	0.023	1.126	1.216	1.455	0.113	1.250	1.695	1.368	0.107	1.173	1.596
2	1.114	0.017	1.082	1.147	1.064	0.016	1.034	1.096	1.142	0.064	1.023	1.274	1.114	0.063	0.998	1.245
3	1 (base)			1 (base)			1 (base)			1 (base)			1 (base)			
4	0.885	0.011	0.863	0.906	0.926	0.011	0.904	0.949	0.967	0.044	0.884	1.058	0.980	0.045	0.896	1.073
5	0.800	0.009	0.782	0.818	0.893	0.010	0.873	0.913	0.887	0.039	0.814	0.967	0.929	0.042	0.851	1.014
6	0.725	0.009	0.707	0.743	0.876	0.011	0.854	0.898	0.838	0.041	0.761	0.922	0.910	0.046	0.825	1.005
7	0.642	0.009	0.625	0.659	0.834	0.012	0.811	0.857	0.782	0.042	0.704	0.870	0.881	0.050	0.788	0.984
8	0.592	0.009	0.574	0.610	0.816	0.014	0.789	0.843	0.714	0.045	0.632	0.807	0.827	0.055	0.727	0.941
9	0.538	0.011	0.518	0.559	0.785	0.016	0.753	0.817	0.676	0.053	0.579	0.789	0.805	0.067	0.685	0.947
Education																
No Basic					1.441	0.124	1.217	1.705					1.368	0.547	0.625	2.995
Primary					1.361	0.017	1.328	1.396					1.221	0.063	1.103	1.351
Lower Secondary					1.096	0.010	1.075	1.116					1.061	0.038	0.989	1.139
Upper Secondary					1 (base)								1 (base)			
Post Secondary					0.855	0.010	0.836	0.874					1.000	0.042	0.921	1.085
Tertiary					0.668	0.008	0.653	0.683					0.731	0.032	0.671	0.796
Doctor					0.655	0.021	0.615	0.698					0.705	0.080	0.564	0.881
Birth Year																
1963	1 (base)			1 (base)			1 (base)			1 (base)						
1964	0.699	0.077	0.564	0.867	0.728	0.080	0.587	0.903	0.431	0.227	0.153	1.210	0.460	0.243	0.163	1.296
1965	0.666	0.070	0.542	0.818	0.683	0.072	0.556	0.839	0.558	0.282	0.207	1.503	0.599	0.303	0.222	1.616
1966	0.641	0.067	0.521	0.787	0.665	0.070	0.541	0.817	0.503	0.255	0.187	1.358	0.542	0.275	0.201	1.466
1967	0.645	0.068	0.525	0.792	0.670	0.070	0.545	0.823	0.524	0.266	0.194	1.416	0.564	0.287	0.208	1.529
1968	0.650	0.068	0.529	0.798	0.681	0.072	0.554	0.837	0.524	0.265	0.194	1.414	0.571	0.290	0.211	1.545
1969	0.636	0.067	0.518	0.782	0.671	0.070	0.546	0.824	0.504	0.256	0.186	1.366	0.546	0.278	0.201	1.482
1970	0.618	0.065	0.503	0.759	0.656	0.069	0.534	0.806	0.536	0.273	0.198	1.452	1	0.297	0.215	1.582
1971	0.593	0.062	0.482	0.728	0.644	0.068	0.524	0.791	0.497	0.253	0.183	1.348	0.549	0.280	0.202	1.494
1972	0.596	0.063	0.485	0.732	0.651	0.068	0.530	0.800	0.498	0.254	0.183	1.355	0.550	0.282	0.202	1.501
1973	0.587	0.062	0.478	0.721	0.646	0.068	0.526	0.795	0.478	0.245	0.175	1.303	0.533	0.274	0.195	1.458
1974	0.585	0.062	0.476	0.719	0.652	0.069	0.530	0.801	0.488	0.250	0.178	1.333	0.545	0.280	0.199	1.494
1975	0.595	0.063	0.484	0.731	0.673	0.071	0.548	0.828	0.547	0.282	0.199	1.500	0.615	0.318	0.224	1.692
1976	0.595	0.063	0.484	0.731	0.672	0.071	0.547	0.827	0.572	0.296	0.208	1.576	0.651	0.338	0.236	1.800
1977	0.613	0.065	0.498	0.754	0.690	0.073	0.561	0.850	0.534	0.277	0.193	1.476	0.594	0.310	0.214	1.649
1978	0.602	0.064	0.489	0.740	0.673	0.071	0.547	0.829	0.563	0.294	0.203	1.567	0.620	0.324	0.222	1.729
1979	0.633	0.070	0.510	0.786	0.699	0.077	0.562	0.868	0.595	0.319	0.208	1.699	0.652	0.350	0.227	1.868
Birth Order																
1	1 (base)			1 (base)			1 (base)			1 (base)						
2	0.956	0.009	0.938	0.974	0.951	0.009	0.933	0.969	0.922	0.030	0.866	0.982	0.924	0.030	0.867	0.984
3	1.004	0.019	0.967	1.043	0.997	0.019	0.960	1.035	0.917	0.060	0.807	1.042	0.916	0.060	0.806	1.042
4	0.982	0.043	0.901	1.070	0.977	0.043	0.897	1.064	0.923	0.114	0.725	1.176	0.938	0.117	0.735	1.197
5	0.917	0.082	0.770	1.092	0.900	0.080	0.756	1.071	0.758	0.168	0.491	1.170	0.773	0.172	0.500	1.195
6	0.965	0.164	0.692	1.346	0.959	0.163	0.687	1.338	1.215	0.454	0.584	2.525	1.182	0.444	0.566	2.469
7	1.092	0.355	0.578	2.064	1.080	0.350	0.572	2.040	2.340	1.706	0.561	9.769	2.276	1.670	0.540	9.588
8	0.508	0.316	0.150	1.721	0.482	0.300	0.142	1.633	2.163	3.743	0.073	64.278	3.160	5.543	0.101	98.371
Income Decile																
1					1.677	0.024	1.631	1.724					1.396	0.077	1.253	1.557
2					1.308	0.019	1.271	1.345					1.127	0.061	1.014	1.253
3					1.078	0.016	1.047	1.109					0.986	0.051	0.890	1.090
4					1.020	0.015	0.991	1.049					0.905	0.046	0.819	1.000
5					1 (base)								1 (base)			
6					0.972	0.014	0.945	1.000					0.884	0.045	0.800	0.974
7					0.947	0.014	0.920	0.974					0.855	0.044	0.774	0.947
8					0.958	0.014	0.931	0.986					0.888	0.045	0.805	0.984
9					0.987	0.014	0.960	1.016					0.916	0.047	0.829	1.011
10					1.171	0.017	1.139	1.204					1.116	0.058	1.008	1.233
Sibling Group Size																
1	1 (base)			1 (base)			1 (base)			1 (base)						
2	0.940	0.008	0.925	0.956	0.948	0.008	0.933	0.964								
3	0.912	0.012	0.887	0.936	0.910	0.012	0.886	0.935								
4	0.857	0.024	0.810	0.906	0.835	0.024	0.790	0.883								
5	0.909	0.050	0.816	1.013	0.874	0.048	0.785	0.974								
6	0.894	0.090	0.734	1.089	0.873	0.088	0.717	1.064								
7	0.667	0.134	0.450	0.988	0.658	0.132	0.445	0.974								
8	1.238	0.335	0.728	2.105	1.118	0.303	0.657	1.903								
9	0.703	0.292	0.311	1.588	0.737	0.305	0.328	1.658								
10	0.577	0.354	0.173	1.923	0.585	0.361	0.175	1.963								

Table 12 Cox proportional hazards model estimates (cohabitation dissolution), social maturity

