Research on the correlation between positive psychological capital influence and the social behavior of students-using the example of Guangzhou city, China

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Abstract: This study focused on public elementary school students in Guangdong Province, China. After obtaining consent from teachers and parents, questionnaires were distributed for the students to complete, and were subsequently collected either by mail or in person. A random sampling method was used, based on the principle of 'sampling half of the upper-grade classes in each school,' to obtain 500 valid questionnaires as the study sample. This study found that children with two or three siblings exhibited more independent behaviors compared to only children, indicating the significant impact of sibling interactions on social behavior. For only children, the lack of opportunities for sibling interaction makes the development of positive social behaviors more difficult. Therefore, parents should provide more opportunities for their children to interact with peers of similar ages, such as cousins or neighbors, to increase their chances of social interaction.This study also found that among the senior students at the school, middle-born children exhibited poorer resilience, significantly lower than that of first-borns, last-borns, and only children. This suggests that middle-born children require more care and support from their families when facing obstacles, setbacks, or various pressures.

Keywords: Background variables of students, Positive psychological capital, Social behavior.

1. Introduction

Students have endless homework to correct every day and are constantly reminded of the rules. Over time, they come to believe that they are insufficient and full of shortcomings, gradually becoming negative thinkers. The awareness and strengthening of their own strengths disappear. Hence, positive psychology offers a different lens, trying to change the imbalanced situation through rigorous scientific exploration. Through the lens of positive psychology, what is good is as important as what is bad; how to enhance positive emotions and develop strengths is equally crucial as how to reduce psychological distress and problematic behavior.

Social behavior is influenced by the behavior of others through interaction with them, and this influence has many aspects. If we can face it with a positive attitude and the correct approach, it becomes easier to develop positive social behavior. Otherwise, it may lead to the formation of negative social behavior. Emotional control, social knowledge and understanding, social skills, and social tendencies are important factors in shaping social behavior. We should pay more attention to the positive and constructive aspects of children and focus on cultivating their positive traits and emotions. This positive psychological perspective has already appeared in many theories and concepts and has been applied in practice. Therefore, this study aims to explore the correlation between social behavior and positive psychological capital and to provide schools with a new perspective in education and counseling. Moving forward, we should adopt a broader and more positive lens to view the development of students

at all levels, no longer solely focusing on their negative traits and behaviors but also emphasizing the cultivation and guidance of their strengths and positive traits.

2. Research Objectives

Based on the above research motivations and its aim, there should be research objectives of this study:

1. To explore the differences in social behavior among students with different background variables.

2. To explore the differences in positive psychological capital among students with different background variables.

3. To explore the predictive value of students' social behavior on positive psychological capital.

3. Literature Review

3.1. Social Behavior

Many social tendencies are learned. Skinner argues that humans can learn through "reinforcement" [2]. For example, a cooperative child might be reinforced by a teacher's rewards. However, some nativists believe that social tendencies are innate. Regardless of which perspective prevails, social tendencies are internalized within individuals and remain a lifelong influence.

There are various theories about whether social behavior is innate or acquired, which differ greatly in their theoretical underpinnings. Evolutionary theories believe that social behavior is a genetically programmed trait, a fundamental component of human nature, and a necessary ability for species survival. Psychoanalysis and social learning theories, on the other hand, argue that social behavior is learned through interaction with the environment and imitation. Cognitive theories, in turn, argue that social behavior emerges at different levels of cognitive development. The following discusses biological theory, psychoanalysis, cognitive developmental theory, and social learning theory.

3.1.1. Biological Theory

Bowlby proposed the concept of the sensitive period, suggesting that the first three years of life are a critical period for the development of social personality. If this assumption holds true, then during these initial three years, if there is no opportunity to establish emotional bonds, it will be more difficult to form social relationships later on, and one may not be able to develop positive social behaviors. This crucial 'three years' is a uniquely human 'incubation period' because, compared to other animals, humans have a relatively long period of immaturity, during which development is slower and requires extended care and protection. Therefore, for survival, humans need tools and discipline to shape the environment into a habitable place. Complex social interactions and customs thus arise accordingly. Each individual must reproduce and survive within such a social system in order to acquire cognitive abilities, knowledge, social skills, and to learn various socially accepted behaviors to become productive members [3].

