

**TRUSTING EVERYONE AND TEACHING
KIDS RESPECT AND TOLERANCE
EXPLAINS 33% OF HAPPINESS VARIATION**

ZULFIKAR MOINUDDIN AHMED

```
> summary(mod.haptrust)
```

Call:

```
lm(formula = trustMost ~ Happy + childResp, data = haptrust)
```

Residuals:

	Min	1Q	Median	3Q	Max
	-29.996	-11.533	0.071	11.567	38.429

Coefficients:

	Estimate	Std. Error	t value	Pr(> t)
(Intercept)	-79.5511	18.9127	-4.206	7.03e-05 ***
Happy	0.8173	0.2090	3.910	0.000199 ***
childResp	0.5367	0.1254	4.280	5.40e-05 ***

Signif. codes: 0 '***' 0.001 '**' 0.01 '*' 0.05 '.' 0.1 ' ' 1

Residual standard error: 14.93 on 76 degrees of freedom

Multiple R-squared: 0.3294, Adjusted R-squared: 0.3117

F-statistic: 18.66 on 2 and 76 DF, p-value: 2.551e-07

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1. TEACHING KIDS RESPECT IS PROXY FOR BEING RESPECTED ONESELF

Tay and Diener decomposed SWB into five factors. Beyond Basic needs, they had Social/Respect and Autonomy/Respect. We took teaching kids tolerance and respect as a proxy. So with two factors we can explain 33% of the variation of happiness with $N = 79$ countries. Both variables are very strongly significant.

What is really interesting is that correlation between trust and teaching respect to kids is not zero but $\rho = 0.44$ so these are not orthogonal variables. It is interesting to consider trust as a separate variable but in the Tay-Diener scheme it would fall under "Social Needs". Trust is obviously much more specific than general social needs.