Variable	Between-family				Within-family											
	Model 1		Model 2		Model 1		Model 2									
	HR	SE	95% CI	HR	SE	95% CI	HR	SE	95% CI	HR	SE	95% CI				
Social Maturity																
1	1.545	0.054	1.442	1.655	1.380	0.049	1.288	1.479	1.206	0.292	0.751	1.939	1.153	0.281	0.715	1.860
2	1.271	0.017	1.238	1.306	1.201	0.016	1.169	1.234	1.161	0.093	0.994	1.358	1.144	0.092	0.977	1.340
3	1 (base)				1 (base)				1 (base)				1 (base)			
4	0.965	0.012	0.941	0.990	1.005	0.013	0.979	1.030	0.934	0.071	0.805	1.083	0.952	0.073	0.819	1.106
5	1.019	0.043	0.937	1.108	1.074	0.046	0.988	1.167	0.976	0.224	0.622	1.531	1.017	0.239	0.642	1.610
Missing	1.099	0.014	1.073	1.127	1.088	0.014	1.062	1.115	1.129	0.084	0.976	1.305	1.140	0.086	0.984	1.321
Cognitive Skills																
1	1.230	0.030	1.172	1.291	1.145	0.028	1.091	1.202	1.379	0.212	1.020	1.864	1.357	0.211	1.000	1.841
2	1.084	0.020	1.045	1.123	1.054	0.019	1.016	1.092	1.146	0.120	0.934	1.406	1.147	0.121	0.933	1.410
3	1 (base)				1 (base)				1 (base)				1 (base)			
4	0.942	0.015	0.914	0.971	0.970	0.015	0.941	1.000	1.098	0.098	0.923	1.307	1.126	0.101	0.944	1.342
5	0.881	0.013	0.856	0.907	0.946	0.014	0.918	0.974	0.912	0.080	0.768	1.082	0.963	0.086	0.809	1.146
6	0.802	0.013	0.776	0.829	0.908	0.016	0.878	0.940	0.879	0.090	0.720	1.073	0.935	0.098	0.761	1.148
7	0.751	0.015	0.723	0.779	0.900	0.018	0.865	0.937	0.801	0.098	0.630	1.019	0.886	0.113	0.690	1.138
8	0.679	0.017	0.646	0.714	0.869	0.023	0.825	0.916	0.654	0.108	0.474	0.902	0.741	0.127	0.530	1.036
9	0.632	0.023	0.589	0.678	0.856	0.032	0.795	0.922	0.467	0.120	0.282	0.773	0.587	0.156	0.349	0.987
Education																
No Basic					1.324	0.159	1.046	1.674					2.554	2.178	0.480	13.591
Primary					1.232	0.020	1.193	1.272					1.030	0.107	0.841	1.262
Lower Secondary					1.033	0.013	1.007	1.059					1.006	0.077	0.867	1.168
Upper Secondary					1 (base)								1 (base)			
Post Secondary					0.875	0.015	0.847	0.905					0.912	0.094	0.745	1.117
Tertiary					0.693	0.012	0.669	0.717					0.827	0.092	0.664	1.028
Doctor					0.642	0.045	0.559	0.737					0.523	0.295	0.173	1.578
Birth Year																
1963	1 (base)				1 (base)				1 (base)				1 (base)			
1964	0.729	0.135	0.508	1.047	0.755	0.139	0.526	1.084	0.519	0.667	0.042	6.437	0.584	0.755	0.046	7.352
1965	0.720	0.126	0.511	1.015	0.739	0.129	0.525	1.041	0.482	0.595	0.043	5.425	0.540	0.670	0.047	6.150
1966	0.724	0.127	0.514	1.020	0.750	0.131	0.532	1.057	0.403	0.497	0.036	4.519	0.457	0.567	0.040	5.192
1967	0.777	0.136	0.552	1.095	0.803	0.140	0.570	1.131	0.480	0.594	0.043	5.416	0.537	0.667	0.047	6.124
1968	0.752	0.132	0.534	1.059	0.778	0.136	0.552	1.097	0.461	0.569	0.041	5.180	0.525	0.650	0.046	5.955
1969	0.751	0.131	0.533	1.058	0.778	0.136	0.553	1.097	0.380	0.470	0.034	4.290	0.417	0.519	0.037	4.764
1970	0.761	0.133	0.540	1.072	0.792	0.139	0.562	1.117	0.474	0.587	0.042	5.365	0.525	0.652	0.046	6.005
1971	0.748	0.131	0.531	1.054	0.788	0.138	0.559	1.110	0.373	0.461	0.033	4.211	0.415	0.516	0.036	4.743
1972	0.727	0.127	0.516	1.024	0.766	0.134	0.544	1.080	0.397	0.492	0.035	4.504	0.444	0.554	0.039	5.104
1973	0.716	0.125	0.508	1.010	0.758	0.133	0.538	1.068	0.314	0.390	0.028	3.578	0.344	0.429	0.030	3.968
1974	0.733	0.128	0.520	1.033	0.782	0.137	0.555	1.102	0.333	0.414	0.029	3.811	0.363	0.454	0.031	4.205
1975	0.756	0.132	0.537	1.066	0.814	0.143	0.578	1.148	0.384	0.479	0.033	4.414	0.430	0.538	0.037	4.995
1976	0.759	0.133	0.538	1.069	0.816	0.143	0.579	1.151	0.398	0.497	0.034	4.599	0.443	0.556	0.038	5.190
1977	0.755	0.132	0.536	1.064	0.810	0.142	0.574	1.142	0.367	0.460	0.032	4.272	0.394	0.496	0.033	4.645
1978	0.714	0.125	0.507	1.007	0.756	0.133	0.536	1.066	0.307	0.386	0.026	3.604	0.331	0.418	0.028	3.933
1979	0.756	0.135	0.533	1.073	0.799	0.143	0.563	1.133	0.216	0.274	0.018	2.602	0.236	0.302	0.019	2.888
Birth Order																
1	1 (base)				1 (base)				1 (base)				1 (base)			
2	0.952	0.013	0.927	0.977	0.949	0.013	0.924	0.974	1.090	0.075	0.953	1.248	1.089	0.076	0.950	1.249
3	0.974	0.027	0.923	1.028	0.977	0.027	0.926	1.030	1.324	0.187	1.004	1.747	1.310	0.187	0.990	1.733
4	0.898	0.056	0.795	1.014	0.889	0.055	0.787	1.004	1.418	0.368	0.852	2.360	1.378	0.362	0.824	2.305
5	0.931	0.119	0.724	1.197	0.931	0.119	0.724	1.197	2.030	0.984	0.785	5.251	2.066	1.016	0.788	5.414
6	0.956	0.221	0.608	1.503	1.006	0.233	0.639	1.582	3.244	2.723	0.626	16.810	3.393	2.893	0.638	18.045
7	0.451	0.205	0.185	1.101	0.471	0.214	0.193	1.149	3.950	4.330	0.461	33.864	3.338	3.696	0.381	29.244
8	0.602	0.367	0.182	1.988	0.679	0.412	0.207	2.230	3.569	5.600	0.165	77.283	3.457	5.442	0.158	75.660
Income Decile																
1					1.390	0.026	1.341	1.442					1.548	0.173	1.244	1.927
2					1.206	0.023	1.162	1.252					1.378	0.150	1.114	1.705
3					1.061	0.021	1.021	1.102					1.038	0.114	0.838	1.286
4					1.000	0.020	0.962	1.040					1.024	0.110	0.829	1.265
5					1 (base)								1 (base)			
6					0.982	0.020	0.944	1.022					0.929	0.103	0.748	1.155
7					0.975	0.020	0.937	1.015					0.927	0.103	0.746	1.152
8					0.967	0.020	0.929	1.007					0.918	0.103	0.737	1.145
9					0.986	0.021	0.947	1.027					1.029	0.124	0.812	1.303
10					0.964	0.021	0.925	1.005					0.758	0.098	0.588	0.976
Sibling Group Size																
1	1 (base)				1 (base)											
2	0.962	0.011	0.940	0.984	0.965	0.011	0.943	0.987								
3	0.968	0.019	0.932	1.005	0.960	0.019	0.924	0.997								
4	1.014	0.040	0.938	1.096	0.991	0.039	0.917	1.071								
5	0.974	0.082	0.825	1.149	0.931	0.079	0.789	1.099								
6	1.108	0.169	0.822	1.493	1.060	0.162	0.785	1.429								
7	1.008	0.291	0.573	1.774	0.920	0.266	0.522	1.623								
8	1.970	0.901	0.803	4.830	1.726	0.785	0.708	4.210								
9	0.000				0.000											
10	1.541	0.836	0.532	4.460	1.387	0.749	0.481	4.000								

Table 13 Cox proportional hazards model estimates (cohabitation dissolution), emotional stability

Variable	Between-family				Within-family											
	Model 1		Model 2		Model 1		Model 2									
	HR	SE	95% CI	HR	SE	95% CI	HR	SE	95% CI	HR	SE	95% CI				
Emotional Stability																
1	1.244	0.047	1.388	1.571	1.340	0.043	1.259	1.426	0.999	0.196	0.680	1.467	0.984	0.195	0.667	1.452
2	1.240	0.016	1.209	1.272	1.176	0.015	1.146	1.206	1.133	0.089	0.971	1.323	1.112	0.089	0.951	1.300
3	1 (base)				1 (base)				1 (base)				1 (base)			
4	0.930	0.014	0.903	0.957	0.966	0.014	0.939	0.995	0.866	0.075	0.731	1.025	0.897	0.078	0.756	1.065
5	1.022	0.054	0.921	1.134	1.075	0.057	0.969	1.193	0.891	0.259	0.504	1.576	0.915	0.270	0.513	1.631
Missing	1.093	0.014	1.067	1.120	1.079	0.013	1.053	1.105	1.110	0.082	0.960	1.283	1.120	0.084	0.967	1.297
Cognitive Skills																
1	1.244	0.030	1.185	1.305	1.152	0.028	1.098	1.210	1.412	0.215	1.047	1.905	1.385	0.214	1.023	1.875
2	1.090	0.020	1.052	1.130	1.058	0.019	1.020	1.097	1.146	0.120	0.934	1.406	1.147	0.121	0.933	1.411
3	1 (base)				1 (base)				1 (base)				1 (base)			
4	0.941	0.015	0.913	0.970	0.970	0.015	0.941	1.001	1.094	0.097	0.919	1.303	1.122	0.101	0.940	1.338
5	0.877	0.013	0.852	0.903	0.944	0.014	0.917	0.972	0.906	0.079	0.764	1.075	0.958	0.085	0.804	1.140
6	0.799	0.013	0.773	0.825	0.907	0.016	0.877	0.938	0.876	0.089	0.718	1.070	0.933	0.098	0.760	1.146
7	0.748	0.014	0.721	0.777	0.901	0.018	0.866	0.937	0.802	0.098	0.631	1.020	0.887	0.113	0.690	1.139
8	0.678	0.017	0.645	0.712	0.871	0.023	0.826	0.917	0.652	0.107	0.473	0.900	0.739	0.126	0.529	1.034
9	0.631	0.023	0.587	0.677	0.858	0.032	0.797	0.924	0.474	0.122	0.287	0.784	0.596	0.157	0.355	1.000
Education																
No Basic					1.340	0.161	1.059	1.695					2.524	2.152	0.475	13.426
Primary					1.237	0.020	1.198	1.277					1.039	0.107	0.848	1.272
Lower Secondary					1.034	0.013	1.008	1.060					1.008	0.077	0.868	1.170
Upper Secondary					1 (base)				1 (base)				1 (base)			
Post Secondary					0.877	0.015	0.849	0.906					0.909	0.094	0.742	1.112
Tertiary					0.693	0.012	0.670	0.717					0.828	0.092	0.666	1.030
Doctor					0.645	0.045	0.562	0.741					0.529	0.297	0.176	1.590
Birth Year																
1963	1 (base)				1 (base)				1 (base)				1 (base)			
1964	0.718	0.133	0.500	1.031	0.747	0.138	0.520	1.072	0.542	0.698	0.043	6.771	0.603	0.781	0.048	7.641
1965	0.717	0.125	0.509	1.010	0.736	0.129	0.523	1.037	0.510	0.632	0.045	5.786	0.564	0.703	0.049	6.480
1966	0.719	0.126	0.510	1.014	0.747	0.131	0.530	1.052	0.430	0.532	0.038	4.857	0.482	0.599	0.042	5.509
1967	0.773	0.135	0.548	1.089	0.800	0.140	0.568	1.127	0.508	0.630	0.045	5.770	0.561	0.699	0.049	6.451
1968	0.747	0.131	0.530	1.052	0.775	0.136	0.550	1.092	0.489	0.605	0.043	5.532	0.549	0.683	0.048	6.288
1969	0.744	0.130	0.528	1.049	0.774	0.135	0.549	1.091	0.401	0.497	0.035	4.557	0.435	0.543	0.038	5.004
1970	0.752	0.131	0.533	1.059	0.786	0.138	0.558	1.108	0.505	0.627	0.044	5.753	0.552	0.689	0.048	6.367
1971	0.739	0.129	0.524	1.041	0.782	0.137	0.555	1.101	0.394	0.489	0.035	4.486	0.434	0.542	0.038	5.001
1972	0.717	0.125	0.509	1.011	0.760	0.133	0.539	1.070	0.418	0.520	0.037	4.781	0.464	0.580	0.040	5.369
1973	0.707	0.124	0.502	0.996	0.752	0.132	0.533	1.059	0.330	0.411	0.029	3.788	0.358	0.448	0.031	4.163
1974	0.721	0.126	0.511	1.015	0.773	0.135	0.548	1.089	0.354	0.441	0.031	4.074	0.382	0.478	0.033	4.449
1975	0.748	0.131	0.531	1.054	0.809	0.142	0.574	1.140	0.406	0.508	0.035	4.700	0.450	0.565	0.038	5.274
1976	0.751	0.132	0.533	1.059	0.811	0.142	0.575	1.144	0.424	0.531	0.036	4.936	0.467	0.588	0.040	5.514
1977	0.746	0.131	0.529	1.051	0.803	0.141	0.569	1.132	0.390	0.490	0.033	4.579	0.414	0.524	0.035	4.929
1978	0.705	0.124	0.500	0.994	0.749	0.131	0.531	1.057	0.330	0.415	0.028	3.894	0.350	0.444	0.029	4.194
1979	0.748	0.134	0.528	1.062	0.793	0.142	0.559	1.126	0.229	0.292	0.019	2.784	0.248	0.317	0.020	3.051
Birth Order																
1	1 (base)				1 (base)				1 (base)				1 (base)			
2	0.951	0.013	0.927	0.976	0.948	0.013	0.924	0.973	1.091	0.075	0.954	1.249	1.090	0.076	0.951	1.249
3	0.975	0.027	0.924	1.028	0.977	0.027	0.926	1.031	1.331	0.188	1.009	1.756	1.316	0.188	0.995	1.741
4	0.896	0.056	0.793	1.012	0.888	0.055	0.786	1.003	1.426	0.371	0.857	2.374	1.385	0.364	0.828	2.317
5	0.937	0.120	0.728	1.205	0.936	0.120	0.727	1.203	2.075	1.003	0.804	5.353	2.095	1.027	0.802	5.476
6	0.966	0.223	0.614	1.520	1.011	0.234	0.642	1.591	3.373	2.820	0.655	17.365	3.523	2.993	0.667	18.622
7	0.450	0.205	0.184	1.099	0.469	0.213	0.193	1.144	3.884	4.234	0.459	32.889	3.266	3.601	0.376	28.347
8	0.634	0.385	0.193	2.082	0.706	0.426	0.216	2.306	3.384	5.301	0.157	72.922	3.278	5.155	0.150	71.454
Income Decile																
1					1.389	0.026	1.340	1.441					1.553	0.173	1.247	1.933
2					1.205	0.023	1.161	1.251					1.373	0.149	1.110	1.699
3					1.060	0.021	1.021	1.102					1.036	0.113	0.836	1.284
4					1.000	0.020	0.962	1.040					1.029	0.111	0.833	1.270
5					1 (base)				1 (base)				1 (base)			
6					0.982	0.020	0.944	1.022					0.930	0.103	0.748	1.156
7					0.975	0.020	0.937	1.015					0.928	0.103	0.747	1.154
8					0.968	0.020	0.930	1.008					0.920	0.104	0.738	1.148
9					0.988	0.021	0.949	1.029					1.037	0.125	0.819	1.313
10					0.966	0.021	0.927	1.008					0.767	0.099	0.595	0.988
Sibling Group Size																
1	1 (base)				1 (base)				1 (base)				1 (base)			
2	0.961	0.011	0.940	0.984	0.965	0.011	0.943	0.987								
3	0.969	0.019	0.933	1.006	0.960	0.019	0.925	0.998								
4	1.012	0.040	0.936	1.094	0.989	0.039	0.915	1.069								
5	0.991	0.084	0.839	1.170	0.942	0.080	0.798	1.112								
6	1.133	0.173	0.840	1.529	1.078	0.165	0.799	1.455								
7	1.009	0.288	0.576	1.767	0.921	0.265	0.524	1.620								
8	1.990	0.905	0.816	4.854	1.731	0.783	0.713	4.199								
9	0.000				0.000											
10	1.602	0.876	0.548	4.680	1.432	0.779	0.493	4.160								