3.1.2. Psychoanalytic Theory

Norms of social responsibility and the Golden Rule, during the development period of the superego, are internalized by children and become part of their minds [4]. Once the superego emerges, it acts as an internal monitor, allowing children to feel proud of their good deeds and ashamed of wrongdoing. Therefore, children with a mature superego are generally able to resist temptation and refrain from misconduct to maintain their self-esteem.

Erikson revised Freud's theory, proposing two perspectives: 'children actively exploring their environment' and 'cultural influence.' He believed that a person's life is an evolutionary process shaped by a series of physiological, psychological, and social experiences. Therefore, each individual is constantly modifying themselves throughout their life. He divided a person's life into eight stages, each of which has special significance for certain developmental characteristics, called 'psychosocial crises' [5]. When an individual reaches a certain stage, the abilities and conditions they possess can meet

society's demands, allowing them to overcome the social crisis of that period; otherwise, unresolved issues will remain.

3.1.3. Cognitive-Developmental Theory (Cognitive-Developmental Viewpoint)

Piaget further pointed out the impact of social experience on individuals. Social experience refers to interactions in society and the transmission of social norms. An individual's contributions to society are just as significant as what they receive from it [6]. Therefore, Piaget believed that any explanation of child development must consider two aspects: first, the 'individual development' aspect, and second, the 'social' aspect. In all environments, individuals interact, work together, discuss, and even oppose each other. This enduring interaction among individuals runs throughout development as part of the socialization process, which involves the child's own social life. Engaging in interesting interactions promotes the maturation of role-taking ability and the development of social judgment. Through these interactions, children gradually understand how their perspectives differ from those of their peers. Therefore, peer contact is an important factor influencing the adoption of social perspectives and interpersonal understanding [7].

3.1.4. Social Learning Theory (Social-Learning Viewpoint)

Wason was the founder of the behaviorist school. He believed that children are passive individuals shaped by their growing environment. After Wason, many theories emerged to explain the influence of social experiences on individuals, one of which is Skinner's. Skinner believed that most of the habits acquired by young children are the result of operant conditioning, meaning that a child's social behavior is influenced by external stimuli rather than internal forces [2]. For example, if a student helps a classmate with cleaning tasks and receives strong praise from the teacher, it will reinforce their social behaviors of 'interaction' and 'affiliation'.

3.2. Positive Psychological Capital

Individuals with high psychological capital possess the confidence to undertake tasks, maintain a belief that they will succeed, face challenges, and continuously find ways to solve problems. For example, Luthans et al. [8] categorized positive psychological capital into four main components: self-efficacy, hope, optimism, and resilience. Other scholars, Walumbwa et al. [9], use "toughness" as a substitute to describe the resilience component. Domestic scholars have also explored the concept through aspects such as self-efficacy, hope, optimism, and intrinsic motivation [10]. This study adopts Luthans and Youssef [11] in defining the state of psychological capital that can bring positive emotions to individuals, which includes four core dimensions: "self-efficacy," "hope," "optimism," and "resilience," detailed as follows:

3.2.1. Self-Efficacy

Self-efficacy is the confidence in one's own ability to handle various tasks. It focuses on the present and future, enabling individuals to face current life challenges with an open attitude and be willing to exert their utmost effort to pursue future success goals. Bandura [12] believed that self-efficacy is the confidence, in specific situations, that can stimulate individual motivation, appropriately utilize resources, and take action to complete specific tasks. He considered that factors affecting self-efficacy include mastery experiences, vicarious experiences, verbal persuasion, and physiological states.

3.2.2. Hope

Snyder [13] believes that hope is both a waypower and willpower, capable of motivating the positive pursuit of established goals. It is also a positive psychological state within psychological capital

that represents the effort to complete work tasks. Therefore, it is future-focused [14], enabling individuals to achieve future success through strong motivation and strategic planning.

