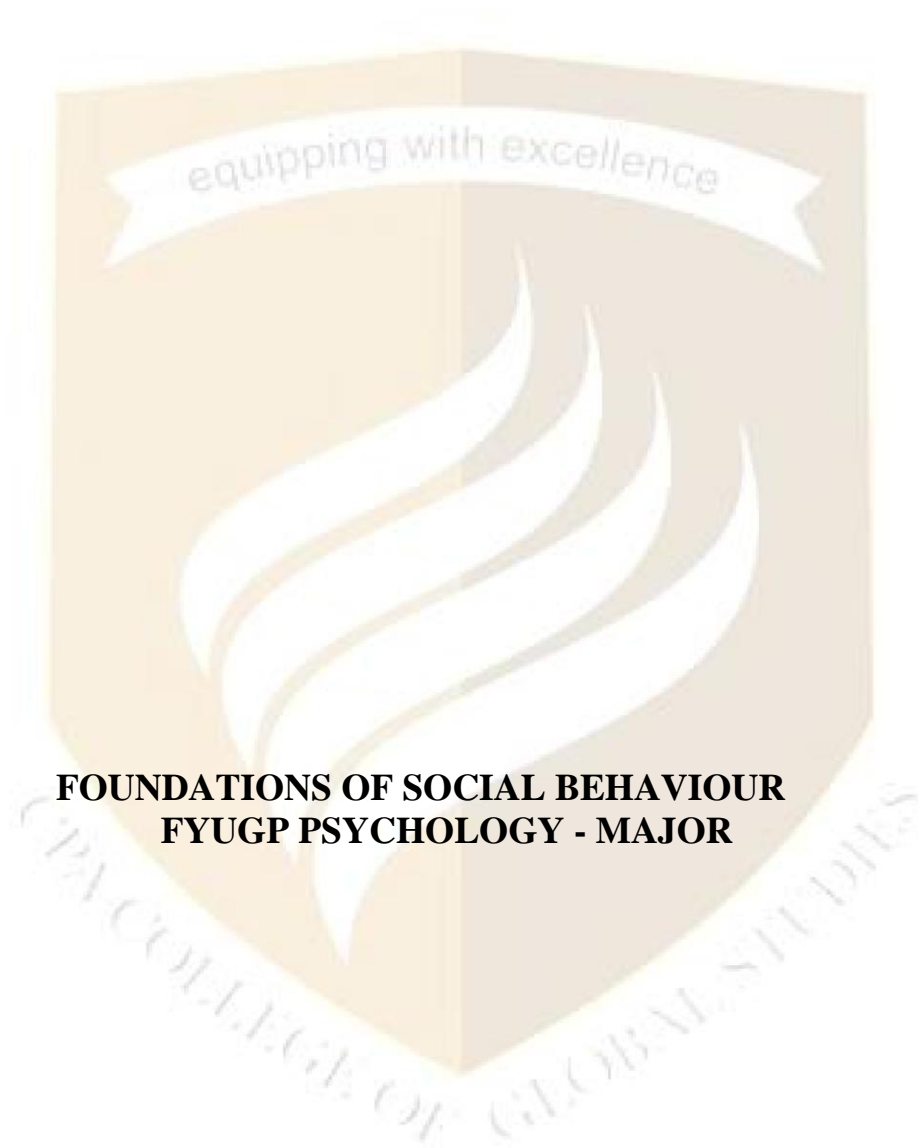


CALICUT UNIVERSITY

FOURTH SEMESTER

FOUR-YEAR UNDERGRADUATE PROGRAMME (CU-FYUGP)



**FOUNDATIONS OF SOCIAL BEHAVIOUR
FYUGP PSYCHOLOGY - MAJOR**

**PREPARED BY
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CPA COLLEGE OF GLOBAL STUDIES, PUTHANATHANI

Programme	BSc Psychology				
Course Title	Foundations of Social Behaviour				
Type of Course	Major with Practicum				
Semester	IV				
Academic Level	200-299				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total hours
	4	3	-	2	75
Pre-requisites, if any	Nil				
Course Summary	Social psychology explores the individual behaviour in social setting. It includes the scope, methods of social psychology, social perception, group, social influence, leadership, interpersonal attraction and prosocial behaviour. It equips the students to implement the role of social behaviour to interpret real-world situations.				