Table 14 Descriptive statistics, frequency table with social maturity (SM) and emotional stability (ES), row percentages

ES \ SM	1	2	3	4	5	Missing	Total
1	4,771 46.15	4,726 45.71	782 7.56	54 0.52	3 0.03	2 0.02	10,338 100
2	3,313 3.78	43,987 50.24	36,874 42.11	3,295 3.76	48 0.05	40 0.05	87,557 100
3	190 0.06	28,328 8.79	226,935 70.44	65,742 20.40	822 0.26	170 0.05	322,187 100
4	2 0.00	290 0.30	26,373 27.23	63,682 65.76	6,436 6.65	57 0.06	96,840 100
5	0 0.00	2 0.03	233 3.42	2,707 39.73	3,870 56.80	1 0.01	6,813 100
Missing	11 0.01	102 0.08	317 0.25	237 0.19	19 0.01	127,369 99.46	128,055 100
Total	8,287 1.27	77,435 11.88	291,514 44.73	135,717 20.82	11,198 1.72	127,639 19.58	651,790 100

4.2 Strengths and Limitations

This study has certain limitations. For instance, no personality information has been available for women although previous research has suggested gender differences in the link between personality and family formation (Jokela et al., 2011; Peters, 2023). Including women in the analyses would also allow to examine couples' behavior. Recent research has shown that large social personality differences between partners increase dissolution risks, in particular among lower educated groups (Hofmann & Krapf, 2024). These associations may further be examined, and even extended to marital and fertility behavior.

Additionally, there is a non-neglectable proportion of missing values for the personality measures (SM: 19.58%; ES: 19.65%), which is still included in the analyses. It remains unclear why one fifth of the men has not been assessed on the personality traits. Additional descriptive analyses show that more than 99% of the men with missing value on one personality factor have not received an evaluation on the other either (Table 14). Furthermore, 26.06% of the males with missing values on leadership skills were not evaluated on personality factors but males were assessed on their personality scores throughout all IQ categories (Table 15). Large proportions of men with low hearing test scores (around 50%) as well as missing values on hearing (24.28%) and technical skills tests (28.94%) completed the conscription without personality assessments (Table 16). This may be linked with the selection of potential candidates for all military, but especially officer positions who need to show certain levels of SM, ES, and leadership skills (Ludvigsson et al., 2022). Males with missing SM and ES values do not differ substantially regarding marriage or fertility probabilities from the reference group (score 3), but they show higher separation and divorce risks.

Furthermore, the purposes of measuring personality may differ between the military and demographic or psychological surveys. The measures from this study

Table 15 Descriptive statistics, frequency table with social maturity (SM) and leadership skills (LS)/cognitive skills, row percentages

LS \ SM	1	2	3	4	5	Missing	Total
1	1,258 33.98	1,617 43.68	134 3.62	5 0.14	0 0.00	688 18.58	3,702 100
2	631 4.39	8,862 61.60	2,605 18.11	66 0.46	1 0.01	2,222 15.44	14,387 100
3	65 0.20	11,437 35.99	14,882 46.83	600 1.89	19 0.06	4,774 15.02	31,777 100
4	5 0.01	6,841 10.38	46,696 70.84	2,252 3.42	39 0.06	10,080 15.29	65,913 100
5	1 0.00	1,317 1.21	78,414 71.95	12,529 11.50	63 0.06	16,667 15.29	108,991 100
6	0 0.00	128 0.14	36,990 39.71	41,060 44.08	328 0.35	14,640 15.72	93,146 100
7	0 0.00	4 0.01	7,445 12.08	42,093 68.27	2,014 3.27	10,100 16.38	61,656 100
8	0 0.00	0 0.00	438 2.00	12,748 58.27	5,072 23.18	3,620 16.55	21,878 100
9	0 0.00	1 0.02	12 0.30	784 19.31	2,593 63.85	671 16.52	4,061 100
Missing	6,327 2.57	47,228 19.18	103,898 42.19	23,580 9.57	1069 0.43	64,177 26.06	246,279 100
Total	8,287 1.27	77,435 11.88	291,514 44.73	135,717 20.82	11,198 1.72	127,639 19.58	651,790 100
Cognitive Skills							
1	1,965 9.32	7,612 36.10	5,703 27.05	356 1.69	11 0.05	5,436 25.78	21,083 100
2	1,676 3.71	12,297 27.23	18,163 40.21	2,279 5.05	65 0.14	10,688 23.66	45,168 100
3	1,474 2.11	13,468 19.30	32,375 46.40	6,468 9.27	253 0.36	15,737 22.55	69,775 100
4	1,222 1.22	13,909 13.90	48,084 48.06	14,702 14.69	764 0.76	21,370 21.36	100,051 100
5	1,003 0.65	14,548 9.44	77,165 50.09	31,336 20.34	1,965 1.28	28,044 18.20	154,061 100
6	448 0.41	7,484 6.91	50,460 46.57	28,611 26.40	2,102 1.94	19,253 17.77	108,358 100
7	285 0.35	4,445 5.54	33,557 41.79	25,601 31.88	2,428 3.02	13,988 17.42	80,304 100
8	131 0.28	2,388 5.07	17,457 37.03	16,774 35.58	2,000 4.24	8,389 17.80	47,139 100
9	83 0.32	1,284 4.97	8,550 33.07	9,590 37.10	1,610 6.23	4,734 18.31	25,851 100
Total	8,287 1.27	77,435 11.88	291,514 44.73	135,717 20.82	11,198 1.72	127,639 19.58	651,790 100

come from interviews, and these usually produce less stable personality levels than self-reports from questionnaires (Hopwood & Bleidorn, 2018). This may be particularly problematic since personality may change after certain life events (e.g., the

Table 16 Descriptive statistics, frequency table with social maturity (SM) and hearing test scores/technical skills test scores, row percentages

SM	1	2	3	4	5	Missing	Total
Hearing							
1	29 2.74	154 14.53	204 19.25	75 7.08	5 0.47	593 55.94	1,060 100
2	50 3.41	196 13.37	338 23.06	115 7.84	3 0.20	764 52.11	1,466 100
3	36 2.00	211 11.74	498 27.71	184 10.24	16 0.89	852 47.41	1,797 100
4	56 3.41	256 15.58	515 31.35	157 9.56	11 0.67	648 39.44	1,643 100
5	90 3.34	527 19.55	1,011 37.50	351 13.02	25 0.93	692 25.67	2,696 100
6	216 3.92	1,117 20.25	2,209 40.04	790 14.32	67 1.21	1,118 20.26	5,517 100
7	418 3.18	2,423 18.42	5,401 41.07	2,230 16.96	197 1.50	2,483 18.88	13,152 100
8	425 2.72	2,766 17.67	6,818 43.56	2,677 17.10	240 1.53	2,725 17.41	15,651 100
9	4,341 1.44	40,242 13.37	138,887 46.14	68,012 22.59	6,518 2.17	43,024 14.29	301,024 100
Missing	2,626 0.85	29,543 9.60	135,633 44.07	61,126 19.86	4,116 1.34	74,740 24.28	307,784 100
Total	8,287 1.27	77,435 11.88	291,514 44.73	135,717 20.82	11,198 1.72	127,639 19.58	651,790 100
Technical Skills							
1	1,091 7.48	4,728 32.39	5,136 35.19	664 4.55	18 0.12	2,958 20.27	14,595 100
2	1,009 3.24	7,414 23.80	13,782 44.24	2,749 8.82	117 0.38	6,082 19.52	31,153 100
3	1,007 1.80	9,866 17.66	26,962 48.26	7,187 12.86	343 0.61	10,500 18.80	55,865 100
4	991 1.13	11,906 13.62	43,591 49.85	14,769 16.89	844 0.97	15,342 17.55	87,443 100
5	822 0.78	10,691 10.18	52,084 49.61	22,671 21.59	1,500 1.43	17,222 16.40	104,990 100
6	457 0.48	7,347 7.77	45,253 47.83	25,075 26.50	1,942 2.05	14,534 15.36	94,608 100
7	240 0.36	3,978 6.02	29,219 44.22	20,660 31.26	1,958 2.96	10,026 15.17	66,081 100
8	71 0.28	1,393 5.46	10,252 40.17	8,915 34.93	1,070 4.19	3,819 14.96	25,520 100
9	41 0.23	873 4.98	6,610 37.69	6,554 37.37	864 4.93	2,597 14.81	17,539 100
Missing	2,558 1.66	19,239 12.49	58,625 38.07	26,473 17.19	2,542 1.65	44,559 28.94	153,996 100
Total	8,287 1.27	77,435 11.88	291,514 44.73	135,717 20.82	11,198 1.72	127,639 19.58	651,790 100

transition to first romantic relationship or from school to work/college) (Bleidorn et al., 2018), or when longer time periods are considered (Harris et al., 2016; Hopwood & Bleidorn, 2018). However, other studies indicate a relatively high stability of personality over the life course (Damian et al., 2015; Lucas & Donnellan, 2011), and life events do not lead to large personality changes (Costa Jr. et al., 2000; Neyer & Asendorpf, 2001), in particular not in the long-term (Allemand et al., 2015). Although the degree of stability in ES and SM from this data over time is uncertain, the prospective design avoids any reverse causality, at least.

On the other hand, this study also reveals strengths. Population-wide administrative register data allow to link personality factors from young ages to demographical events on a population level. Furthermore, sibling comparisons rule out the confounding effects from shared family background factors. Register data face fewer selection problems than surveys since survey participation is voluntary. As one example, disadvantaged males might be less likely to participate in a survey, and to have offspring or to marry. The analyses, however, include the vast majority of Swedish males from birth cohorts 1963–1979—also men who would reject survey participation. Therefore, less bias in the findings compared to studies using survey data can be assumed.