3.2.3. Optimism

Optimism is the adoption of a positive explanatory style when facing events that have already occurred. It is a positive and proactive life attitude and a lasting personality trait. Moreover, it involves holding a belief in positive expectations for the future. As a component of psychological capital, it represents a positive psychological state focused on the present to the future. Optimists pursue future goals and behaviors with positive expectations, which can have a motivating effect. Pessimists, on the other hand, tend to lack confidence and form negative expectations, which can hinder their pursuit of goals [15].

3.2.4. Resilience

It is the ability to quickly recover when facing past traumatic events. Luthans [16] and Luthans [17] defines resilience as an individual's capacity to return to normal adaptive functioning after encountering obstacles, to recover from adversity, conflict, and failure, to face problems with a positive attitude and overcome them, thereby achieving goals, and to provide individuals with the psychological energy to quickly recover from unpleasant past experiences and maintain a favorable state.

4. Research Framework

The researcher collected relevant literature as a theoretical foundation and formulated the research framework (Figure 1) based on the motivation and questions of the study, in order to analyze the impact of senior students' social behavior on their positive psychological capital. The research framework is explained as follows:
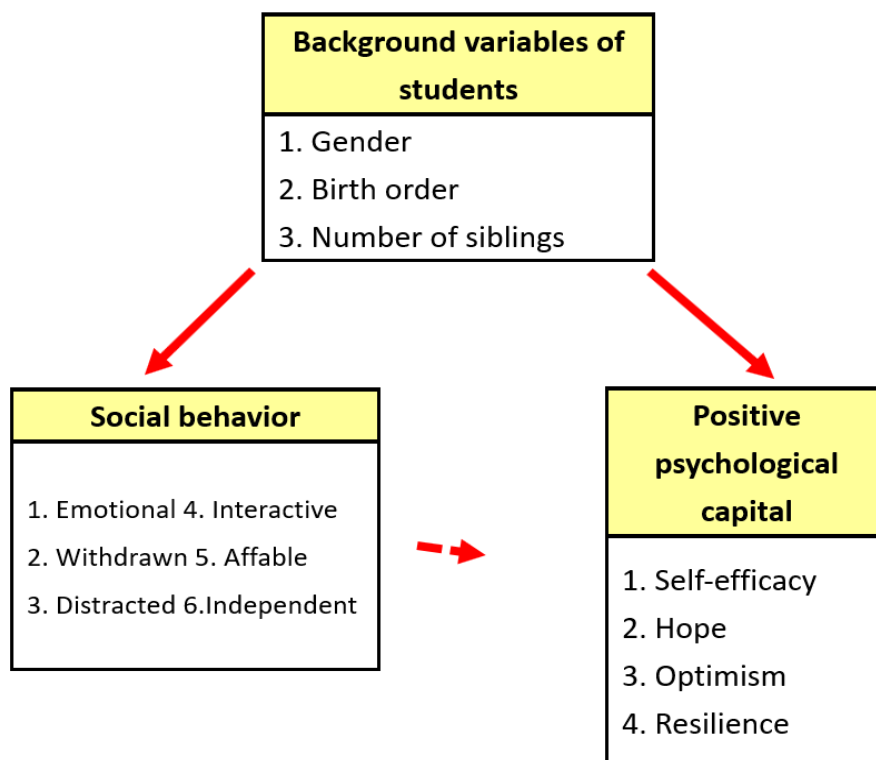

Figure 1.
Research Framework.

4.1. Research Subjects

This study focused on public elementary school students in Guangdong Province, China. After obtaining consent from teachers and parents, questionnaires were distributed for the students to complete, and were subsequently collected either by mail or in person.

According to the data from public elementary schools on the Child Welfare League Foundation [1], the researchers inquired by phone about the willingness to assist in the study. A random sampling method was used, based on the principle of 'sampling half of the upper-grade classes in each school,' with the aim of obtaining 500 valid questionnaires as the study sample.

