Online Appendix for *Adolescent Core Self-Evaluation and Adult Interpersonal Trust: Evidence from the 1970 British Cohort Study*

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July 2025

Online Appendix A

Online Appendix Table A1: Summary of the main findings in the literature

Study	Sample	Methods	Dependent / Explanatory variable	Controls	Finding: coefficient and standard error in parentheses
Dohmen et al. (2008)	2003 wave of the German Socio-Economic Panel. ($N > 15000$) Representative.	Survey / OLS	Principal component of three trust questions from GSS (5-point scale, (a) In general, one can trust people; (b) These days you cannot rely on anybody else; and (c) When dealing with strangers it is better to be careful before you trust them.) / Neuroticism (short version, see Gerlitz and Schupp (2005))	Female, age, height, extraversion, openness to experience, agreeableness, conscientiousness	More neuroticism, significantly less trust:$-0.148^{***}(0.008)$
				Same as above plus parental education, marital status, number of children in household, religious background, social and national background, occupational and sectoral information, educational background, and month of interview	More neuroticism, significantly less trust:$-0.099^{***}(0.009)$
Ermisch et al. (2009)	General population, but not representative.	Survey experiment (N=173) / Logistic regression	Whether sends £10 to somebody else who may return £22 or 0 / Neuroticism (questions used in the British Household Panel Study)	Age, female, financial situation, homeowner, marital status, active in organization on regular basis, poor mental health	No significant association: 0.15(0.26)
		Survey (N=215) / Logistic regression	Chooses 'most people can be trusted' / Neuroticism (questions used in the British Household Panel Study)	Same as above	More neuroticism, significantly less trust:$-0.58^{**}(0.22)$
Ben-Ner and Halldorsson (2010)	204 students from the University of Minnesota	Lab experiment / OLS (N=101)	Amount sent in the trust game (Berg et al., 1995) / Neuroticism (NEO-FFI, Briggs (1992))	Gender, white, age, birth order, GMA, extraversion, openness to experience, agreeableness, conscientiousness	No significant association between trust and neuroticism: 0.04(0.03)
				Same as above plus others not cheating, Faith in God, risk aversion, optimism, unconditional kindness, probability of bad/good thing happening	No significant association between trust and neuroticism:$-0.02(0.04)$
		Survey / Logit (N=101)	Trusting from GSS (1 = most people can be trusted, or 0 = you cannot be too careful when dealing with people) / Neuroticism (NEO-FFI, Briggs (1992))	Gender, white, age, birth order, GMA, extraversion, openness to experience, agreeableness, conscientiousness	More neuroticism, significantly less trust:$-0.09^{***}(0.02)$
				Same as above plus others not cheating, Faith in God, risk aversion, optimism, unconditional kindness, probability of bad/good thing happening	More neuroticism, significantly less trust:$-0.13^{**}(0.06)$
		Survey / OLS (N=101)	Trusting interactions (Interactions with other people: 1 = Relatively cautious, 6 = Relatively trusting) / Neuroticism (NEO-FFI, Briggs (1992))	Gender, white, age, birth order, GMA, extraversion, openness to experience, agreeableness, conscientiousness	No significant association between trust and neuroticism:$-0.01(0.01)$
				Same as above plus others not cheating, Faith in God, risk aversion, optimism, unconditional kindness, probability of bad/good thing happening	No significant association between trust and neuroticism:$-0.01(0.01)$
		Survey / Logit (N=101)	Trusting evidence (0 = Will not trust until I have clear evidence that a person can be trusted, 1 = Will trust until I have clear evidence that a person can't be trusted) / Neuroticism (NEO-FFI, Briggs (1992))	Gender, white, age, birth order, GMA, extraversion, openness to experience, agreeableness, conscientiousness	More neuroticism, significantly less trust:$-0.11^{**}(0.05)$
				Same as above plus others not cheating, Faith in God, risk aversion, optimism, unconditional kindness, probability of bad/good thing happening	More neuroticism, significantly less trust:$-0.14^{**}(0.06)$

Online Appendix Table A2: Summary of the main findings in the literature cont'd

Study	Sample	Methods	Dependent / Explanatory variable	Controls	Finding: coefficient and standard error in parentheses
Becker et al. (2012)	489 students from the University of Bonn	Lab experiment / Pearson correlation	Amount sent in the trust game (Berg et al., 1995) / Neuroticism (short version, see Gerlitz and Schupp (2005))	No controls	No significant association: -0.0134
			Amount sent in the trust game (Berg et al., 1995) / Locus of control (10-item based on Rotter (1966))	No controls	No significant association: -0.0140
	Waves 2003-2009 of the German Socio-Economic Panel. Representative. ($N = 14243$)	Survey / Pearson correlation	The average of three standardized trust questions from GSS (5-point scale, (a) In general, one can trust people; (b) These days you cannot rely on anybody else; and (c) When dealing with strangers it is better to be careful before you trust them.) / Neuroticism (short version, see Gerlitz and Schupp (2005))	No controls	More neuroticism, significantly less trust:-0.1919^{***}
			The average of three standardized trust questions from GSS (5-point scale, (a) In general, one can trust people; (b) These days you cannot rely on anybody else; and (c) When dealing with strangers it is better to be careful before you trust them.) / Locus of control (Rotter (1966))	No controls	More internal locus of control, significantly more trust:0.2094^{***}
Müller and Schwieren (2020)	124 German subjects	Lab experiment / Tobit regression (N=58, as half played as sender)	Amount sent in the trust game (Berg et al., 1995) / Neuroticism (NEO-PI-R, Costa and McCrae (2008)	No additional controls	No significant association between trust and neuroticism: $-0.821(0.030)$
				Same as above plus extraversion, openness to experience, agreeableness conscientiousness	More neuroticism, significantly less trust: $-0.117^{***}(0.031)$
				Same as above plus age and female	More neuroticism, significantly less trust:$-0.138^{***}(0.036)$

Online Appendix Table A3: Questions on self-esteem in BCS70, age 16 wave

LAWSEQ Self-esteem questions
Are there lots of things about yourself you would like to change?
Do you think that your parents usually like to hear about your ideas?
When you have to say something in front of teachers, do you usually feel uneasy?
Do other pupils in school often fall out with you?
Do you often feel lonely at school?
Do you think the other pupils in the school often say nasty things about you?
When you want to tell a teacher something, do you often feel silly?
Do you often have to find new friends because old friends are with somebody else?
Do you usually feel foolish when you talk to your parents?
Do other people often think that you tell lies?