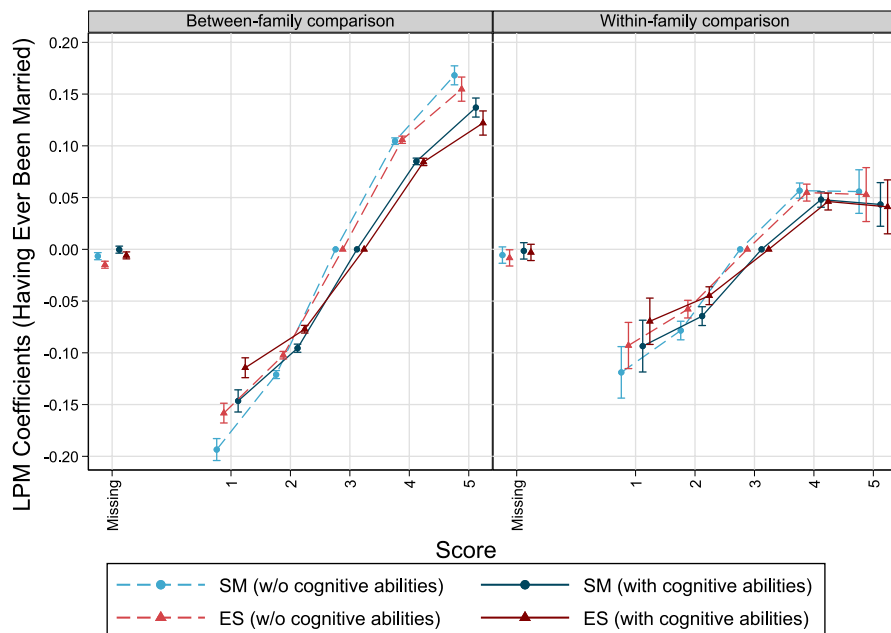


Fig. 6 The relationship between social maturity measured at ages 17–20 and the probability to get married by age 39 and higher among Swedish men born 1963–1979. Linear probability models, error bars are 95% confidence intervals. *Note* Models without cognitive abilities control for birth year, birth order, and in case of between-family considerations for sibling group size. Models with cognitive abilities include cognitive abilities, additionally

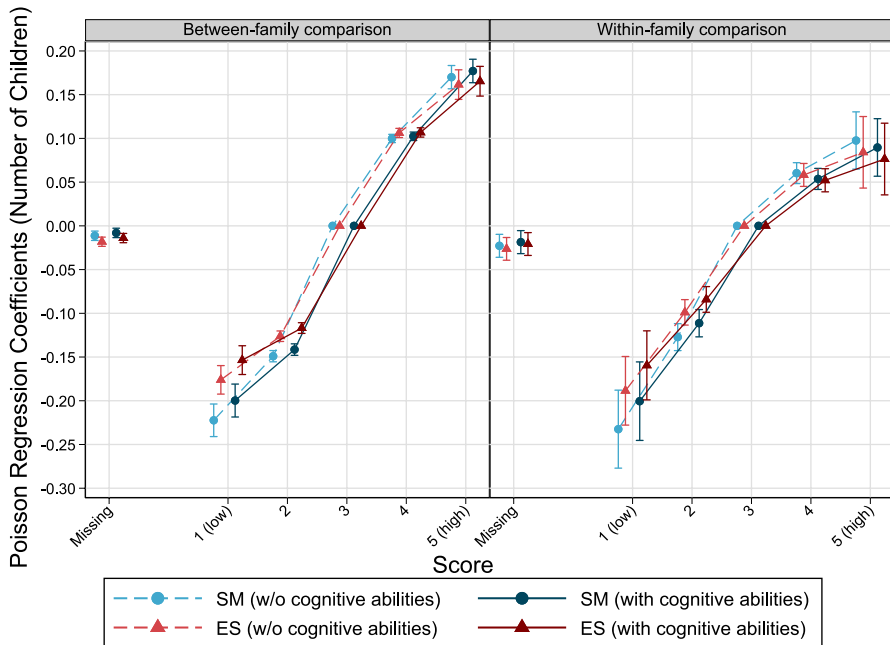


Fig. 7 The relationship between personality factors measured at ages 17–20 and number of children by age 39 and higher among Swedish men born 1963–1979. Poisson regression models, error bars are 95% confidence intervals. *Note* Models without cognitive abilities control for birth year, birth order, and in case of between-family considerations for sibling group size. Models with cognitive abilities include cognitive abilities, additionally

4.3 Implications and Outlook

The findings have a number of practical implications. For instance, high SM and ES scores may be beneficial for union formation resulting in inequalities on the partner market. Males may or may not enter one or more stable partnership unions over the life course. The findings of this study show that males with higher ES and SM scores are more likely to get married suggesting inequalities in partnering processes. This may be partly based on partner preferences. For instance, previous research has shown that females with higher conscientiousness prefer men with higher social factor levels, whereas more extraverted females search for men with lower social skills (Dupuy & Galichon, 2014). This results in men facing difficult trade-offs depending which type of women they would like to attract.

Moreover, partnering inequalities may also affect health outcomes. Singles show higher mortality risks (e.g., Roelfs et al., 2011) and worse well-being (e.g., Wright & Brown, 2017), whereas partnered individuals show better mental health (e.g., Willits et al., 2004). Therefore, men with lower SM & ES scores (i.e., lower marriage probabilities, higher dissolution risks), may also suffer from worse health outcomes. Similar effects may emerge from findings of fertility analyses of this study.

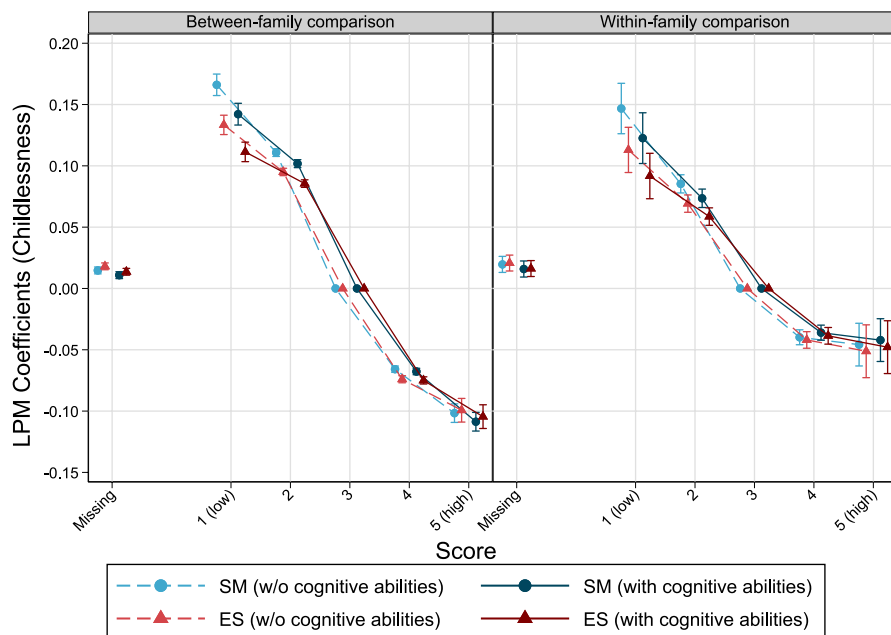


Fig. 8 The relationship between personality factors measured at ages 17–20 and childlessness by age 39 and higher among Swedish men born 1963–1979. Linear probability models, error bars are 95% confidence intervals. *Note* Models without cognitive abilities control for birth year, birth order, and in case of between-family considerations for sibling group size. Models with cognitive abilities include cognitive abilities, additionally

More research on the prospective association between personality and family formation is needed, in particular since previous research suggests an increasing relevance of psychological factors for family formation processes (Aldén et al., 2022). It will be interesting to examine the link between personality and family formation among women based on observed gender differences in previous studies (Jokela, 2012; Jokela et al., 2011). The personality-family formation link may also be studied in other cultural contexts, in particular regarding the positive association between SES and fertility, which is a specific characteristic of Nordic countries.

Appendix

Additional Information on the Swedish Military Conscription

Some information has already been provided in the manuscript. Although several parts of the psychological interviews remain classified (e.g., the specific guidelines for the psychologists), some more details around the interviews and the military conscription have been made available by previous research (e.g., Lindqvist & Vestman, 2011; Nyberg et al., 2020).

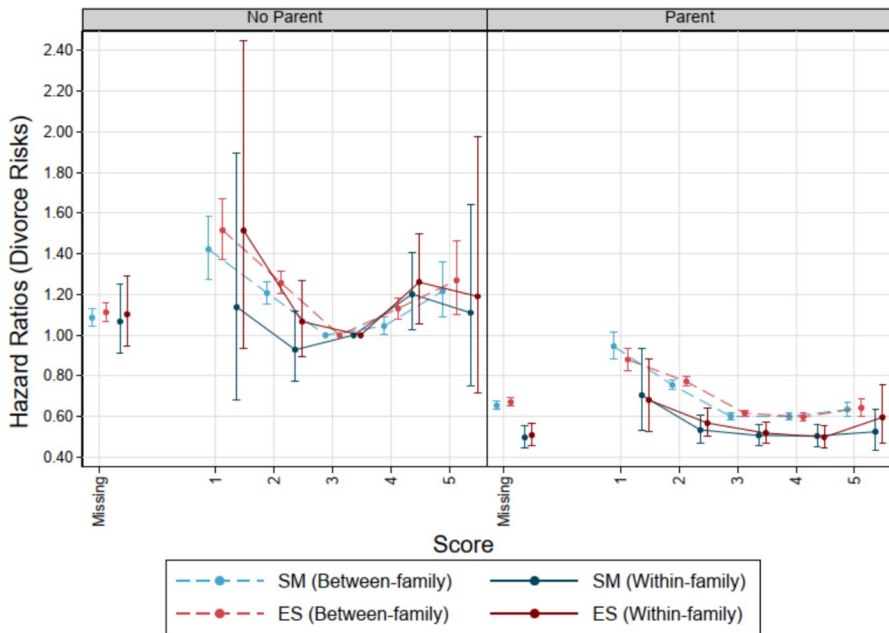


Fig. 9 The relationship between personality factors measured at ages 17–20 and divorce risks by age 39 and higher among Swedish men born 1963–1979. Cox Proportional Hazards models by parental status, error bars are 95% confidence intervals. *Note* Models control for cognitive abilities, income, education, birth year, birth order, and in case of between-family considerations for sibling group size

For instance, Lindqvist and Vestman (2010, 2011) sketch the development of the psychological conscription interviews in the historical context and their relevance for the Swedish army (Tables 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16). They report that psychological factors have been collected in the Swedish military since the early 1940's when several tests (on IQ, physical health, psychological factors) were introduced for the entire cohort of recruits (Lindqvist & Vestman, 2010, 2011). The Swedish army has used prior experiences from Germany and the US to develop and establish the psychological assessment during military conscription (Lindqvist & Vestman, 2011). In the first years, psychological measures, by at that time advanced psychometric methods, should predict the recruits' performances during military service (Lindqvist & Vestman, 2011), and indeed, the recruits' skills were tested at later stages of the military service to examine the reliability of the psychological tests (Lindqvist & Vestman, 2010). Based on these first experiences, psychological interviews of around 10–20 min were introduced by 1950 in order to assess the psychological suitability of the young males for the military service (Lindqvist & Vestman, 2010). Regarding the birth cohorts that were used for this study (1963–1979), psychological interviews were already well-established, stemmed from 1970 and did not change before 1995 when only minor changes occurred (Lindqvist & Vestman, 2010, 2011; Ludvigsson et al., 2022).