4.2. Research Tools

The main purpose of this study is to understand the social behavior and positive psychological capital of schoolchildren in Guangdong Province, China. After reviewing relevant literature and scales, a measurement scale was developed, with its content detailed as follows:

4.2.1. Child Social Behavior Scale

Based on a review of the literature and with reference to You [18] "Children's Social Behavior Scale," Zhang Fengyin's adaptation of Rodell [19] "Emotionality Questionnaire" (cited in Zhang [20]), and Chen [21] "Taiwan Preschool Children's Social Competence Scale, the researchers categorized social behavior into six dimensions: "emotionality," "withdrawal," "distractibility," "interaction," "affiliation," and "independence."

This scale is scored using a four-point Likert scale, with "Never" scoring 1 point, "Rarely" scoring 2 points, "Often" scoring 3 points, and "Always" scoring 4 points. For reverse-scored items, "Never" scores 4 points, "Rarely" scores 3 points, "Often" scores 2 points, and "Always" scores 1 point. The highest score for each item is 4 points, and the lowest is 1 point. A higher total score on the scale indicates that the respondent is more inclined toward positive social behavior, while a lower score indicates a tendency toward negative social behavior.

4.2.2. Positive Psychological Capital Scale

The Positive Psychological Capital Scale used in this study adopts the "Positive Psychological Capital Scale for Educational Organization Personnel" compiled by Zhang [22] as the measurement tool. It includes four dimensions: self-efficacy, hope, optimism, and resilience, with a total of 34 items. Items 1-9 measure self-efficacy, items 10-18 measure hope, items 19-26 measure optimism, and items 27-34 measure resilience. This study uses a four-point Likert scale, with response options of "Strongly Agree," "Agree," "Disagree," and "Strongly Disagree," scored as 4, 3, 2, and 1, respectively. Higher scores indicate a higher perceived level of positive psychological capital among upper-grade students, while lower scores indicate a lower perceived level of positive psychological capital among upper-grade students.

This study focused on schoolchildren in Guangdong Province, China, and used a questionnaire survey method to collect data. A total of 168 questionnaires were distributed, and 159 were returned. Five questionnaires were invalid due to missing values or incomplete answers, resulting in 154 valid questionnaires, with an effective response rate of 92%.

According to the questionnaire data, the sample in this study had an equal number of males and females, with 77 individuals each. Regarding the number of siblings, those with 2 siblings were the most common, totaling 89 people, accounting for 57.8% of the sample, while those with 4 siblings were the least, accounting for 5.2%. In terms of birth order, the youngest children were the most numerous, with 58 individuals, accounting for 37.7% of the total, followed by firstborns with 51 people (33.1%), only children with 24 people (15.6%), second-borns with 16 people (10.4%), and the least common were third-borns with 5 people (3.2%).

This questionnaire was formally administered in public elementary schools in Guangdong Province, China, and a reliability analysis was conducted based on 154 valid questionnaires. For the subscales of

the 'Social Behavior Scale' and the 'Positive Psychological Capital Scale,' the reliability analysis using Cronbach's α showed that the subscale reliability of the Social Behavior Scale all reached above .75, with a total scale reliability of .805. The subscales and total scale reliability of the Positive Psychological Capital Scale were all above .77, with a total scale reliability of .854. This indicates that the results of this questionnaire survey can effectively analyze the associated research questions.

After the formal questionnaire was collected, this study conducted statistical analysis using the SPSS Statistics V21 software package. The statistical methods used are described as follows:

4.2.3. Descriptive Statistics

The first part of the Student Social Behavior Scale concerns the students' background variables, which will be summarized using frequency distribution (number, N), mean (M), standard deviation (SD), and percentage (%) to understand the distribution of the sample across various variables in this study. The second part, consisting of the Senior Student Social Behavior Scale and the Positive Psychological Capital Scale, will be analyzed using mean and standard deviation to assess their current status.

4.2.4. Independent Samples T-Test

This study uses t-tests to examine the following research questions:
2-1: Are there differences in social behavior among upper-grade students of different genders?
2-2: Are there differences in "positive psychological capital" among upper-grade students of different genders?

4.2.5. One-Way Analysis of Variance

This study uses a one-way ANOVA to examine the following research questions:
3-1: Do upper-grade students with different birth orders show differences in social behavior?
3-2: Do upper-grade students with different numbers of siblings show differences in "social behavior"?
3-3: Do upper-grade students with different birth orders show differences in "positive psychological capital"?
3-4: Do upper-grade students with different numbers of siblings show differences in "positive psychological capital"?