Notes: Source: BCS70 (CSL, 2023). Potential answers to all questions: Yes/No/I don't know coded as 0/2/1.

Online Appendix Table A4: Questions on emotional stability in BCS70, age 16 wave

Questions on emotional stability (neuroticism)
Do you feel miserable or depressed?
Do things worry you?
Do you ever get in a violent rage?
Do people annoy and irritate you?
Are you easily upset or irritated?
Are you keyed up and jittery?
Does every little thing get on your nerves and wear you out?
Questions on depressive symptoms (physical symptoms and fear)
Do you have backache?
Do you feel tired?
Do you have headaches?
Do you have great difficulty sleeping ?
Do you wake unecessarily early in the mornings?
Do you wear yourself out worrying about your health?
Have you at times a twitching of the face, head or shoulders?
Do you suddenly become scared for no good reason?
Are you scared if alone?
Do you suffer from indigestion?
Do you suffer from upset stomach?
Is your appetite poor?
Does your heart race like mad?
Do you have bad pains in your eyes?
Are you frightened of going out alone or meeting people?

Notes: Source: BCS70 (CSL, 2023). Potential answers to all questions: Most of the time / Some of the time / Rarely or never, coded as 1 / 2 / 3.

Online Appendix Table A5: Questions on locus of control in BCS70, age 16 wave

Locus of control questions
Do you fell that it is not worth trying hard because things never turn out right anyway?
Do you feel that wishing can make good things happen?
Are people good to you no matter how you act towards them?
Do you feel that it is almost useless to try in school because most students are cleverer than you?
Is high mark just a matter of luck for you?
Are your tests just a lot of guess work for you?
Do you think that planning ahead makes things turn out better?
Are you often blamed for things that are not your fault?
When someone is very angry with you is it impossible to make them your friend again?
When bad things happen to you is it usually others' fault?
When nice things happen to you is it only good luck?
When you get into an argument is it usually the other person's fault?
Are you surprised when your teacher says you have done well?
Do you usually get low marks even when study hard?
Do you think studying for tests is a waste of time?
Do you often feel sad because you have nobody to talk to at school?
When you have to talk in front of students do you often feel silly?
Do you find it difficult to do things like woodwork or knitting?

Notes: Source: BCS70 (CSL, 2023). Potential answers to all questions: Yes / No / I don't know coded as 0 / 2 / 1.

Online Appendix Table A6: Questions on self-assessed abilities, age 16 wave

Are you good at mathematics? Yes/No/I don't know.
Are you good at spelling? Yes/No/I don't know.
Please say whether the following applies to you. Applies very much/Applies somewhat/Does not apply.
I am clever.
I am good at exams.
I am not very good at school.

Notes: Source: BCS70 (CSL, 2023). Potential answers to all questions: Yes / No / I don't know coded as 0 / 2 / 1.

Online Appendix Table A7: Questions on trust in all waves

Questions on trust and their coding in the analysis	
	Questions
Age 34	How much do you trust people in your local area?
	A lot (4), A fair amount (3), Not very much (2), Not at all (1)
Age 42	Whether think most people can be trusted or can't be too careful
	It depends (2), Yes (3), No (1)
Age 46	Whether think most people can be trusted or can't be too careful
	It depends (2), Yes (3), No (1)
Covid wave 1 (age 50)	Self-assessment of how trusting of others
	0 (Not at all) to 10 (Extremely)
Covid wave 2 (age 50)	Self-assessment of how trusting of others
	0 (Not at all) to 10 (Extremely)
Covid wave 3 (age 51)	Self-assessment of how trusting of others
	0 (Not at all) to 10 (Extremely)

Notes: Source: BCS70 (CSL, 2023).

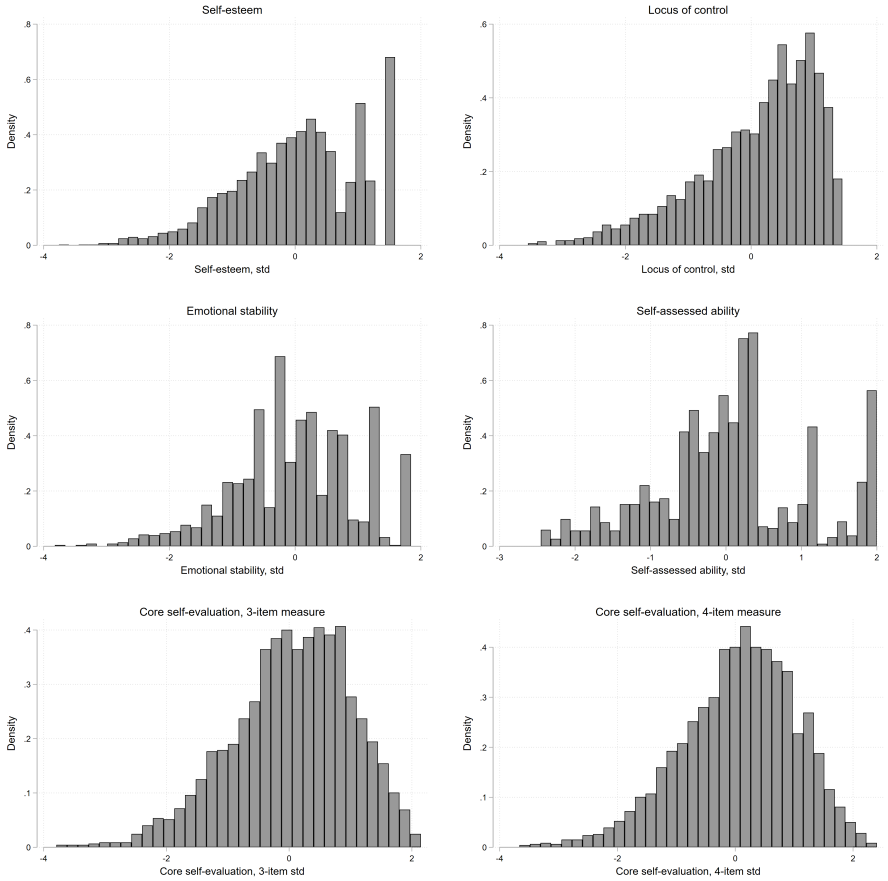
Online Appendix Table A8: Measures on cognitive abilities in BCS70, age 5, 10 and 16