All men of the analyzed sample (birth cohorts 1963–1979) had to attend the military conscription, typically when they were 18 or 19 years old (Lindqvist &

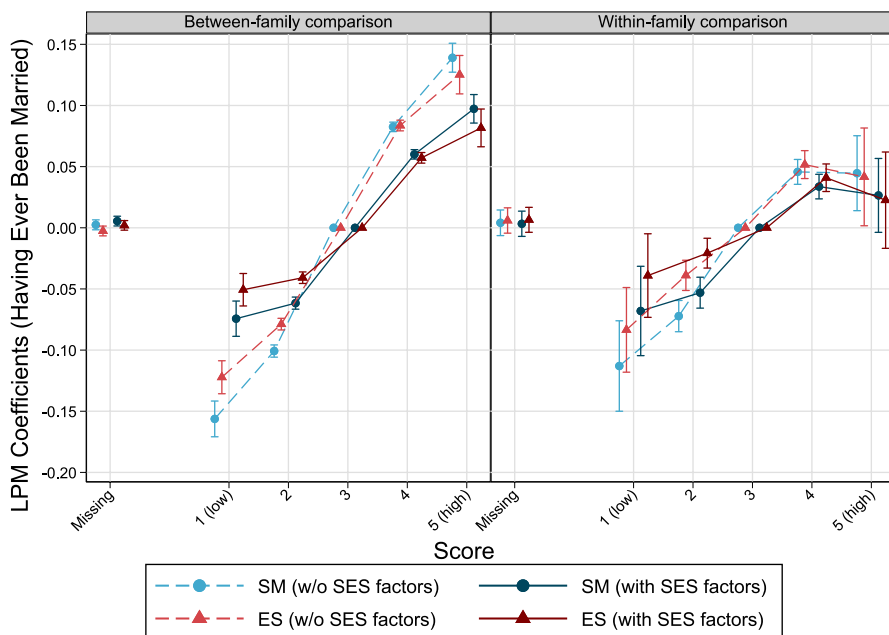


Fig. 10 The relationship between personality factors measured at ages 17–20 and the probability to get married by age 45 and higher among Swedish men born 1963–1979. Linear probability models, error bars are 95% confidence intervals. *Note* Models without SES factors control for cognitive abilities, birth year, birth order, and in case of between-family considerations for sibling group size. Models with SES factors include income and education, additionally

Vestman, 2011), which lasted one or two days at the maximum (Mönstringshandboken, 2021). Using results from tests on several facets (e.g., IQ, physical health, psychological factors), one of the main goals of the psychological interviews was it to evaluate the recruit's capacity to cope with mental stress that may appear during the military service (Carlstedt, 2000; Lindqvist & Vestman, 2011) without producing severe mental damages (Nyberg et al., 2020). Additionally, the psychologists may have detected psychological concerns regarding the mental health of the recruits leading to exclusion from military service (Nilsson et al., 2001). Reasons to exclude men from the military service were bad health, undemocratic attitudes, anti-social disorders, or obsession with the army (Ludvigsson et al., 2022). Low scores on cognitive (from IQ tests) or non-cognitive abilities (from psychological interviews) did not belong to the exclusion criteria but they were used to select males for certain positions within different fields of the military (Lindqvist & Vestman, 2011). Furthermore, first signs of poor mental health detected by the psychologist were further examined by conscription physicians who may have diagnosed males with mental diseases according to the ICD-code of the WHO (Nyberg et al., 2020).

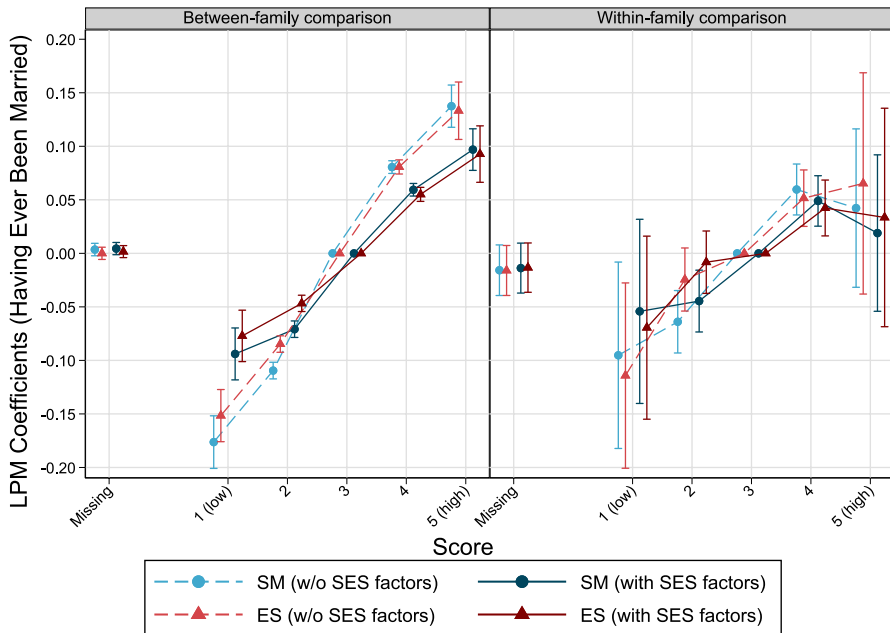


Fig. 11 The relationship between personality factors measured at ages 17–20 and the probability to get married by age 50 and higher among Swedish men born 1963–1979. Linear probability models, error bars are 95% confidence intervals. *Note* Models without SES factors control for cognitive abilities, birth year, birth order, and in case of between-family considerations for sibling group size. Models with SES factors include income and education, additionally

Psychological Measures

Psychologists were asked to rate several psychological factors such as social maturity, psychological energy, intensity, and emotional stability (Bihagen et al., 2013) on a scale from 1 to 5 (Lindqvist & Vestman, 2011). Perseverance, the capacity to maintain attention, and the ability to carry out goals are examples of psychological energy (Mood et al., 2012). Intensity is defined as the degree and regularity of one's leisure activities, as well as one's capacity to motivate oneself internally without assistance from others (Mood et al., 2012). Social maturity and emotional stability have received particularly high attention in previous research and are of particular high interest for the military, as shown in the sections below. The personality factor measures are generally based on questions about behaviors rather than attitudes (Bihagen et al., 2013; Mood et al., 2012).

The evaluation on the personality factors should serve as support for the assessment of the overall military aptitude (scores 1–9) (Lindqvist & Vestman, 2011; Mood et al., 2012). Higher scores on this scale stand for a better mental health and a higher military aptitude (Nilsson et al., 2001), and were assigned to men with relatively high levels of extraversion, independence, emotional stability, responsibility and persistence (Lindqvist & Vestman, 2011; Ludvigsson et al., 2022). This already indicates that two psychological fields were of particular interest for the Swedish

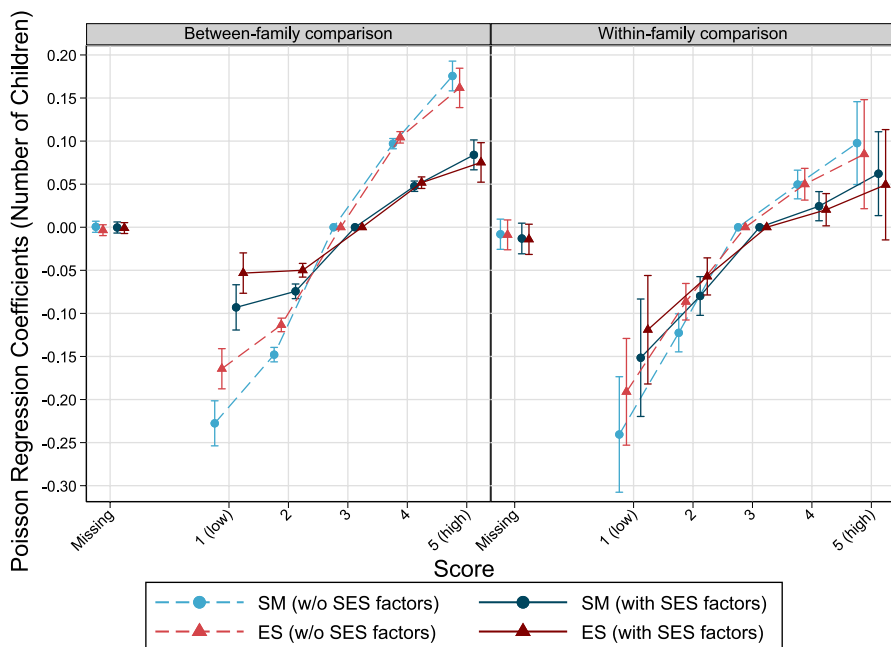


Fig. 12 The relationship between personality factors measured at ages 17–20 and number of children by age 45 and higher among Swedish men born 1963–1979. Poisson regression models, error bars are 95% confidence intervals. *Note* Models without SES factors control for cognitive abilities, birth year, birth order, and in case of between-family considerations for sibling group size. Models with SES factors include income and education, additionally

military: (1) social skills, and (2) emotional stability and stress resilience. Therefore, psychological capacities and facets in relation to these factors were prominent in the psychological interviews. For instance, social relationships were subject of the interviews (Ministry of Defense Sweden, 1984) as well as the abilities to adapt to new circumstances and social surrounding (Lindqvist & Vestman, 2011; Ludvigsson et al., 2022). Moreover, certain emotional capacities were discussed including stress resilience (Nyberg et al., 2020) and fears such as claustrophobia or the fear of heights (Ludvigsson et al., 2022).

Apart from the personality factors described above, recruits were also assessed according to their leadership skills (LS). Although LS have been assessed independently of military aptitude and personality traits, it remains highly correlated with these other psychological factors (Mood et al., 2012). According to Ministry of Defense Sweden (1984), the leadership measure is based on a number of characteristics, including responsibility, mental acuity, and dominance (Figs. 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24). During the interview, young men were also questioned about their personal capacity to mentor their friends (Lindqvist & Vestman, 2010). Men selected for officer positions were required to undergo leadership training, regardless of their desire to become

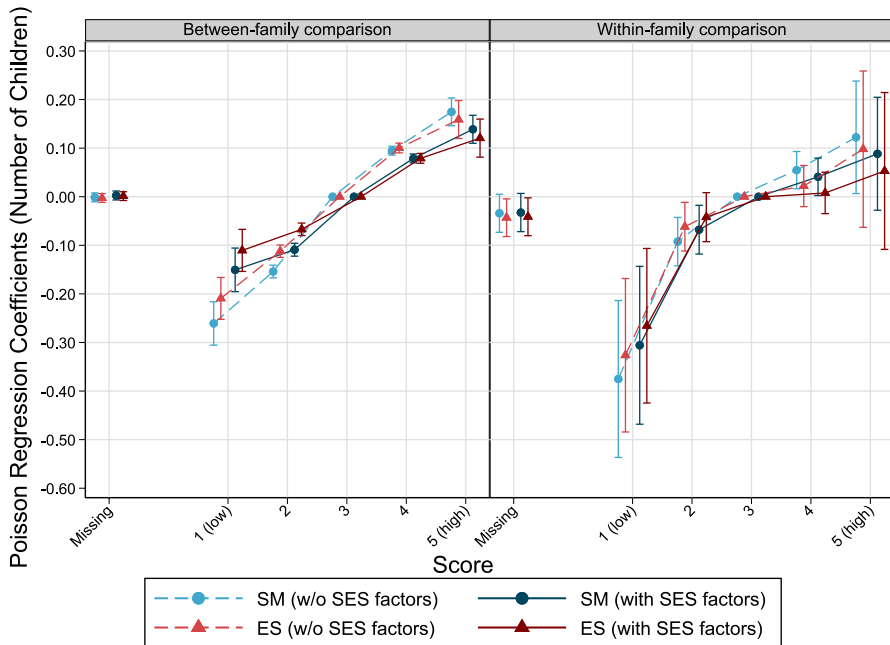


Fig. 13 The relationship between personality factors measured at ages 17–20 and number of children by age 50 and higher among Swedish men born 1963–1979. Poisson regression models, error bars are 95% confidence intervals. *Note* Models without SES factors control for cognitive abilities, birth year, birth order, and in case of between-family considerations for sibling group size. Models with SES factors include income and education, additionally

an officer in the army, based on their LS scores from the conscription interview (Ministry of Defense Sweden, 1984).