Module I: Social Psychology – An Overview

Hours: 8 | Marks: 10

1. Origin and Development of Social Psychology
2. Definition and Goals of Social Psychology
3. Scope of Social Psychology
4. Methods of Social Psychology
 - Systematic Observation
 - Survey Method
 - Correlation Method
 - Experimental Method

Module II: Social Perception, Attribution and Attitudes

Hours: 13 | Marks: 20

5. Social Cognition
 - Heuristics
 - Schemas
 - Errors in Social Cognition
6. Social Perception
 - Definition
7. Non-Verbal Communication
 - Facial Expressions
 - Gazes and Stares
 - Body Language
 - Touching
8. Deception and Micro Expressions
9. Attribution
 - Definition
 - Theories:
 - Correspondence Inference Theory
 - Kelley's Theory
10. Applications of Attribution Theory and Attribution Errors
11. Attitude; Definition, Components, Functions, Formation of Attitudes
12. Attitude–Behaviour Link

Module III: Group, Leadership and Social Influence

Hours: 12 | Marks: 20

13. Groups
 - Definition
 - Types
 - Functions
 - Social Facilitation and Social Loafing
14. Leadership Types:
 - Autocratic
 - Democratic
 - Laissez-faire
 - Theories:
 - Great Man Theory
 - Trait Theory

- Transformational Theory

16. Social Influence

- Conformity and Factors Affecting Conformity
- Compliance: Underlying Principles and Tactics
- Tactics in Online Shopping
- Obedience and Destructive Obedience

Module IV: Interpersonal Attraction and Prosocial Behaviour

Hours: 12 | Marks: 20

17. Interpersonal Attraction

- Beginning of Attraction
- Proximity
- Emotions
- Need for Affiliation
- Becoming Acquainted: Situational Determinants

18. Social Media and Relationship Development

19. Love

- Triangular Model of Love

20. Responding to Emergency Situations

- Steps

21. Prosocial Behaviour

- Altruistic Personality
- Volunteering

22. Explaining Prosocial Behaviour

- Empathy–Altruism Model
- Negative State Relief Model
- Empathic Joy Hypothesis
- Genetic Determinism

Module V: Activities

Marks: 30

Students are required to submit a report on any two of the following activities:

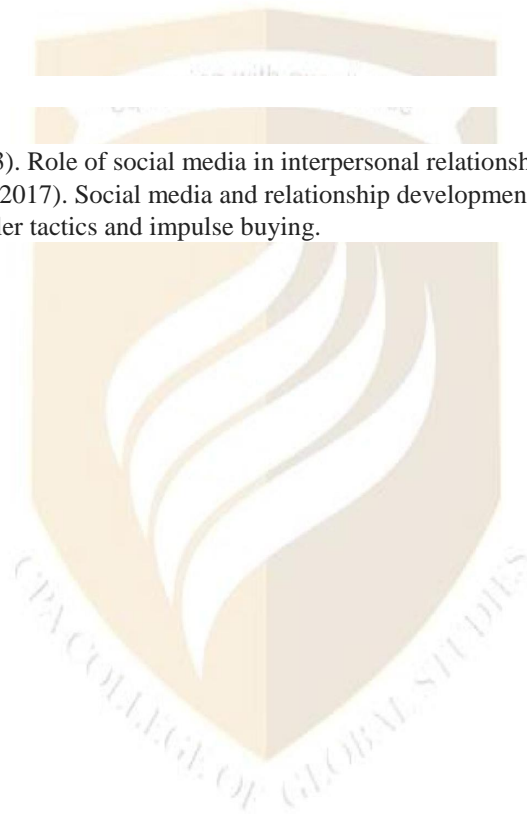
1. Identify and become familiar with research methods in social psychology
2. Conduct practical sessions on non-verbal communication and identify micro-expressions related to deception
3. Organize group discussions on social psychology topics and prepare a report
4. Practice and demonstrate tactics related to social influence
5. Perform role play based on personal space
6. Engage in and report on prosocial behaviour and related factors

Books and References

- Baron, R.A., Branscombe, N.R., Byrne, D., & Bhardwaj, G. (2009). *Social Psychology* (12th ed.). Pearson Education.
- Baron, R.A., & Byrne, D. (2002). *Social Psychology* (10th ed.). Pearson Education.
- Chaube, S.P., & Chaube, A. (2006). *Groundwork for Social Psychology* (Vol. 1). Neelkamal Publications.
- Feldman, R.S. (2001). *Social Psychology* (3rd ed.). Pearson Education.
- Michener, H.A., Delamater, J.D., & Myers, D.J. (2004). *Social Psychology*. Thomson Wadsworth.
- Myers, D.G. (1999). *Social Psychology* (7th ed.). Pearson Education.
- Schneider, F.W., Gruman, J.A., & Coutts, L.M. (2005). *Applied Social Psychology*. Sage Publications.