Age 5	
English Picture Vocabulary Test	56 sets of four different pictures with a particular word associated with each set of four pictures, increasing in difficulty. The child was asked to indicate the one picture that corresponded to the given word until the child made five mistakes in a run of eight consecutive items. The first two words were drum and time, the last two are reel and coast.
Copying Designs Test	The child was given a booklet, and asked to copy 8 drawings, one at a time twice on two consecutive pages of booklet.
Human Figure Drawing	The child was asked to 'make a picture of a man or a lady'. (Terms such as 'daddy', 'mummy', 'boy', 'girl', etc., could be used if the child responded better to those). They were asked to make the best picture they could and to draw a whole person, not just a face or head. When the child had finished, if anything was not clear, the child was asked what the various parts of the drawings were and these were labelled.
Complete a Profile Test	The child was asked to complete an outline picture of a human face in profile by filling in features (eyes, ears, nostrils, mouth, hair etc.).
Schonell Reading Test	Children's reading age (of children between age 5 and 14+ years). Reading age is calculated from the number of words read correctly and compared to the child's chronological age. Before the test was administered, the child's mother was asked if she thought the child had begun to read at all. If the mother said the child could read some words or some sentences the child was given a card with 50 words on it, which were read from left to right. When a child struggled with a word, they were asked to sound it out. If the child still couldn't say what the word was, they were asked to try the next one. The test was stopped when the child made five consecutive mistakes.
Age 10	
Edinburgh Reading Test	A test of word recognition, which examined vocabulary, syntax, sequencing, comprehension and retention. Items were carefully selected to cover a wide age range of ability from seven to thirteen years in a form suitable to straddle the ten-year cohort. Particular attention was paid to the lower limit to allow a score to be allocated for very poor readers.

Friendly Maths Test	Mathematical competence, ranging from early awareness of number operations to expected mathematics ability at 13 years old, including arithmetic, number skills, fractions, measures, algebra, geometry and statistics.
Spelling Dictation Task	A paragraph was dictated to the child including both real and made up words. A sentence could be repeated once and an imaginary word in the middle of the passage could be repeated twice.
British Ability Scales (BAS) Word Definitions	For each item on the scale, a word was orally presented to the child who was asked what the word meant. Items were scored as correct or incorrect according to whether or not the child expressed key concepts of the word's meaning. The assessment was stopped after four successive incorrect or partially incorrect words.
BAS Word Similarities	The test consisted of 21 items made up of 3 words e.g. orange, banana, strawberry. The teacher read the three words and asked the child to name another word consistent with the group i.e. another type of fruit. The child then had to say what the words had in common i.e. they are all fruits. When the child was unable to name a group example and name on four successive attempts the test was stopped.
BAS Recall of Digits	For each item the teacher read out digits and asked the child to repeat them. The exercise increased in difficulty from remembering and repeating two digits to three digits and then up to eight digits. If the child asked for a repeat of the numbers, this was scored as incorrect. The test was stopped after four consecutive incorrect responses.
BAS Matrices	Each matrix was a square consisting of four or nine cells, with a blank cell in the lower right corner of each matrix. The teacher asked the child to complete each item by drawing the appropriate shape in the empty square. There were seven example items, three at the start of the exercise, and then four examples when the level of difficulty increased. The task was stopped when four successive items were drawn incorrectly or when it was apparent that the level of difficulty was too great.
Pictorial Language Comprehension Test	The test consisted of 100 sets of four different pictures with a particular word associated with each set of four pictures, increasing in difficulty. The child was asked to indicate the one picture that corresponded to the given word. For vocabulary items only, the test continued until the child had five successive failures.
Age 16	

Applied Psychology Unit (APU) Arithmetic Test	Measures general arithmetic attainment (and not aptitude). Designed to test arithmetic concepts through calculation. Covers evaluation of arithmetic expressions, knowledge of proportion, percentage, estimation of area and simple probability. It tests the ability to reproduce and therefore the aptitude to learning arithmetic processes.
APU Vocabulary	75 words in the test. Each word was followed by a multiple-choice list of 5 words from which the respondent picked the one with the same meaning as the first word. The test got progressively harder.
BAS Matrices	Same procedure as at age 10.
Edinburgh Reading Test	Measures reading skills, and includes five sub-scales examining vocabulary, syntax, sequencing, comprehension and retention.
Spelling Test	Spelling was assessed by two tests (A and B). 100 words for each test - some spelt correctly and some incorrectly, CM identifies whether correct or incorrect. The words get harder as the test progresses. Order of test rotated by odd and even days.

Source: Moulton et al. (2020) reproduced in Adamecz-Völgyi and Shure (2022). We construct a summary index from these 18 measures the following way. First, we standardize all these continuous measures to mean 0 and SD 1. Then, we use Confirmatory Factor Analysis (CFA) to estimate the underlying objective cognitive skills variable via Full Information Maximum Likelihood. Thus, if at least one of these measures is available for a person, we will estimate the index for them.