But not every person has had their LS measured during the military conscription. According to Carlstedt (1998), the majority of males who scored on LS had previously completed cognitive tests during the conscription process and performed reasonably well (at least receiving a five on a scale of one to nine). This means that these men fall into the upper half of the IQ distribution (Carlstedt, 2000; Lindqvist & Vestman, 2010; Mårdberg & Carlstedt, 1998). As a result, in order to be considered for military officer posts (such as sergeants and lieutenants), applicants had to be somewhat clever and receive exceptionally high LS scores from qualified psychologists. For example, subsequent sergeants had to have received an IQ score of six or higher during the conscription, while lieutenants had to receive a score of seven or higher (Ludvigsson et al., 2022).

Psychologists were further required to produce a formal report on all measured psychological factors (Nilsson et al., 2001). Performing well during the military conscription, e.g., receiving high scores on social maturity, emotional stability, and LS from the psychological interviews, or high IQ scores from the cognitive tests, is positively linked with a number of later life outcomes. For instance,

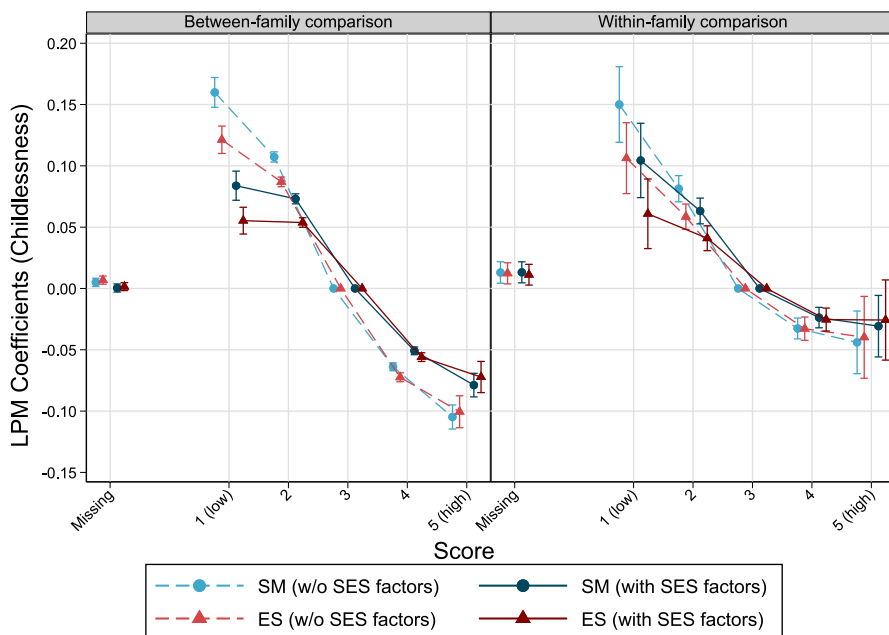


Fig. 14 The relationship between personality factors measured at ages 17–20 and childlessness by age 45 and higher among Swedish men born 1963–1979. Linear probability models, error bars are 95% confidence intervals. *Note* Models without SES factors control for cognitive abilities, birth year, birth order, and in case of between-family considerations for sibling group size. Models with SES factors include income and education, additionally

high scores on social maturity and emotional stability are positively linked with receiving higher income in later career outside the military (Bihagen et al., 2013). Furthermore, conscription-test-derived cognitive skills have been positively correlated with the likelihood of holding a managerial position following military service in the 30- to 40-year-old age range (Grönqvist & Lindqvist, 2015). Additionally, both having served as a higher officer in the military and having high cognitive skills evaluated during conscription are positively correlated with the likelihood of completing postsecondary education (Grönqvist & Lindqvist, 2015). As a result, military commanders may profit from their knowledge and expertise in the civilian workforce as well. This may have an impact on family formation processes by ensuring stable employment and making resources for family assistance available.

The Role of the Recruits' Psychological Constitution for the Swedish Military

The psychological evaluation of the recruits has been of particular interest for the Swedish army for many decades (Lindqvist & Vestman, 2010). For instance, stress resilience of the young men was an essential capability to evaluate for the military. High stress resilience has been characterized by high emotional stability, persistence,

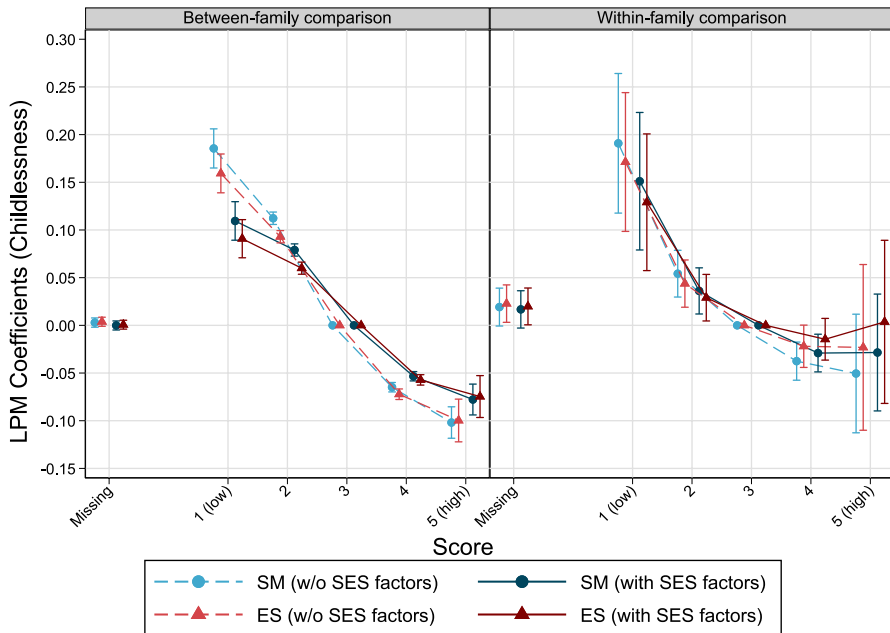


Fig. 15 The relationship between personality factors measured at ages 17–20 and childlessness by age 50 and higher among Swedish men born 1963–1979. Linear probability models, error bars are 95% confidence intervals. *Note* Models without SES factors control for cognitive abilities, birth year, birth order, and in case of between-family considerations for sibling group size. Models with SES factors include income and education, additionally

social skills, and independence, whereas opposite factors such as introversion, neuroticism, or adaptation difficulties have represented low stress resilience (Nyberg et al., 2020). Stress resilience has been considered as general indicator for general personality since it may be associated with a set of personality factors (e.g. emotional stability, extraversion, or conscientiousness), as argued by previous research (Falkstedt et al., 2013; Nyberg et al., 2020). This may be one reason for the essential role of stress resilience for military considerations.

Leadership skills (LS) and personality traits have been measured to choose suitable candidates for officer or other military roles (Lindqvist & Vestman, 2010; Ministry of Defense Sweden, 1984). The Swedish army may specifically target improving team performance in relation to officer candidates if team leaders exhibit qualities deemed appropriate for roles with greater responsibility (Grönqvist & Lindqvist, 2015). For example, prior studies have demonstrated that leaders who score higher on positive traits (such as compassion and self-assurance) outperform their peers when it comes to team coordination (Chidester et al., 1991). Additionally, some evidence indicates a positive correlation between a team leader's social abilities and the team's effectiveness (Chidester et al., 1990).

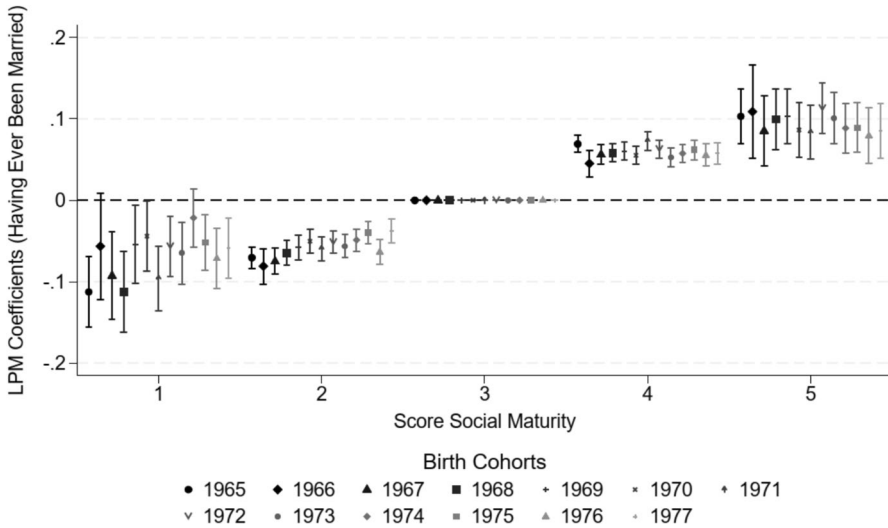


Fig. 16 Coefficients of social maturity scores measured at ages 17–20 on marital status by age 39 and higher among Swedish men born 1965–1977 across birth cohorts. Linear probability models, error bars are 95% confidence intervals. *Note* Models control for cognitive abilities, birth order, sibling group size, income and education. Birth cohorts 1963, 1964, 1978, and 1979 are not shown due to high statistical uncertainty (too few cases and too large confidence intervals). Coefficients from the category of missing values are not shown for the same reason

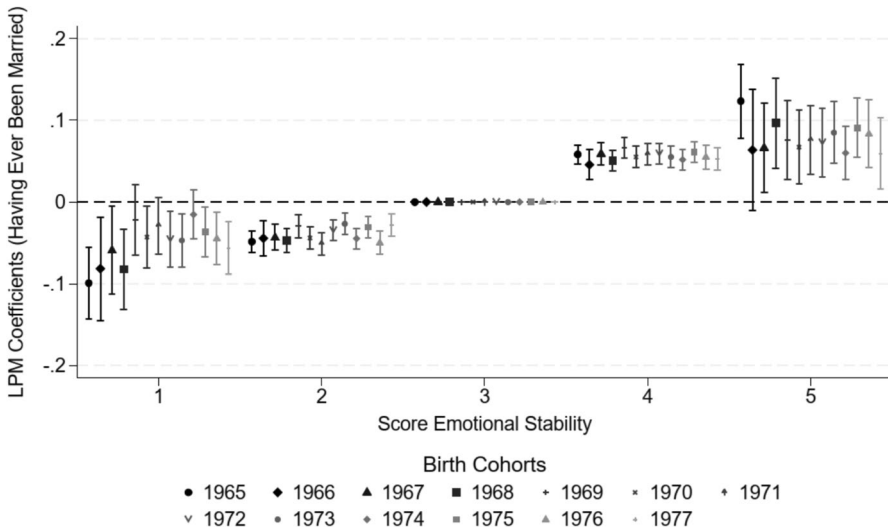


Fig. 17 Coefficients of emotional stability scores measured at ages 17–20 on marital status by age 39 and higher among Swedish men born 1965–1977 across birth cohorts. Linear probability models, error bars are 95% confidence intervals. *Note* Models control for cognitive abilities, birth order, sibling group size, income and education. Birth cohorts 1963, 1964, 1978, and 1979 are not shown due to high statistical uncertainty (too few cases and too large confidence intervals). Coefficients from the category of missing values are not shown for the same reason