Suggested Readings

- Imam, E. & Tanisha, A.C. (2023). Role of social media in interpersonal relationships among youth.
- Orben, A.C. & Dunbar, R.I.M. (2017). Social media and relationship development.
- Thomas, L. (2019). Online retailer tactics and impulse buying.



MODULE 1: SOCIAL PSYCHOLOGY-AN OVERVIEW

DEFINITION OF SOCIAL PSYCHOLOGY

Social psychology investigates the ways in which our thoughts, feelings, and actions are influenced by the social environments in which we live—by other people or our thoughts about them.

Social psychology is defined as the scientific field that seeks to understand the nature and causes of individual behavior, feelings, and thought in social situations.

- Floyd Allport (1924) has defined social psychology as “the scientific study of the experience and behaviour of individuals in relation to other individuals, groups and culture”.
- Gordon W. Allport (1968) states that social psychology is a discipline “that attempts to understand and explain how the thought, feeling and behaviour of an individual are influenced by the actual, imagined or implied presence of others.”

ORIGIN AND DEVELOPMENT OF PSYCHOLOGY

1908 and 1924:

- Period during which social psychology become an independent field.
- In both these years books containing social psychology as their titles were published.

William McDougall;

- 1908
- The first book which was based on the view that social behavior tends from innate tendencies or instincts.
- Floyd Allport
- 1924 published second volume of the book
- He argued that social behavior stems from many different factors including the presence of others and their specific actions.
- The book emphasized the value of experimentation and contained discussions of actual research that already been conducted on such topics as conformity, the ability to recognize others emotions from their expression and the impact of audiences on task performance.

20th century;

- By the middle of twenties, social psychology had appeared on the research field and had begun to investigate many of the topics.
- 1930s and early 1940s; Two decades after the publication of allport’s book were marked by rapid Growth. New issues were studied and new methods for investigating them were devised.

1935 Muzafer Sherif and Kurt Lewin;

- Important milestones in the development of social psychology during this period includes research by two of its founders.
- Muzafer sheriff studied the nature and impact of social norms and rules indicating how individuals ought to behave and so contributed basic insights to our understanding of pressures toward conformity.
- Kurt lewin and his colleagues carried out revealing research on the nature of leadership and other group processes.
- Lewin’s influence on social psychology was profound, because many of his students went on to become very prominent contributors in this field.
- By the close of the 1930s, social psychology was a growing field that had already contributed much to our knowledge of social behaviour.

Social psychology growth: the 1940s, 1950s and 1960s

1940 and 1950: Social psychologists focused on attention on the influence that group and group membership exert on individual behaviour (Forsyth, 1991). They examined the link between various personality traits and social behaviour.

1957, Leon Festinger: Most important event during this period was the development of cognitive dissonance theory. This theory proposed that human beings dislike inconsistency and strive to reduce it. Specifically, the theory argues that people seek to eliminate inconsistency between various attitudes that they hold or between their attitudes and behaviour.

1960: The time when social psychology came of age. So many lines of research either began or expanded during these years like "interpersonal attraction and romantic love, repression, formation, attribution and other aspects of social perception; many different aspects of social influence such as obedience, conformity and compliance, the cause and prevention of human aggression and effects of the physical environment on many forms of social behaviour.

- 1970-1990: a maturing field. Many lines of research began during the 1960s were expanded and several new topics to prominence. The most important among that are:
- Attribution: the process through which we seek to understand the cause of others' behaviour.
- Gender differences and sex discrimination: investigation of the extent to which the behaviour of women and men actually differs and the impact of negative stereotypes concerning the traits supposedly possessed by gender.
- Environmental psychology: investigations of the effects of the physical environment—noise, heat, crowding, air quality on social behaviour.

NATURE OF SOCIAL PSYCHOLOGY

The core values that are essential for a field to be considered as scientific in nature.

o Accuracy:

o Objectivity

o Skepticism:

o Open-mindedness:

GOALS OF SOCIAL PSYCHOLOGY

1. Social psychologists seek to understand the causes of social behavior and thought. Social psychologists are primarily interested in understanding the many factors and conditions that shape the social behavior and thoughts of individuals.