4.2.6. Multiple Stepwise Regression

This study uses multiple regression to examine the following research question:
4-1: Can the social behavior of upper-grade students effectively predict positive psychological capital?

4.3. Comparative Analysis of Differences in Social Behavior Based on Various Background Variables of Schoolchildren
4.3.1. Differences In Social Behavior among Schoolchildren of Different Genders

Researchers examined the differences in social behavior among students of different genders across six subscales: 'emotionality,' 'withdrawal,' 'inattention,' 'interaction,' 'affinity,' and 'independence,' as well as the 'overall social behavior scale.' They analyzed the mean scores, standard deviations, and variations. Although gender differences among students at this school did not reach significance on the 'overall social behavior scale,' they were significant on the 'inattention' subscale. This indicates that students' inattentive behaviors vary by gender, with boys (M=10.52; SD=3.16) scoring significantly higher than girls (M=9.53; SD=2.76), meaning that girls exhibit more inattentive behaviors compared to boys.

In addition, there was a significant result in the 'affinity' scale, indicating that children's affinity behaviors vary according to gender. Girls (M = 18.59; SD = 3.47) scored significantly higher than boys (M = 17.41; SD = 3.45), suggesting that girls demonstrate affinity behaviors more prominently than boys. As Lin et al. [23] pointed out, interactions among girls tend to enhance intimacy, allowing

relationships to be maintained, which is referred to as an enabling style. In contrast, interactions among boys tend to involve making others yield or terminating interactions, referred to as a restrictive style, thus resulting in greater differences in social behaviors between genders.

4.3.2. Differences In Social Behavior among Children with Varying Numbers of Siblings

The differences in social behavior among older students with varying numbers of siblings at the school were examined by the researcher through six subscales: 'emotionality,' 'withdrawal,' 'distractibility,' 'interaction,' 'affiliation,' and 'independence,' as well as through the 'total social behavior scale.'

This study conducted a homogeneity test using Levene's test. The results showed that emotional behavior was 0.20 (p > .05); withdrawn behavior was 0.23 (p > .05); distracted behavior was 0.41 (p > .05); affiliative behavior was 0.93 (p > .05); independent behavior was 1.01 (p > .05); interactive behavior was 1.67 (p > .05); and the total social behavior scale was 0.89 (p > .05). None of these were significant, indicating homogeneity within the groups, making them suitable for one-way analysis of variance.

There is a significant difference in the scores of "independent" behavior among children with different numbers of siblings (F = 4.04, p < .01), indicating that children's independent behavior varies depending on the number of siblings they have. Through the LSD (Least Significant Difference) post-hoc comparison, it was further found that, in terms of "independent" behavior, children with two or three siblings demonstrate more independent behavior compared to only children. You [18] pointed out that only children, due to the lack of playmates of similar age, are accustomed to interacting with older individuals, use adult ways of speaking and thinking, and rely more on adult care. From the perspective of the "resource dilution hypothesis," in large families with many children, the opportunity to receive care from family members is dispersed, allowing children to learn to take care of themselves and develop more independent social behaviors through experience. The theoretical basis aligns with the results of this study, indicating that the number of siblings a child has indeed affects their social behavior.

4.3.3. Differences in Social Behavior among Children with Different Birth Orders

Researchers examined the differences in social behavior among children of different birth orders by analyzing six subscales: 'emotionality,' 'withdrawal,' 'distractibility,' 'interaction,' 'affiliation,' and 'independence,' as well as the 'total social behavior scale.'

The study conducted a homogeneity test using Levene's test, and the results indicated that emotional behavior was 0.23 (p > .05); withdrawal behavior was 0.67 (p > .05); distractible behavior was 1.86 (p > .05); affiliative behavior was 0.14 (p > .05); independent behavior was 1.70 (p > .05); interactive behavior was 0.61 (p > .05); and the total social behavior scale was 1.97 (p > .05), none of which were statistically significant.