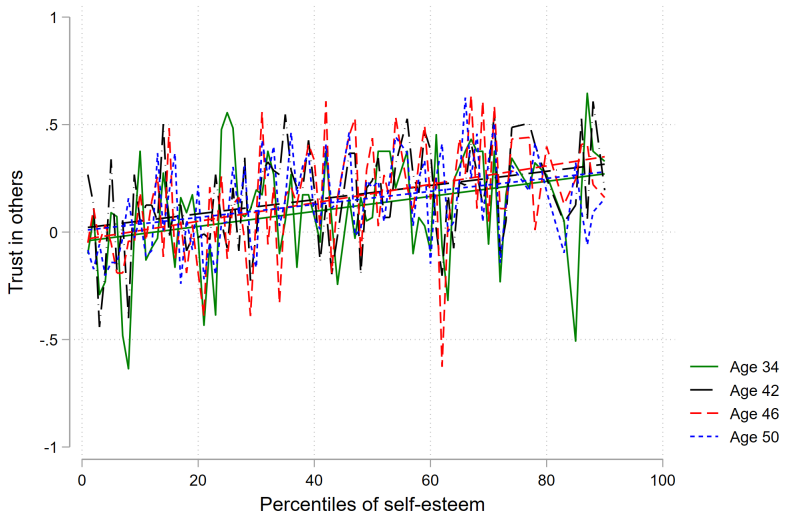
Online Appendix Figure A1: The distribution of core self-evaluation measures

Source: BCS70 (CSL, 2023). No. of observations: 2,559.

Online Appendix Table A9: Predicting core self-evaluation (3-item measure)

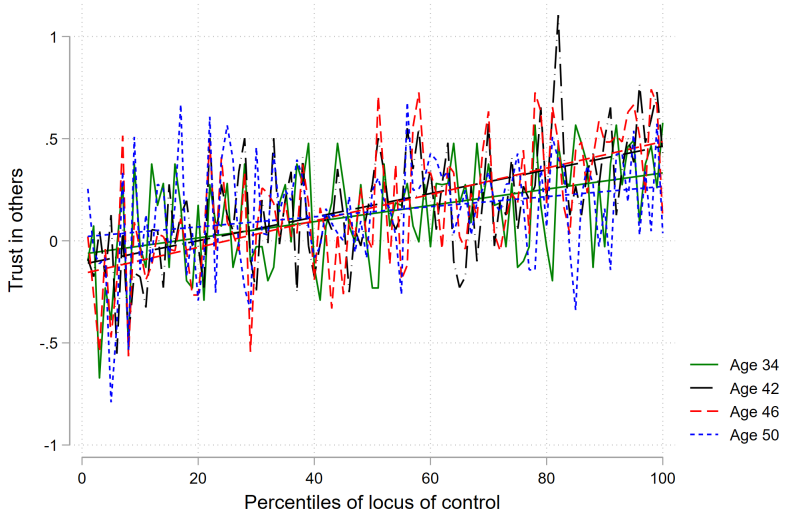
	(1)		(2)		(3)	
	Model 1		Model 2		Model 3	
Female	-0.193***	(0.038)	-0.198***	(0.038)	-0.187***	(0.041)
SES	0.002	(0.041)	-0.005	(0.041)	-0.027	(0.044)
Mother has a qualification	0.055	(0.041)	0.061	(0.042)	0.046	(0.045)
Ethnicity: English, etc (n=2387)	-0.282	(0.257)	-0.396	(0.331)	0.143	(0.127)
Ethnicity: Irish (n=8)	0.216	(0.318)	0.075	(0.390)	0.627**	(0.238)
Ethnicity: Other European (n=13)	-0.289	(0.380)	-0.390	(0.429)	0.363	(0.311)
Ethnicity: West Indian (n=11)	-0.302	(0.350)	-0.393	(0.408)	-0.046	(0.363)
Ethnicity: Indian (n=34)	-0.268	(0.311)	-0.315	(0.377)	0.378	(0.296)
Ethnicity: Other (n=4)	-1.193**	(0.433)	-1.677***	(0.347)	-1.300***	(0.175)
Ethnicity: Ethnicity is missing (n=96)	-0.436	(0.271)	-0.507	(0.346)	0.037	(0.173)
Region: North (n=173)	-0.011	(0.111)	0.057	(0.143)	0.060	(0.146)
Region: Yorks and Humberside (n=205)	-0.058	(0.111)	0.010	(0.143)	-0.011	(0.145)
Region: East Midlands (n=176)	0.078	(0.110)	0.150	(0.142)	0.170	(0.145)
Region: East (n=127)	0.025	(0.120)	0.090	(0.150)	0.052	(0.153)
Region: South East (n=674)	0.026	(0.094)	0.096	(0.130)	0.081	(0.132)
Region: South West (n=145)	0.002	(0.114)	0.073	(0.144)	0.062	(0.146)
Region: West Midlands (n=247)	-0.036	(0.104)	0.027	(0.138)	0.010	(0.140)
Region: North West (n=286)	-0.064	(0.104)	0.009	(0.138)	0.016	(0.140)
Region: Wales (n=139)	0.082	(0.117)	0.153	(0.147)	0.089	(0.151)
Region: Scotland (n=249)	-0.059	(0.104)	0.011	(0.137)	0.005	(0.141)
Region: Northern Ireland (n=3)	-0.472	(0.684)	-0.377	(0.709)	0.241	(0.131)
Objective cognitive abilities, std	0.286***	(0.022)	0.283***	(0.023)	0.280***	(0.024)
Father has a qualification			0.086	(0.092)	0.041	(0.104)
Low birthweight			-0.106	(0.094)	-0.055	(0.099)
Maternal Malaise score, age 5					-0.014*	(0.007)
Constant	0.371	(0.254)	0.341	(0.353)	-0.078	(0.160)
Observations	2559		2494		2230	

Notes: Source: BCS70 (CSL, 2023). Robust standard errors in parentheses. *p<0.05 **p<0.01 ***p<0.001