2. To understand the actions and characteristics of others. One person's behavior and their characteristics expressed in the behavior directly influence other person's feelings and actions.

3. To understand the cognitive processes. The cognitive processes such as perception, memory and inferences play a key role on the understanding and behavior of every individual in the society.

4. The environmental factors The weather and climate a person experiencing has an impact in their behavior.

5. The cultural context People live in different cultural setting. each culture comes out with its own rules and norms to be systematically followed in different faces of human life cycle.

6. The biological/evolutionary factors

This is a new branch of social psychology that seeks to investigate the potential role of genetic factors in various aspects.

SCOPE OF SOCIAL PSYCHOLOGY

- Social stimuli and social stimulus situations
- Individuals reactions and experiences which arise from social situations
- Impact of social environment on the individuals social behavior is as result of four factors.

1. Characteristics of the people.
2. cognitive processes.
3. Physical environment
4. Cultural context

METHODS IN SOCIAL PSYCHOLOGY

1. Systematic observation
2. Survey method
3. Correlation method
4. Experimental method

MODULE 2: SOCIAL PERCEPTION

SOCIAL PERCEPTION

The process through which we seek to know and understand other people. This process can be done through both verbal and non-verbal communication.

Non-verbal communication

Communication between individuals that does not involve the content of spoken language but relies on an unspoken language of facial expressions, eye contact, and body language. Changing moods, shifting emotions, fatigue, illness, drugs, even hidden

Non-verbal communication channels

Research finding indicate that there exist 5 basic channels for non-verbal communication

- 1) facial expression
- 2) Eye contact
- 3) Body language
- 4) Touching
- 5) Deception:
- 6) Micro expressions:

ATTRIBUTION

We simply want to know how others have acted that can be readily observed. We also want to understand why they have done so, because this knowledge can help us to understand them better and also can help us to better predict their future actions. The process through which we seek such information and draw inferences is known as attribution. Attribution refers to our efforts to understand the causes behind others' behavior and, on some occasions, the causes behind our behavior, too.

THEORIES OF ATTRIBUTION

1. CORRESPONDENT INFERENCE THEORY

2. KELLEY'S THEORY OF CAUSAL ATTRIBUTIONS

ATTRIBUTION ERRORS

1. **CORRESPONDENCE BIAS** (fundamental attribution error);The tendency to explain others' actions as stemming from dispositions even in the presence of clear situational causes.
2. **SELF SERVING BIAS**;The tendency to attribute our own positive outcomes to internal causes but negative ones to external factors is known as the self-serving bias
3. **THE ACTOR–OBSERVER EFFECT**:The fundamental attribution error, powerful as it is, applies mainly to attributions we make about others—we don't tend to “over attribute” our own actions to external causes. This fact helps explain another and closely related type of attributional bias known as the actor–observer effect the tendency to attribute our own behavior to situational (external) causes but that of others to dispositional (internal) ones.

ATTITUDE AND BEHAVIOR

According to allport, an attitude is a mental and neural state of readiness, organized thought experience, exerting a directive or dynamic influence upon the individuals response to all objects and situations with which it is related. According to Robbin, an attitude is a manner of disposition, feeling or position with regard to a person or thing , tendency or orientation especially in mind.

Nature of attitudes

- Attitudes are complex combination of things we tend to call personality, beliefs, behavior, motivation etc.
- Attitudes can be found anywhere along a continuum to vary from favourable to unfavourable.
- An attitude exist in every persons mind. It helps to define our identity, guide our actions, and influence how we judge others.
- Although the feelings and beliefs component of attitudes are internal to a person. we can view a persons attitude from the resulting behavior.

Components of attitude

1. **Beliefs /cognition**: an attitude is based on a set of cognition or knowledge structures associated with the attitude object. Ie, the thoughts and beliefs that people form about the attitude object.
2. **Evaluation/affective component**: an attitude also has an evaluative or affective component.it is based more on peoples feelings and values that their beliefs about the nature of an attitude object.
3. **Behavioural predisposition**: an attitude also involve a predisposition to respond or a behavioral tendency toward the object. 'it is boring' interprets a tendency to avoid the class.' I like my job' suggests an intention to go to work. People who hold a specific attitude are inclined to behave in certain ways that are consistent with the attitude.