Students with different birth orders showed significant differences in their 'independence' scores (F=2.98, p<.05), indicating that the social behavior of older students in the school varies depending on their birth order. It was further found that on the 'independence' scale through LSD comparison, the oldest and youngest children were significantly more independent than only children.

5. Results and Discussion

5.1. Comparative Analysis of Differences in Positive Psychological Capital Among Students with Different Background Variables

5.1.1. Differences in Positive Psychological Capital among Students of Different Genders

There were no significant differences between senior students of different genders on the four subscales or the total scale, which means that the positive psychological capital of senior students of different genders at this school did not show significant differences.

5.1.2. *Differences In Positive Psychological Capital Among Students with Different Numbers of Siblings*

This study conducted a homogeneity test using Levene's test. The results showed that self-efficacy was 1.09 (p > .05); hope was 0.61 (p > .05); optimism was 1.34 (p > .05); resilience was 0.28 (p > .05); and the total positive psychological capital scale was 0.96 (p > .05). None of these were significant, indicating homogeneity within groups and suitability for one-way ANOVA. The means, standard deviations, and differences of the scale scores show that for senior students in the school with different numbers of siblings, there were no significant differences in the subscales or the total scale of positive psychological capital. In other words, the students' positive psychological capital does not vary based on the number of siblings they have.

5.1.3. *Differences In Positive Psychological Capital Among Children with Different Birth Orders*

This study conducted a homogeneity test using Levene's test. The results showed that self-efficacy was 1.89 (p > .05); hope was 1.02 (p > .05); optimism was 1.36 (p > .05); resilience was 1.08 (p > .05); and the total positive psychological capital scale was 1.07 (p > .05). None of these results reached significance, indicating homogeneity within groups, making them suitable for one-way ANOVA analysis to examine the mean scores, standard deviations, and differences of the scale scores. Students with different birth orders show significant differences in their "resilience" scores (F = 2.334, p < .05), indicating that the "resilience" subscale scores of upper-grade students at the school vary depending on their birth order.

After comparison using LSD, it was further found that in the 'resilience' subscale, the eldest child's resilience was significantly better than that of middle children; the youngest child's resilience was also better than that of middle children; and an only child's resilience was also noticeably better than that of middle children.

It was further found that in the 'resilience' subscale through LSD comparison, the eldest child's resilience was significantly better than that of the middle child; the youngest child's resilience was also better than that of the middle child; and the only child's resilience was also clearly superior to that of the middle child.

5.2. *Predictive Analysis of Social Behavior on Positive Psychological Capital in Schoolchildren*
5.2.1. *Prediction of Self-Efficacy by Each Subscale of Social Behavior*

The two variables of students' 'independent behavior' and 'withdrawn behavior' reached a significant level and entered the regression equation (F = 4.71, p < .05), which can predict students' psychological capital of 'self-efficacy.' The multiple correlation coefficient R is 0.33, and the combined variables can predict 11% of the variance in 'self-efficacy' psychological capital. In terms of the explanatory power of individual variables, 'independent behavior' has the highest explanatory power, accounting for 8% of the variance, followed by 'withdrawn behavior,' which can explain 3% of the variance.

After considering the interaction between the two variables, the value for 'withdrawal behavior' is negative (= -0.17), indicating that the more frequent the withdrawal behavior, the poorer the exhibited self-efficacy, whereas independent behavior can enhance self-efficacy. The standardized regression equation is as follows: Self-efficacy = (0.26) (Independent behavior) - (0.17) (Withdrawal behavior).

5.2.2. *Prediction of Self-Efficacy Using the Social Behavior Total Scale*

The students' "Social Behavior Inventory" reached a significant level and entered the regression equation (F = 3.04, p < .05), which can predict the students' psychological capital of "self-efficacy." The multiple correlation coefficient R is 0.14, and the R^2 change is 0.20, meaning that the variable can predict 20% of the variance in "self-efficacy."

After considering the effects between variables, the score of the 'Social Behavior Total Scale' was found to be positive (=0.14), indicating that the higher the score on the Social Behavior Total Scale, the better the demonstrated self-efficacy. The standardized regression equation is as follows: Self-Efficacy = (0.14) (Social Behavior Total Scale).