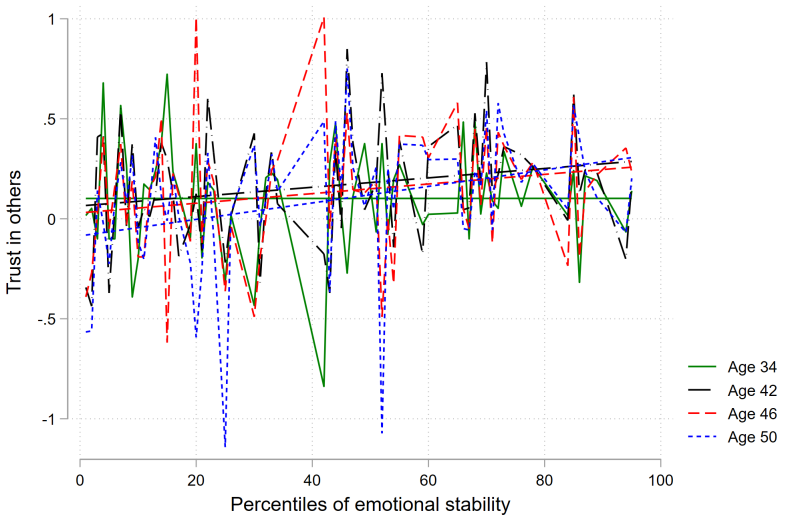
Online Appendix Figure A2: Trust along the distribution of self-esteem

Source: BCS70 (CSL, 2023). No. of observations: 1,645.



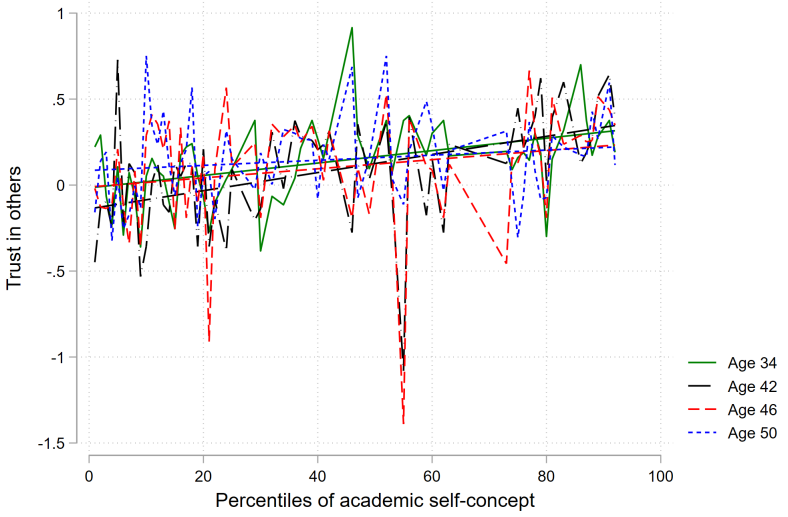
Online Appendix Figure A3: Trust along the distribution of locus of control

Source: BCS70 (CSL, 2023). No. of observations: 1,645.



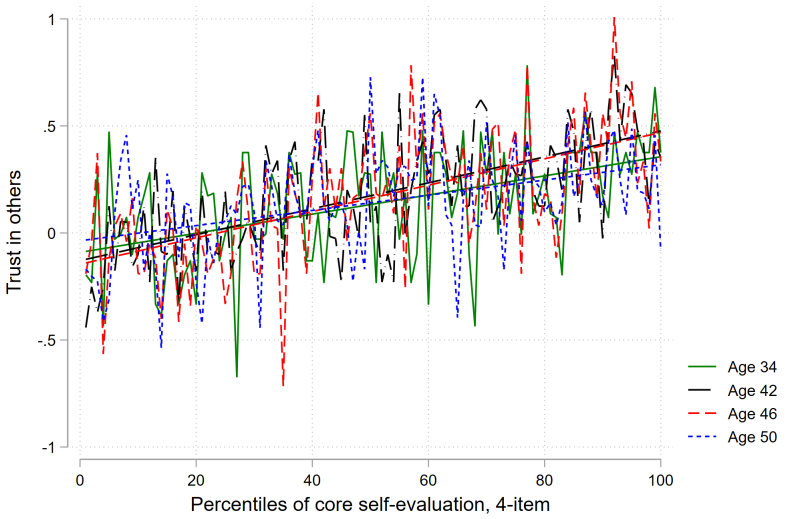
Online Appendix Figure A4: Trust along the distribution of emotional stability

Source: BCS70 (CSL, 2023). No. of observations: 1,645.



Online Appendix Figure A5: Trust along the distribution of self-assessed ability

Source: BCS70 (CSL, 2023). No. of observations: 1,645.



Online Appendix Figure A6: Trust along the distribution of core self-evaluation (4-item measure)

Source: BCS70 (CSL, 2023). No. of observations: 1,645.

Online Appendix B

Online Appendix Table B1: The relationship between trust at age 34 and core self-evaluation

VARIABLES	(1) Model 0	(2) Model 1	(3) Model 2	(4) Model 3	(5) Model 4	(6) Model 5	(7) Model 6	(8) Model 7
Female	0.115**	0.119***	0.150***	0.118***	0.116**	0.129***	0.140***	0.145***
	(0.035)	(0.035)	(0.036)	(0.035)	(0.036)	(0.037)	(0.035)	(0.036)
Self-esteem, std		0.118***				0.098***		
		(0.018)				(0.021)		
Emotional stability, std			0.080***			0.036		
			(0.018)			(0.020)		
Locus of control, std				0.072***		0.020		
				(0.021)		(0.025)		
Self-assessed ability, std					0.003	-0.018		
					(0.020)	(0.022)		
Core self-evaluation, 3-item std							0.119***	
							(0.018)	
Core self-evaluation, 4-item std								0.111***
								(0.020)
Objective cognitive abilities, std	0.151***	0.131***	0.151***	0.116***	0.150***	0.135***	0.116***	0.102***
	(0.022)	(0.021)	(0.021)	(0.024)	(0.025)	(0.025)	(0.022)	(0.023)
Constant	0.010	0.017	-0.018	0.011	0.010	0.008	-0.003	-0.007
	(0.071)	(0.071)	(0.072)	(0.071)	(0.072)	(0.072)	(0.071)	(0.071)
Observations	2,938	2,938	2,938	2,938	2,938	2,938	2,938	2,938
R-squared	0.041	0.056	0.048	0.045	0.041	0.057	0.055	0.052