MODULE 3;GROUP, LEADERSHIP AND SOCIAL INFLUENCE

GROUP

- “A group is an organized system of more individuals who are related to one another so that it performs some functions; it has a standard of role relationship and has a set of norms that regulate the function of the group.”
- Sheriff and sheriff (1969) define a group as follows: “A group is a social unit which consists of a number of individuals who stand in role and status relationship to one another stabilized in some degree at the time and who possess a set of value or norms of their own regulating their behaviour at least in matter of consequence to the group”.
- Group is defined by Baron and Byrne (1988) as follows: “Group consist of two or more persons engaged in social interaction who have some stable mstructure relationship with one another, are independent, share common goals and perceive that they are in fact part of a group”. Thus when two or more individuals gather together to serve a common purpose or common motive it is called a group.

NATURE OF GROUP

- It is an assemblage of individuals.
- It has its own structure and organization of forces.
- It has its own standard and norms of behaviour of performance.
- It stands in role and status of relationship to one another.
- It performs as some specific functions.
- It provides motivation and satisfaction of needs of the members.
- It provides the awareness of members by the process of interaction.
- It has its goals and objectives.
- It has dynamic process of social and emotional development of the member.
- It has a common fate or future. The members are interdependent.
- It has own leader, may be formal i.e. teacher or informal.

FUNCTIONS OF THE GROUP

(i) Satisfaction of Needs:

(ii) Loyalty of the Members:

(iii) Belief for the Group:

LEADERSHIP

Leadership is the art of motivating a group of people to act towards achieving a common goal. He or she is the person in the group that possesses the combination of personality and leadership skills that makes others want to follow his or her direction.

have different individual goal.

TYPES OF LEADERSHIP

A leadership style refers to a leader's characteristic behaviors when directing, motivating, guiding and managing groups of people. Great leaders can inspire political movements and social change. They can also

motivate others to perform, create and innovate. Kurt Lewin's three leadership styles or behaviors, described below, influence the leader-follower relationship, group success, group risk-taking, group problem-solving strategies, group morale, and group relations.

1. Authoritarian Leadership
2. Democratic Leadership
3. Laissez-Faire Leadership
4. Charismatic leadership
5. Transactional leadership
6. Transformational leadership

THEORIES OF LEADERSHIP

Theories are commonly categorized by which aspect is believed to define the leader the most. The most widespread one's are:

1. "Great Man" Theory

Thomas Carlyle proposed the Great Man theory in the 1840s, and it merely believes that leadership is an inherent trait of a person who is destined to become a great leader by birth and they prove themselves when the great need arises.

2. Trait Theory

Ralph M. Stogdill proposed the trait theory of leadership in the late 1940s. He explained that an individual must possess the key personality traits and characteristics to be an effective leader and these traits are inherent by birth. The theory focused on analyzing mental, physical, and social characteristics in order to gain more understanding of what is the characteristic or the combination of characteristics that are common among leaders.

3. Behavioral Theory

based upon the belief that great leaders are made, not born. Rooted in behaviorism, this leadership theory focuses on the actions of leaders not on mental qualities or internal states. According to this theory, people can learn to become leaders through teaching and observation. Thus, the researchers focused on the leader's behavior rather than traits

4. Contingency Theories

Contingency theories of leadership state that effective leadership comprises of all the three factors, i.e. traits, behavior and situation. A leader's behavior varies as per the situation. Contingency theories of leadership (1960s') focus on particular variables related to the environment that might determine which particular style of leadership is best suited for the situation. According to this theory, no leadership style is best in all situations. Success depends upon a number of variables, including the leadership style, qualities of the followers and aspects of the situation. The theory argues that there is no single way of leading and that every leadership style should be based on certain situations, which signifies that there are certain people who perform at the maximum level in certain places; but at minimal performance when taken out of their element.

5. Charismatic leadership theory

This theory believes that a leader must possess some extraordinary and exceptional qualities to become an effective leader. Such leaders are led by their key traits i.e.

1. Envisioning/ Foreseeing: Leaders foresees future
2. Energizing/ Empowering: Leaders are highly

3. Enabling/ Guiding:

6. Transactional leadership theory

Transactional theory (1970s'), also known as exchange theory of leadership, are characterized by a transaction made between the leader and the followers. In fact, the theory values a positive and mutually beneficial relationship.