5.2.3. Predictive Scenarios of Social Behavior Subscale Scores for Hope

The two variables, 'interactive behavior' and 'independent behavior,' reached a significant level and entered the regression equation (F = 12.23, p < .01), which can predict students' psychological capital of 'hope.' The multiple correlation coefficient R is 0.48, and the combined predictive power of these variables on hope is 0.23, meaning that the two variables together can predict 23% of the variance in 'hope.' Regarding the explanatory power of individual variables, 'interactive behavior' has the highest explanatory power, accounting for 16% of the variance, followed by 'independent behavior,' which accounts for 7% of the variance.

After considering the interaction between the two variables, the values for "interactive behavior" and "independent behavior" were both positive (=0.30; =0.27), indicating that the more interactive and independent behaviors exhibited, the better the positive psychology expressed. The standardized regression equation is as follows: Hope = (0.30) (Interactive Behavior) + (0.27) (Independent Behavior).

5.2.4. Total Social Behavior Scale for Predicting Hopeful Situations

The students' 'Social Behavior Total Scale' reached a significant level and entered the regression equation (F = 5.37, p < .05), indicating it can predict the students' psychological capital of 'hope.' The multiple correlation coefficient R was 0.19, and the R^2 change was 0.03, meaning the variable can predict 3% of the variance in 'hope.'

After considering the effects among variables, the value of the 'Total Social Behavior Scale' is positive (= 0.19), indicating that a higher score on the Total Social Behavior Scale correlates with greater displayed hope. The standardized regression equation is as follows: Hope = (0.19) (Total Social Behavior Scale).

5.2.5. Subscales of Social Behavior in Relation to Optimistic Predictions

The two variables of students' 'independent behavior' and 'interactive behavior' reached a significant level to enter the regression equation (F = 10.32, p < .01), and can predict students' 'optimistic' psychological capital. The multiple correlation coefficient R is 0.44, and the combined predictive variance for optimistic psychological capital is 0.19, meaning that the two variables together can predict 19% of the variance in 'optimism'.

In terms of the explanatory power of individual variables, 'independent behavior' has the highest explanatory power, accounting for 14% of the variance, followed by 'interactive behavior,' which accounts for 5% of the variance.

After considering the mutual influence between the two variables, the values for 'independent behavior' and 'interactive behavior' were both positive (=0.27; =0.26), indicating that the more independent and interactive behaviors there are, the better the exhibited optimistic psychological state. The standardized regression equation is as follows: Optimism = (0.27) (Independent Behavior) + (0.26) (Interactive Behavior).

5.2.6. Total Social Behavior Scale for Optimistic Prediction Scenarios

The students' 'Social Behavior Inventory' reached a significant level and entered the regression equation (F = 5.37, p < .05), indicating it can predict the students' 'optimistic' psychological capital. The multiple correlation coefficient R is 0.16, and the R^2 change is 0.03, meaning the variable can predict 3% of the variance in 'hope'.

After considering the effects between variables, the value of the 'Social Behavior Total Scale' was found to be positive (=0.16), indicating that the higher the score on the Social Behavior Total Scale, the better the exhibited optimistic attitude. The standardized regression equation is as follows: Optimism = (0.16) (Social Behavior Total Scale).

5.2.7. The Predictive Effects of Each Subscale of Social Behavior on Resilience

The four variables of students' 'independent behavior,' 'emotional behavior,' 'interactive behavior,' and 'withdrawn behavior' reached a significant level and entered the regression equation (F = 4.00, p < .01), predicting students' 'resilience' psychological capital. The multiple correlation coefficient R was 0.52, indicating that these variables together could predict 28% of the variance in resilience psychological capital.

In terms of the explanatory power of individual variables, 'independent behavior' has the highest explanatory power, accounting for 17% of the variance, followed by 'emotional behavior' and 'interactive behavior,' while 'withdrawn behavior' has the least, explaining only 2% of the variance.