Notes: Source: BCS70 (CSL, 2023). Control variables: region at birth, parental SES, maternal qualification, ethnicity, cognitive skills at ages 5–16. Robust standard errors in parentheses. *p<0.05 **p<0.01 ***p<0.001

Online Appendix Table B2: The relationship between trust at age 42 and core self-evaluation

VARIABLES	(1) Model 0	(2) Model 1	(3) Model 2	(4) Model 3	(5) Model 4	(6) Model 5	(7) Model 6	(8) Model 7
Female	-0.030	-0.028	0.004	-0.026	0.001	0.017	-0.009	0.002
	(0.039)	(0.039)	(0.040)	(0.039)	(0.039)	(0.040)	(0.039)	(0.039)
Self-esteem, std		0.055**				0.012		
		(0.020)				(0.022)		
Emotional stability, std			0.080***			0.051*		
			(0.020)			(0.022)		
Locus of control, std				0.107***		0.055*		
				(0.023)		(0.026)		
Self-assessed ability, std					0.105***	0.080***		
					(0.022)	(0.023)		
Core self-evaluation, 3-item std							0.100***	
							(0.020)	
Core self-evaluation, 4-item std								0.127***
								(0.021)
Objective cognitive abilities, std	0.242***	0.232***	0.243***	0.191***	0.185***	0.171***	0.214***	0.186***
	(0.022)	(0.022)	(0.022)	(0.025)	(0.026)	(0.027)	(0.023)	(0.024)
Constant	0.017	0.022	-0.010	0.020	-0.005	-0.015	0.008	0.002
	(0.079)	(0.079)	(0.080)	(0.079)	(0.079)	(0.080)	(0.079)	(0.079)
Observations	2,670	2,670	2,670	2,670	2,670	2,670	2,670	2,670
R-squared	0.068	0.071	0.074	0.076	0.076	0.082	0.077	0.080

Notes: Source: BCS70 (CSL, 2023). Control variables: region at birth, parental SES, maternal qualification, ethnicity, cognitive skills at ages 5–16. Robust standard errors in parentheses. *p<0.05 **p<0.01 ***p<0.001

Online Appendix Table B3: The relationship between trust at age 50 and core self-evaluation

VARIABLES	(1) Model 0	(2) Model 1	(3) Model 2	(4) Model 3	(5) Model 4	(6) Model 5	(7) Model 6	(8) Model 7
Female	0.033	0.033	0.082*	0.037	0.047	0.080	0.057	0.065
	(0.040)	(0.040)	(0.041)	(0.040)	(0.041)	(0.041)	(0.040)	(0.040)
Self-esteem, std		0.072***				0.021		
		(0.022)				(0.024)		
Emotional stability, std			0.115***			0.093***		
			(0.022)			(0.024)		
Locus of control, std				0.095***		0.043		
				(0.026)		(0.029)		
Self-assessed ability, std					0.043	0.017		
					(0.024)	(0.024)		
Core self-evaluation, 3-item std							0.120***	
							(0.023)	
Core self-evaluation, 4-item std								0.125***
								(0.024)
Objective cognitive abilities, std	0.037	0.027	0.038	-0.006	0.012	0.005	0.006	-0.017
	(0.026)	(0.026)	(0.026)	(0.028)	(0.030)	(0.030)	(0.027)	(0.028)
Constant	0.030	0.036	-0.012	0.027	0.021	-0.007	0.016	0.012
	(0.083)	(0.083)	(0.083)	(0.083)	(0.083)	(0.084)	(0.083)	(0.083)
Observations	2,348	2,348	2,348	2,348	2,348	2,348	2,348	2,348
R-squared	0.011	0.017	0.025	0.018	0.013	0.027	0.025	0.024

Notes: Source: BCS70 (CSL, 2023). Control variables: region at birth, parental SES, maternal qualification, ethnicity, cognitive skills at ages 5–16. Robust standard errors in parentheses. *p<0.05 **p<0.01 ***p<0.001

Online Appendix Table B4: The relationship between trust at all ages and core self-evaluation – 3-item measure, overlap sample

	(1)	(2)	(3)	(4)
VARIABLES	Age 34	Age 42	Age 46	Covid waves
Core self-evaluation, 3-item std	0.089***	0.087***	0.130***	0.113***
	(0.025)	(0.026)	(0.026)	(0.027)
Objective cognitive abilities, std	0.158***	0.208***	0.091**	-0.001
	(0.031)	(0.030)	(0.030)	(0.032)
Female	0.096*	0.010	0.081	0.056
	(0.048)	(0.050)	(0.049)	(0.047)
Constant	0.106	0.010	-0.106	0.176
	(0.101)	(0.106)	(0.105)	(0.101)
Observations	1,634	1,634	1,634	1,634
R-squared	0.057	0.077	0.072	0.035

Notes: Source: BCS70 (CSL, 2023). Control variables: region at birth, parental SES, maternal qualification, ethnicity, cognitive skills at ages 5–16. Robust standard errors in parentheses. *p<0.05 **p<0.01 ***p<0.001

Online Appendix Table B5: The relationship between trust at all ages and core self-evaluation – 4-item measure

	(1)	(2)	(3)	(4)
VARIABLES	Age 34	Age 42	Age 46	Covid waves
Core self-evaluation, 4-item std	0.111***	0.127***	0.147***	0.121***
	(0.020)	(0.021)	(0.022)	(0.024)
Objective cognitive abilities, std	0.102***	0.186***	0.096***	-0.029
	(0.023)	(0.024)	(0.024)	(0.028)
Female	0.145***	0.002	0.077*	0.055
	(0.036)	(0.039)	(0.039)	(0.040)
Constant	-0.007	0.002	-0.138	0.124
	(0.071)	(0.079)	(0.081)	(0.085)
Observations	2,938	2,670	2,559	2,348
R-squared	0.052	0.080	0.076	0.036