7. Transformational leadership theory

The theory states that a leader is effective only if he can transform or change the perceptions, behavior and expectations of the followers and direct them towards a common goal which will lead to the accomplishment of the leader's vision.

SOCIAL FACILITATION

In some circumstances, individuals perform better when other people are present. This phenomenon is called social facilitation. Social facilitation is more likely to occur on easy tasks. On difficult tasks, people are likely to perform worse in the presence of others.

Social Loafing

Social loafing, which contributes to declines in the productivity of a group, is the reduced effort people invest in a task when they are working with other people. Diffusion of responsibility contributes to social loafing. A person does not feel as responsible for working on a task if several others are also present, since responsibility is distributed among all those present.

SOCIAL INFLUENCE

Efforts by one or more persons to change the behavior, attitudes, or feelings of one or more others. It can be achieved through

- Conformity – Pressures to behave in ways that are viewed as acceptable or appropriate by a group or society.
- Compliance – Direct efforts to get others to change their behavior in specific ways.
- Obedience – Social influence in which one person simply orders one or more others to do what they want.

1. CONFORMITY

A type of social influence in which individuals change their attitudes or behavior to adhere to existing social norms.

Factors that Influence Conformity

- 1) Cohesiveness
- 2) Group size
- 3) Social norms
- 4) Group unanimity
- 5) Social status
- 6) Public response
- 7) Prior commitment

2. COMPLIANCE

Compliance refers to changing one's behavior due to the direct request from one person to another person.

Underlying principles or factors

1. Ingratiation
2. Reciprocity
3. Consistency
4. Friendship or liking
5. Scarcity
6. Authority

Techniques Used to Gain Compliance

Compliance is a major topic of interest within the field of consumer psychology. This specialty area focuses on the psychology of consumer behavior, including how sellers can influence buyers and persuade them to purchase goods and services. Marketers often rely on a number of different strategies to obtain compliance from consumers.

Some of these techniques include:

1. The "Door-in-the-Face" Technique
2. The "Foot-in-the-Door" Technique .
3. The "That's-Not-All" Technique.
4. The "Lowball" Technique

3. OBEDIENCE

Obedience is a form of social influence in which one person orders one or more others to do something, and they do so. It is, in a sense, the most direct form of social influence. Obedience is compliance with commands given by an authority figure.

Destructive obedience

Social psychologists have identified several factors that seem to play a role in destructive obedience, and together, these combine to make an array of situational pressures most people find very hard to resist.

MODULE 4 INTERPERSONAL ATTRACTION AND PROSOCIAL BEHAVIOR

INTERPERSONAL ATTRACTION

Interpersonal attraction is “an individual’s tendency or predisposition to evaluate another person in a positive (or negative) way” (Berscheid & Walster, 1978).

DETERMINANTS OF INTERPERSONAL ATTRACTION

1. Physical attractiveness:
2. Proximity:
3. Similarity:
4. Reciprocity:
5. Need for affiliation

DETERMINANTS OF ATTRACTION

i Internal Determinants of Attraction: The Need to Affiliate and the Basic Role of Affect

1. The Importance of Affiliation for Human Existence
 - A. Individual Differences in the Need to Affiliate
 - B. Situational influences on the need to affiliate
 - C. Ostracism– acts of excluding or ignoring
2. Affect and Attraction
 - A. The Direct Effect of Emotions on Attraction
 - B. The Associated Effect of Emotions on Attraction
 - C. Additional Implications of the Affect-Attraction Relationship

ii. External Determinants of Attraction: Proximity and Observable characteristics

1. The Power of Proximity
 - A. Why does proximity matter? Repeated exposure is the key
 - B. Extensions of the repeated exposure effect
 - C. Applying knowledge about the effects of proximity.

2. Observable Characteristics: Instant Evaluations

- A. First impressions can arouse strong affect and may overcome the effects of proximity.
- B. Physical attractiveness:
- C. Stereotypes
- D. Appearance Anxiety
- E. Other aspects of appearance and behavior that influence
- F. Observable differences in behavior influence attraction

iii. Interactive Determinants of Attraction: Similarity and Dissimilarity.

1. Similarity predicts subsequent
2. Similarity-dissimilarity predicts attraction.

LOVE

Robert Sternberg developed the triangular theory of love. In the context of interpersonal relationships, the three components of love, according to the triangular theory, are an intimacy component, a passion component, and a decision/commitment component.