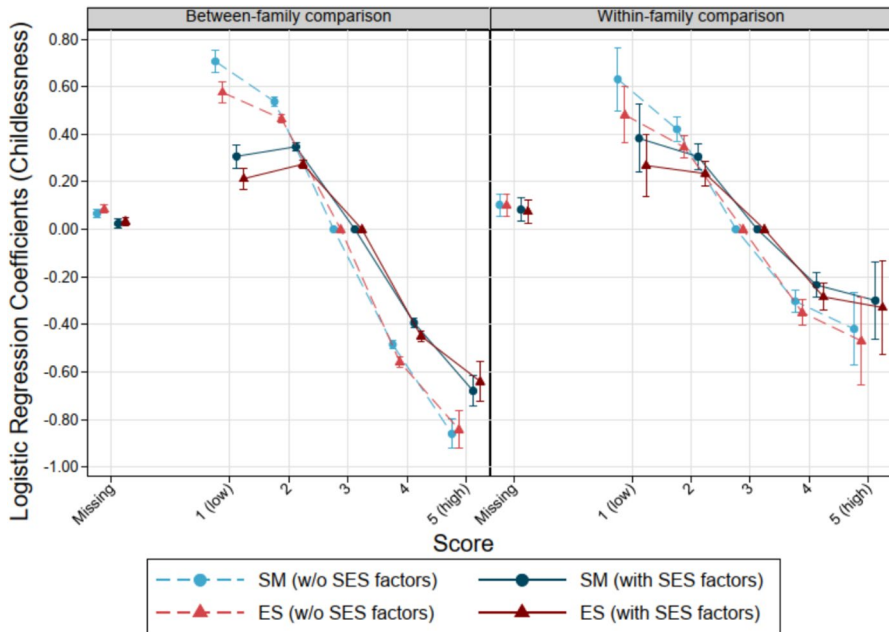


Fig. 18 The relationship between personality factors measured at ages 17–20 and childlessness by age 39 and higher among Swedish men born 1963–1979. Logistic regression models, error bars are 95% confidence intervals. *Note* Models without SES factors control for cognitive abilities, birth year, birth order, and in case of between-family considerations for sibling group size. Models with SES factors include income and education, additionally

Five Topics in the Interviews

Psychological interviews should address five topics about experiences, behaviors and circumstances in life (Lindqvist & Vestman, 2011). By examining these topics, the military has aimed to get assessments on the recruits' capability to adopt to new situations and environments (Nyberg et al., 2020). Accordingly, the young males were asked about behavioral experiences such as quitting school or work, or confrontations with supervisors (Lindqvist & Vestman, 2010; Nyberg et al., 2020). The interviews should provide the military with accurate judgements on the psychological constitution of the recruits, with particular focus on social skills, responsibility, independence, or other capabilities that may be beneficial for the military service and, in worst case, for war (Nyberg et al., 2020).

As first topic, the school experience was recorded, including academic successes as well as encounters with the school's social environment and individual experiences (Lindqvist & Vestman, 2010; Nyberg et al., 2020). The military, for example, sought to find out if the conscript had to repeat any classes, had to drop out of school, or had to stop altogether (Lindqvist & Vestman, 2010; Nyberg et al., 2020).

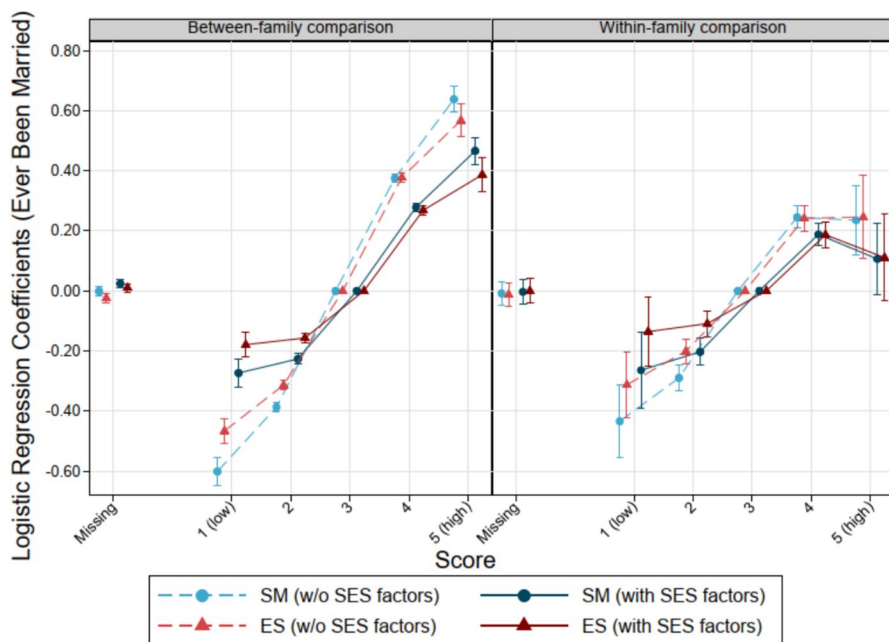


Fig. 19 The relationship between personality factors measured at ages 17–20 and the probability to get married by age 39 and higher among Swedish men born 1963–1979. Logistic regression models, error bars are 95% confidence intervals. *Note* Models without SES factors control for cognitive abilities, birth year, birth order, and in case of between-family considerations for sibling group size. Models with SES factors include income and education, additionally

Second, in order to assess the recruits' capacity to adapt to the workplace, interviews should focus on the men's work experience (Lindqvist & Vestman, 2010; Nyberg et al., 2020). As with school experiences, behavioral aspects rather than views were of interest, such as conflicts with coworkers or supervisors, past firings, and past resignations from employment (Lindqvist & Vestman, 2010; Nyberg et al., 2020). Psychologists should assess the recruits based on their future career intentions (e.g., whether they exist, how feasible they are, etc.) if they had little to no job experience (Lindqvist & Vestman, 2010).

Third, the subjects of the interviews discussed their free time (Ministry of Defense Sweden, 1984; Nyberg et al., 2020). Specifically, the interviews focused on the recruits' fervent and active pursuit of interests and hobbies (Lindqvist & Vestman, 2010). The psychologist considers a number of aspects of these activities, such as whether they show more extraversion or introversion, if they participate in team sports or not, how diverse the activities are, and whether the recruits could fit in well in a particular situation (Lindqvist & Vestman, 2010; Nyberg et al., 2020). The question about recruits' perceptions of their own capacity to lead peers must be included in this field. This is a crucial indicator for psychologists assessing the male recruits' leadership abilities (Lindqvist & Vestman, 2010).

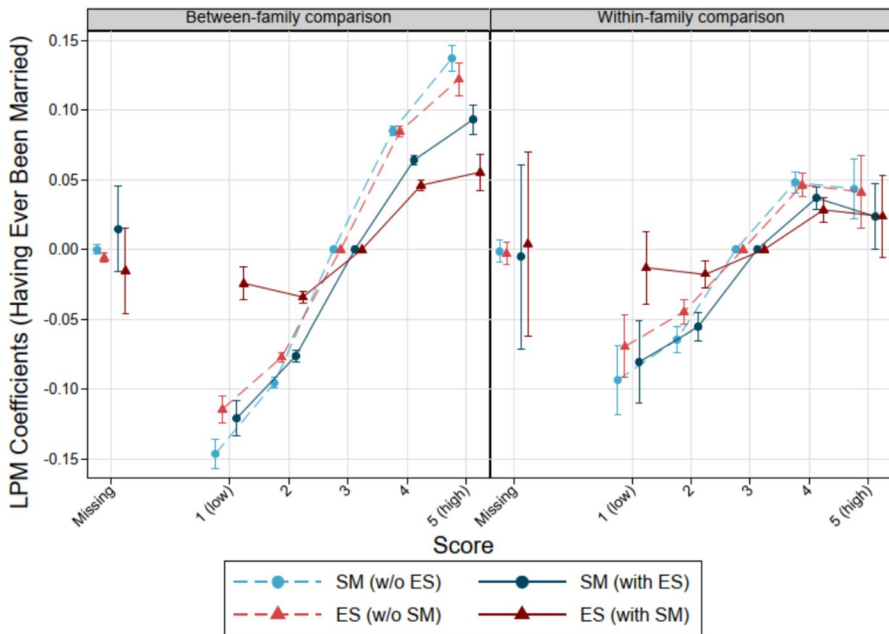


Fig. 20 The relationship between personality factors measured at ages 17–20 and the probability to get married by age 39 and higher among Swedish men born 1963–1979 (both personality factors). Linear probability models, error bars are 95% confidence intervals. *Note* Models without the other personality factor control for cognitive abilities, birth year, birth order, and in case of between-family considerations for sibling group size. Models with the other personality factor include SM or ES, additionally

The fourth theme is on family history, including interactions with parents and siblings (Lindqvist & Vestman, 2010; Ministry of Defense Sweden, 1984). Here, the recruits' subjective reports and experiences about their living arrangements are particularly interesting because the objective is to assess how effectively the men can adjust to challenging circumstances and how much they rely on their parents (Lindqvist & Vestman, 2010; Nyberg et al., 2020). How frequently the recruit consumes alcohol is one essential question to ask in this part of the interview (Lindqvist & Vestman, 2010).

The final subject is the recruits' emotional stability (Lindqvist & Vestman, 2010; Nyberg et al., 2020). Additionally, the interviewer gets the chance to revisit remarks made earlier in the session or specific responses from test results from previous phases of the conscription process (Lindqvist & Vestman, 2010). The psychologist may consider the degree of maturity and the self-knowledge of the recruits (Lindqvist & Vestman, 2010; Nyberg et al., 2020).