Notes: Source: BCS70 (CSL, 2023). Control variables: region at birth, parental SES, maternal qualification, ethnicity, cognitive skills at ages 5–16. Robust standard errors in parentheses. *p<0.05 **p<0.01 ***p<0.001

Online Appendix Table B6: The relationship between trust at all ages and core self-evaluation – 4-item measure, overlap sample

	(1)	(2)	(3)	(4)
VARIABLES	Age 34	Age 42	Age 46	Covid waves
Core self-evaluation, 4-item std	0.080**	0.107***	0.137***	0.117***
	(0.026)	(0.028)	(0.028)	(0.029)
Objective cognitive abilities, std	0.145***	0.184***	0.065*	-0.023
	(0.032)	(0.032)	(0.032)	(0.034)
Female	0.099*	0.020	0.090	0.062
	(0.048)	(0.050)	(0.050)	(0.047)
Constant	0.107	0.005	-0.110	0.173
	(0.101)	(0.106)	(0.105)	(0.102)
Observations	1,634	1,634	1,634	1,634
R-squared	0.055	0.079	0.071	0.034

Notes: Source: BCS70 (CSL, 2023). Control variables: region at birth, parental SES, maternal qualification, ethnicity, cognitive skills at ages 5–16. Robust standard errors in parentheses. *p<0.05 **p<0.01 ***p<0.001

Online Appendix Table B7: The relationship between trust at all ages and core self-evaluation – 3-item measure, overlap sample, controlling for educational attainment

	(1)	(2)	(3)	(4)
VARIABLES	Age 34	Age 42	Age 46	Covid waves
Core self-evaluation, 3-item std	0.086***	0.070**	0.120***	0.112***
	(0.025)	(0.025)	(0.026)	(0.027)
Objective cognitive abilities, std	0.127***	0.096**	0.026	-0.010
	(0.037)	(0.035)	(0.036)	(0.037)
Female	0.101*	0.009	0.073	0.055
	(0.048)	(0.050)	(0.050)	(0.048)
Constant	0.014	-0.153	-0.085	0.217
	(0.121)	(0.130)	(0.129)	(0.124)
Observations	1,634	1,634	1,634	1,634
R-squared	0.068	0.104	0.090	0.037

Notes: Source: BCS70 (CSL, 2023). Control variables: region at birth, parental SES, maternal qualification, ethnicity, cognitive skills at ages 5–16, private school, math test scores at age 16, A-level examinations, university graduation. Robust standard errors in parentheses. *p<0.05 **p<0.01 ***p<0.001

Online Appendix Table B8: Selection into the analytical sample: balance table

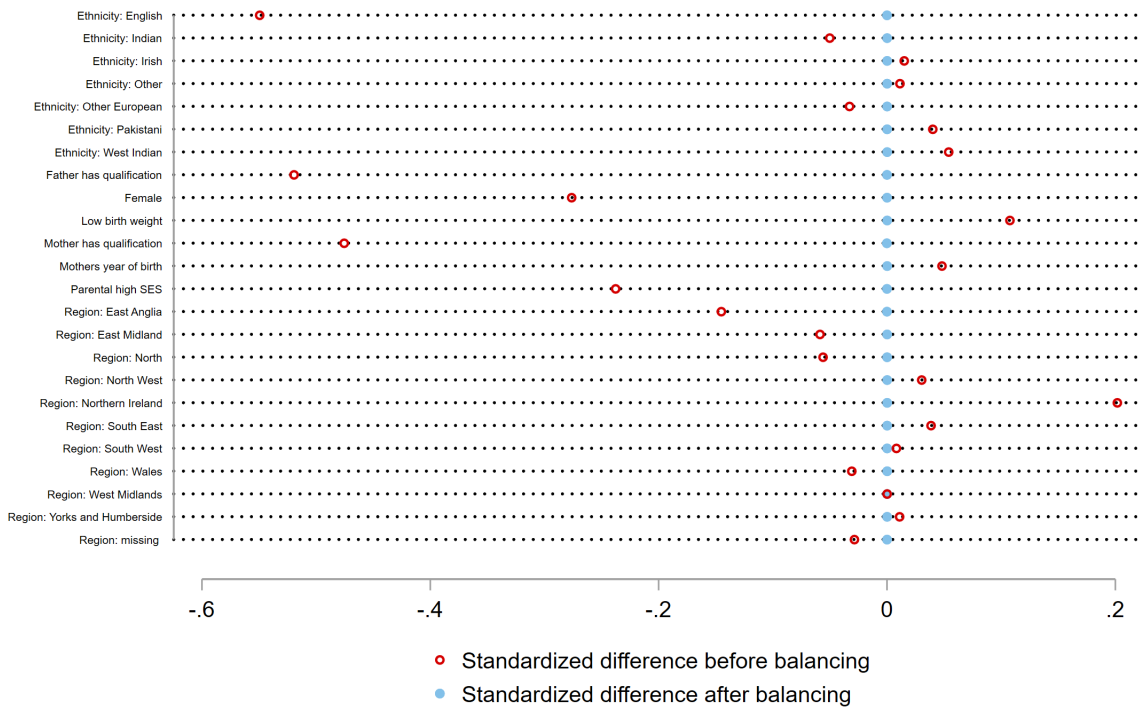
	Mean, out-of-sample	Mean, analytical sample	Diff	SE	p-values
Female	.462	.596	.134	.011	0
Parental high SES	.301	.416	.114	.01	0
Mother has qualification	.397	.633	.236	.01	0
Father has qualification	.706	.943	.237	.006	0
Low birth weight	.081	.052	-.03	.005	0
Mothers year of birth	1944.155	1943.888	-.267	.115	.02
Ethnicity: English	.678	.933	.254	.006	0
Ethnicity: Irish	.004	.003	-.001	.001	.629
Ethnicity: Other European	.003	.005	.002	.001	.233
Ethnicity: West Indian	.01	.004	-.005	.002	0
Ethnicity: Indian	.008	.013	.005	.002	.027
Ethnicity: Pakistani	.005	.002	-.002	.001	.043
Ethnicity: Bangladeshi	0	0	0	0	.025
Ethnicity: Other	.002	.002	0	.001	.912
Ethnicity: missing	.29	.038	-.253	.005	0
Region: North	.056	.068	.011	.005	.034
Region: Yorks and Humberside	.085	.08	-.005	.006	.411
Region: East Midland	.057	.069	.012	.005	.028
Region: East	.027	.05	.022	.004	0
Region: South East	.288	.263	-.025	.009	.009
Region: South West	.06	.057	-.003	.005	.496
Region: West Midlands	.099	.097	-.003	.006	.663
Region: North West	.125	.112	-.013	.007	.054
Region: Wales	.049	.054	.005	.005	.273
Region: Scotland	.091	.097	.007	.006	.292
Region: Northern Ireland	.041	.001	-.04	.002	0