1. Intimacy – Which encompasses feelings of attachment, closeness, connectedness, and bondedness.
2. Passion – Which encompasses drives connected to both limerence and sexual attraction.
3. Commitment – Which encompasses, in the short term, the decision to remain with another, and in the long term, plans made with that other.

FORMS OF LOVE

- Non love
- Liking/friendship
- Infatuated love
- Empty love
- Romantic love
- Companionate love
- Fatuous love

- Consummate love

PROSOCIAL BEHAVIOUR

Prosocial behaviors are those intended to help other people. Prosocial behavior is characterized by a concern about the rights, feelings and welfare of other people. Behaviors that can be described as prosocial include feeling empathy and concern for others and behaving in ways to help or benefit other people.

Responding to emergency

John Darley and Bibb Latane, two social psychologists studied a famous murder in New York city.

Steps to Provide help:

When we are suddenly and unexpectedly faced with an emergency, the situation is often complex and hard to interpret. Before acting, we must figure out what, if anything, is going on, and what we should do about it.

Latane and Darley have suggested that five key things must happen in order for a person to take action. An individual must:

1. Notice what is happening
2. Interpret the event as an emergency
3. Experience feelings of responsibility
4. Believe that they have the skills to help
5. Make a conscious choice to offer assistance

ALTRUISM

Altruism is sometimes seen as a form of prosocial behavior, but some experts suggest that there are actually different concepts. While prosocial behavior is seen as a type of helping behavior that ultimately confers some benefits to the self, altruism is viewed as a pure form of helping motivated purely out of concern for the individual in need. Psychologists have suggested a number of different explanations for why altruism exists, including:

a) Biological Reasons:

Kin selection is an evolutionary theory that proposes that people are more likely to help those who are blood relatives because it will increase the odds of gene transmission to future generations. The theory suggests that altruism towards close relatives occurs in order to ensure the continuation of shared genes. The more closely the individuals are related, the more likely people are to help.

b) Neurological Reasons:

Altruism activates reward centers in the brain. Neurobiologists have found that when engaged in an altruistic act, the pleasure centers of the brain become active.

c) Social Norms:

Society's rules, norms, and expectations can also influence whether or not people engage in altruistic behavior. The norm of reciprocity, for example, is a social expectation in which we feel pressured to help others if they have already done something for us. For example, if your friend loaned you money for lunch a few weeks ago, you will probably feel compelled to reciprocate when he asks if you if he can borrow \$100. He did something for you, now you feel obligated to do something in return.

d) Cognitive Reasons:

While the definition of altruism involves doing for others without reward, there may still be cognitive incentives that are not obvious

VOLUNTEERING

Volunteering is generally considered an altruistic activity where an individual or group provides services for no financial gain.

EXPLANATIONS FOR PROSOCIAL BEHAVIOUR

1. Empathy Joy Hypothesis

The Empathic joy hypothesis is based on the assumption that a sight or news of emergency evokes empathy and a feeling to have a positive influence on the needy. The helping behaviour is thus dependent on the fact that he/she would feel good if the help improves the needy person's condition. An important implication of this idea is that it is crucial for the person who helps to know that his or her actions had a positive impact on the victim.

2. Empathy-altruism hypothesis

The empathy-altruism hypothesis posits that there is a dominant role of the feeling of potential helper's empathy – that is aroused in an emergency situation faced by the needy – in the helping behaviour. i.e., some prosocial acts are motivated solely by the desire to help someone in need. Such motivation can be sufficiently strong that the helper is willing to engage in unpleasant, dangerous and even life-threatening activities. According to the hypothesis, when empathy is aroused, the potential helper actually gets a positive feeling by helping the needy.

3. Negative-state relief model

The negative-state relief model is based on the logic that the potential helper is in a negative mood when he/she comes across an emergency situation faced by the needy. The prosocial behaviour is motivated by the bystander's desire to reduce his or her own uncomfortable negative emotions or feelings. The helper, through the helping behaviour attempts to manage one's own negative mood. In other words, we do good things in order to stop feeling bad. The knowledge that others are suffering, more generally, witnessing those in need can be distressing.

4. Genetic determinism model

The Genetic determinism model is based on the assumption that there is an unconscious desire in us to help people who are genetically similar to us (e.g., siblings) so that they survive. The hypothesis is presented below:

5. Kin selection theory

A theory suggesting that a key goal for all organisms – including human beings – is getting our genes into the next generation; one way in which individuals can reach this goal is by helping others who share their genes.