After considering the interactions among the four variables, the values for 'emotional behavior' and 'withdrawn behavior' were both negative (= -0.21; = -0.14), indicating that the more emotional and withdrawn behaviors there are, the poorer the resilience demonstrated. The standardized regression equation is as follows: Resilience = (0.28) (Independent Behavior) - (0.21) (Emotional Behavior) + (0.18) (Interactive Behavior) - (0.14) (Withdrawn Behavior).

5.2.8. Prediction of Resilience by the Social Behavior Total Scale

The students' 'Social Behavior Inventory' did not reach a significant level and could not predict the students' resilience and psychological capital.

5.2.9. Prediction of Positive Psychological Capital by Each Subscale of Social Behavior

The three variables of students' "independent behavior," "interactive behavior," and "withdrawn behavior" reached a significant level to enter the regression equation (F = 4.70, p < .05) and can predict the total score of students' "positive psychological capital." The multiple correlation coefficient R is 0.52, and it can jointly predict 27% of the variance in hope psychological capital, meaning that the three variables can jointly predict 27% of the variance in the total score of "positive psychological capital."

In terms of the explanatory power of individual variables, 'independent behavior' has the highest explanatory power, accounting for 18% of the variance, followed by 'interactive behavior,' while 'withdrawn behavior' has the least, explaining only 2% of the variance.

After considering the interaction among the three variables, the value for 'withdrawal behavior' is negative (= -0.15), indicating that the more withdrawal behavior there is, the worse the exhibited positive psychological capital. The standardized regression equation is as follows: Positive Psychological Capital = (0.31) (Independent Behavior) + (0.27) (Interactive Behavior) - (0.15) (Withdrawal Behavior).

5.2.10. The Predictive Relationship of the Social Behavior Inventory on Positive Psychological Capital

The social behaviors of schoolchildren include six subscales: emotionality, withdrawal, distraction, interaction, affiliation, and independence, which together form the total social behavior scale. Positive psychological capital consists of four subscales: self-efficacy, hope, optimism, and resilience, which together form the total positive psychological capital scale. After considering the influences among variables, the value of the 'total social behavior scale' is positive (=0.14), indicating that the higher the score on the social behavior scale, the better the displayed positive psychological capital. The standardized regression equation is as follows: Positive Psychological Capital = (0.14) (Total Social Behavior Scale).

6. Conclusion and Recommendations

Girls exhibit more distracting behaviors than boys and show more affiliative social behaviors than boys. Children with two siblings display more independent behaviors than only children. Children with siblings show more independent behaviors than only children. Firstborns and youngest children display more independent behaviors than only children. Firstborns and youngest children demonstrate better resilience than middle children. Only children demonstrate better resilience than middle children.

Only children face greater difficulty in developing positive social behaviors due to the lack of opportunities to interact with siblings. Therefore, parents should allow children to interact more with peers of similar age, such as cousins or neighbors, to increase their opportunities for social interaction. This study found that among the birth order groups of upper-grade students at the school, middle children showed poorer resilience, significantly lower than that of the eldest, youngest, and only children. It is evident that middle children, when facing obstacles, setbacks, or various pressures, require more care and support from their families. Middle children should not feel neglected at home, as this may lead them to believe that others will not value them either, causing feelings of contradiction and inferiority, which in turn affects the development of social behavior and positive psychological capital.

This study found that social behavior can effectively predict the 'hope' component of positive psychological capital, with interactive behavior and independent behavior being the best predictors. It suggests that fostering children's interaction with peers and encouraging them to demonstrate problem-solving independence can help students develop strong willpower to achieve their goals. Therefore, schools should design courses that increase peer interaction, such as dynamic sports competitions or static science contests, which can cultivate good peer interaction and cooperation, as well as the ability to contribute to the group. The study also found that among negative social behaviors, withdrawal behavior is the most predictive. Withdrawn students may affect the development of their positive psychological capital. Hence, school education should place greater emphasis on cultivating students' self-confidence. Education should inspire children to have curiosity and motivation, enable them to seek answers, and also teach them how to find those answers, rather than being afraid to seek them.

Transparency:

The authors confirm that the manuscript is an honest, accurate, and transparent account of the study; that no vital features of the study have been omitted; and that any discrepancies from the study as planned have been explained. This study followed all ethical practices during writing.

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