Notes: Source: BCS70 (CSL, 2023). No. of observations: out-of-sample: 15,089. Analytical sample: 2,559. Total No. of observations: 17,711. Robust standard errors in parentheses. *p<0.05 **p<0.01 ***p<0.001

Online Appendix Table B9: Selection into the analytical sample: Probit selection model

	(1)	
	Model 1	
dataOC		
Female	0.320***	(0.025)
SES	0.182***	(0.028)
Mother has a qualification	0.286***	(0.027)
Father has a qualification	0.336***	(0.052)
Low birthweight	-0.106*	(0.053)
Mother's year of birth	-0.006*	(0.002)
Ethnicity: English, etc	0.839***	(0.059)
Ethnicity: Irish	0.571**	(0.213)
Ethnicity: Other European	1.017***	(0.189)
Ethnicity: West Indian	0.401*	(0.169)
Ethnicity: Indian	1.053***	(0.132)
Ethnicity: Pakistani	0.391	(0.262)
Ethnicity: Bangladeshi	0.000	(.)
Ethnicity: Other	0.686*	(0.340)
Region: North	-0.061	(0.094)
Region: Yorks and Humberside	-0.191*	(0.092)
Region: East Midlands	0.008	(0.094)
Region: East	0.187	(0.101)
Region: South East	-0.218**	(0.084)
Region: South West	-0.233*	(0.096)
Region: West Midlands	-0.160	(0.090)
Region: North West	-0.203*	(0.088)
Region: Wales	-0.147	(0.097)
Region: Scotland	-0.141	(0.090)
Region: Northern Ireland	-0.839***	(0.222)
Constant	9.161*	(4.478)
Observations	17526	

Notes: Source: BCS70 (CSL, 2023). Area under the ROC curve measure: 0.7251. Robust standard errors in parentheses. *p<0.05 **p<0.01 ***p<0.001



Online Appendix Figure B1: Selection into the analytical sample: Covariate balance before and after entropy balancing

Source: BCS70 (CSL, 2023). No. of observations: 17,526.

Online Appendix Table B10: Selection into the analytical sample: Weighted models

VARIABLES	(1) Probit weights 3-item	(2) Probit weights 4-item	(3) Ebalance weights 3-item	(4) Ebalance weights 4-item
Female	0.054	0.065	0.002	0.007
	(0.055)	(0.056)	(0.079)	(0.081)
Core self-evaluation, 3-item std	0.175***		0.237***	
	(0.029)		(0.045)	
Core self-evaluation, 4-item std		0.175***		0.227***
		(0.031)		(0.048)
Objective cognitive abilities, std	0.109**	0.088*	0.052	0.029
	(0.039)	(0.041)	(0.054)	(0.060)
Constant	-0.088	-0.104	-0.083	-0.105
	(0.122)	(0.128)	(0.147)	(0.159)
Observations	2,490	2,490	2,490	2,490
R-squared	0.093	0.090	0.113	0.103

Notes: Source: BCS70 (CSL, 2023). Control variables: region at birth, parental SES, maternal qualification, ethnicity, cognitive skills at ages 5–16. Robust standard errors in parentheses. *p<0.05 **p<0.01 ***p<0.001

Online Appendix Table B11: The relationship between trust at age 46 and core self-evaluation: Multinomial logit models

	(1) Model 1		(2) Model 2		(3) Model 3		(4) Model 4		(5) Model 5		(6) Model 6		(7) Model 7	
	1	3	1	3	1	3	1	3	1	3	1	3	1	3
Self-esteem, std	-0.027	0.183***							0.029	0.104*				
	(0.058)	(0.050)							(0.066)	(0.056)				
Emotional stability, std			-0.128**	0.134***					-0.132**	0.030				
			(0.059)	(0.051)					(0.066)	(0.057)				
Locus of control, std					-0.054	0.280***			0.003	0.211***				
					(0.064)	(0.060)			(0.076)	(0.070)				
Self-assessed ability, std							-0.075	0.107*	-0.059	0.028				
							(0.066)	(0.055)	(0.070)	(0.059)				
Core self-evaluation, 3-item std											-0.090	0.250***		
											(0.059)	(0.053)		
Core self-evaluation, 4-item std													-0.102*	0.273***
													(0.062)	(0.057)
Observations	2559		2559		2559		2559		2559		2559		2559	

Notes: Source: BCS70 (CSL, 2023). Baseline category of the dependent variable: "Whether think most people can be trusted or can't be too careful – It depends". Category 1: "No". Category 3: "Yes". Control variables: region at birth, parental SES, maternal qualification, ethnicity, cognitive skills at ages 5–16. Robust standard errors in parentheses. *p<0.05 **p<0.01 ***p<0.001

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