Throughout the interview, the psychologists were asked to talk in a civilian and neutral manner, and avoid interrupting the recruits (Lindqvist & Vestman, 2010). The psychologist should also refrain from giving the impression that the interview's purpose is only to screen the men according to their psychological capabilities but

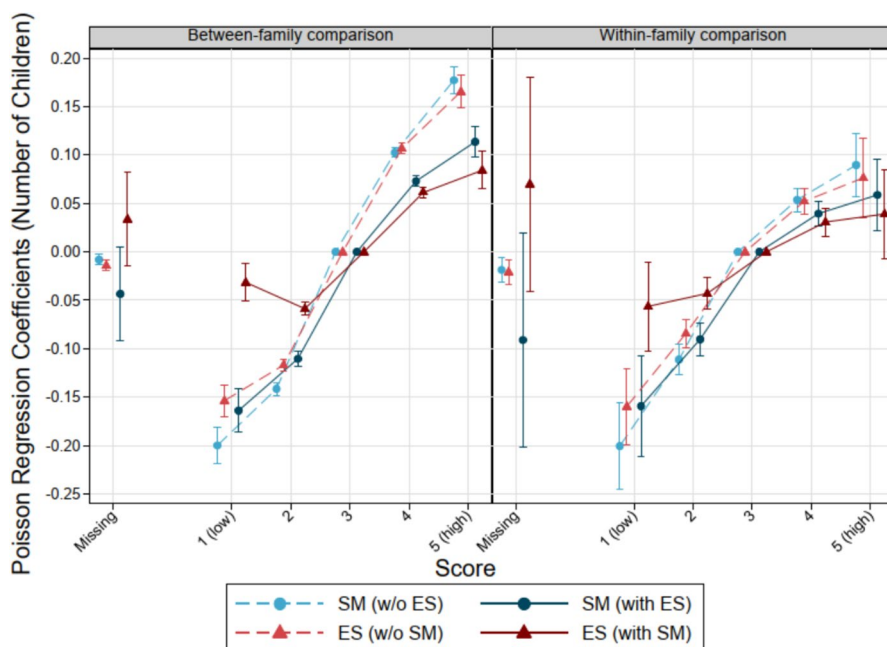


Fig. 21 The relationship between personality factors measured at ages 17–20 and number of children by age 39 and higher among Swedish men born 1963–1979 (both personality factors). Poisson regression models, error bars are 95% confidence intervals. *Note* Models without the other personality factor control for cognitive abilities, birth year, birth order, and in case of between-family considerations for sibling group size. Models with the other personality factor include SM or ES, additionally

rather emphasize that the psychologist may provide mental support (Lindqvist & Vestman, 2010). Finally, the psychologists had access to information from prior steps of the conscription procedure such as the IQ test results (Ludvigsson et al., 2022; Nyberg et al., 2020), physical health, or replies to questionnaires on family, friends and hobbies (Lindqvist & Vestman, 2011; Ludvigsson et al., 2022). Moreover, psychologists had school grades, marital status and previous work experience of the recruits available (Lindqvist & Vestman, 2010; Nyberg et al., 2020).

Advantages of Psychological Interviews Over Standardized Questionnaires

Psychological interviews have been a useful tool for the military to reach its goals of selecting suitable candidates for different positions in the army, and deselecting unsuitable ones (e.g., neurotics, psychopaths) (Ludvigsson et al., 2022). When filtering unsuitable men out, standardized pen-and-paper questionnaires have the disadvantage that intelligent (but unsuitable) persons may manipulate their answers relatively easily (Lindqvist & Vestman, 2011), i.e., they may simply tick answers that promise higher chances to get accepted. Qualified and trained psychologists have

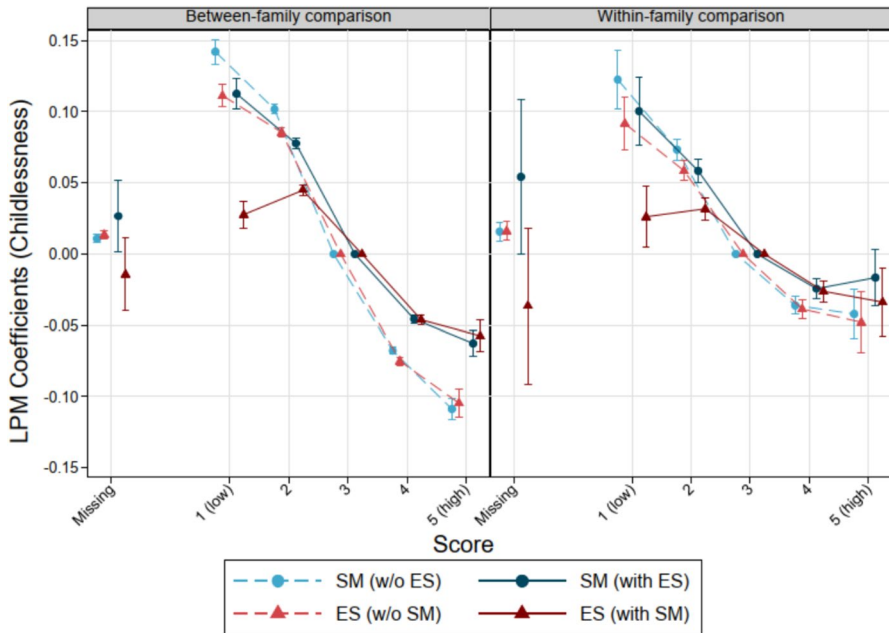


Fig. 22 The relationship between personality factors measured at ages 17–20 and childlessness by age 39 and higher among Swedish men born 1963–1979 (both personality factors). Linear probability models, error bars are 95% confidence intervals. Note: Models without the other personality factor control for cognitive abilities, birth year, birth order, and in case of between-family considerations for sibling group size. Models with the other personality factor include SM or ES, additionally

the chance to recognize males with severe mental disorders or undemocratic values during the personal interview (Ludvigsson et al., 2022). Similarly, the selection of suitable candidates for officer (Larsson & Kallenberg, 2006; Lindqvist & Vestman, 2010) or other military positions (Carlstedt, 1998, 2000) has been of high priority, and professional evaluations by experts may be more promising than self-reports to reach this goal.

Psychologists have been provided with certain guidelines on how to conduct the interviews (Nyberg et al., 2020) but specific details on these instructions have not been publicly available (Nilsson et al., 2001; Nyberg et al., 2020). Furthermore, the military did not provide the psychologists with specific question formulations so that the interviewers were free in how to phrase the questions (Nyberg et al., 2020).

Around 1–2% of the conscripts from each cohort was prohibited from military service due to psychological and medical concerns (Carlstedt, 1998, 2000) whereas approximately 10% did not end up in the actual military service (Lindqvist & Vestman, 2011), probably kept as training reserves (Carlstedt, 1998). This selection based on psychological assessments would not be similarly accurate using self-reports. Therefore, around 90% of the conscripted males had to attend the military service (Lindqvist & Vestman, 2011).

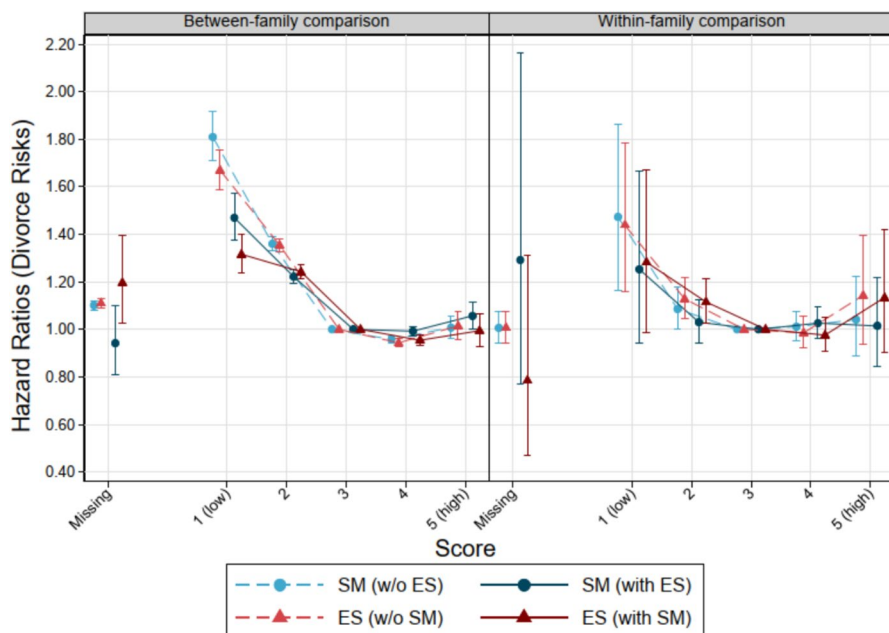


Fig. 23 The relationship between personality factors measured at ages 17–20 and divorce risks by age 39 and higher among Swedish men born 1963–1979 (both personality factors). Cox Proportional Hazards models, error bars are 95% confidence intervals. *Note* Models without the other personality factor control for cognitive abilities, birth year, birth order, and in case of between-family considerations for sibling group size. Models with the other personality factor include SM or ES, additionally

The relevance for choosing officers as wisely as possible and the necessity of looking for suitable candidates among the recruits may lie in the hierarchical structure of the Swedish military. Around 90% of the Swedish military officers are low-level officers who leave the military after approximately one year (Grönqvist & Lindqvist, 2015). Approximately one third of each birth cohort of conscripted men receive training for the officer positions in the lower hierarchy (Grönqvist & Lindqvist, 2015). For instance, approximately 10% of the recruited males were trained for 12–18 months as non-commissioned officer in order to lead groups of platoon (Lindqvist & Vestman, 2011) or company size (30–120 recruits) (Carlstedt, 1998). However, most males that get an officer position (around 23% of the total recruits) were trained for around 10 months in order to lead smaller groups (squads) (Lindqvist & Vestman, 2011) with typically eight to ten recruits (Carlstedt, 1998). The other recruits that are not selected as officers (around 67%) served in the army for seven or eight months (Lindqvist & Vestman, 2011). Recruits typically started the army service one or two years after the conscription in assigned branches of the army according to psychological and physical abilities (Carlstedt, 1998).

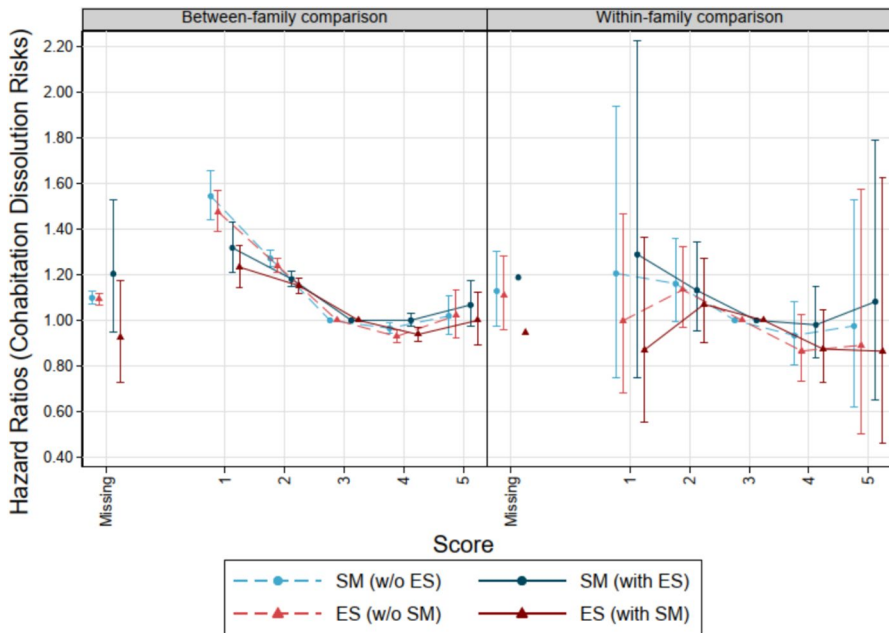


Fig. 24 The relationship between personality factors measured at ages 17–20 and cohabitation dissolution risks by age 39 and higher among Swedish men born 1963–1979 (both personality factors). Cox Proportional Hazards models, error bars are 95% confidence intervals. *Note* Models without the other personality factor control for cognitive abilities, birth year, birth order, and in case of between-family comparisons for sibling group size. Models with the other personality factor include SM or ES, additionally. For visualization purposes, not all confidence intervals are shown in within-family comparisons

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Declarations

Competing interests The authors have no competing interests to declare that are relevant to the content of this article.

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