Article

Refusal Parenting Style is Easier to Perceive Non-physical Bullying for Students in the Upper Grades of Elementary School: Mediation Effect of Negative Affect Experience and Negative Coping Style

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Abstract: To explore the impact of parenting styles on the perception of campus non-physical bullying, 492 students in upper elementary school grades were surveyed by using the Delaware Bullying Victimization Scale, the Negative Coping Style Scale, the Negative Affect Scale, and the Egna Minnen Beträffende Uppfostran Questionnaire. The questionnaire survey was conducted in the fifth and sixth grades of eight primary schools in Zhejiang province. The results showed that cyberbullying was not significantly related to an anxious parenting style, but negative affect experiences, negative coping styles, negative family parenting styles, and the perception of campus non-physical bullying were all positively correlated with each other ($p < 0.05$). The refusal parenting style was shown to be an important factor that affected students' perception of campus non-physical bullying; it was observed to directly affect students' perception of campus non-physical bullying and indirectly affect students' perception of campus non-physical bullying by influencing negative affect experiences and negative coping styles. In conclusion, negative affect experiences and negative coping styles had a chain-like mediating effect between the refusal parenting style and students' perception of campus verbal bullying. Moreover, negative affect experiences had a partial mediating effect between the refusal parenting style and students' perceptions of campus cyberbullying, relationship bullying, and non-physical bullying total scores. Implications and suggestions based on these results are also discussed.

Keywords: perception of campus non-physical bullying; parenting styles; negative affect experiences; negative coping style; mediating effect

1. Introduction

Olweus first proposed the term "bullying," which he defined as a deliberate, continuous, and regular negative action taken by a single student or a group of students against a specific student or group of students to cause physical and psychological harm [1]. School bullying is unwelcome offensive behavior, and victims may endure physical, psychological, social, or educational harm [2]. Victims have increased risks of a series of mental health problems [3], including depression and anxiety [4,5], psychiatric experiences [6,7], and self-harm and attempted or completed suicide [8,9]. They are often alone [10], easily rejected at school [11], more isolated and socially lonely, and have difficulty building friendships [12,13]. Additionally, studies showed that children who are identified as the victim of school bullying face higher risks of psychological stress and adaptation problems during adolescence and adulthood [14–16].

Depending on whether physical bullying is used, the main campus bullying behaviors can be divided into campus physical bullying and campus non-physical bullying. Campus non-physical bullying refers to forms of school bullying other than physical bullying, such as verbal bullying, relationship bullying, and cyberbullying [17]. Verbal bullying refers to direct verbal attacks, including nicknames, curses, humiliation, and sarcasm [18]. Relationship bullying is an act of deliberate damage to an individual's self-esteem and social status, including threats to end a friendship, social exclusion, spreading rumors, and deliberately ignoring the victim [19]. Cyberbullying is a harmful activity carried out by students on the Internet through language, pictures, videos, and other forms, such as sending threatening, unpleasant, or unwelcome texts [20]. The roles of campus non-physical bullying are the initiator of the non-physical bullying, namely, the bully, and the recipient of the non-physical bullying, namely, the bullied [21]. Perception of campus non-physical bullying refers to the process of mental activity in which the victim realizes and believes that they have been subjected to campus non-physical bullying, which can significantly impact the victim. Studies have shown the link between the perception of verbal bullying and self-harm behavior: the perception of verbal bullying in non-physical bullying greatly increases the possibility of self-harm among young people [22]. The perception of cyberbullying also impacts the victim's social and mental health [23], and it is associated with mental health problems, such as anxiety, depression, suicidal tendencies [24], non-alcohol addiction [25], smoking addiction [26], and low quality of life. The perception of relationship bullying can not only make the victim more emotionally disturbed but also lead to some externalization problems, thus increasing the likelihood of being the target of repeated bullying [27,28].

According to the results of previous interviews, although some senior elementary school students perceive some campus non-physical bullying phenomena and behaviors, some students do not understand that non-physical bullying is a kind of campus bullying. Those students may be indifferent to non-physical bullying behaviors, such as "joking and satire," "unpleasant nicknames," and "isolation and rejection," or they may think these are jokes among classmates. Some even reported thinking that "posting ugly photos and malicious messages on the Internet" and" depreciating the characteristics of others" are funny. It was seen that there was a huge difference in the perception of campus non-physical bullying among students in the upper elementary school grades.

To explore the reasons for these differences, we explored the mental mechanism of the perception of campus non-physical bullying in terms of the following: parenting styles, negative affect experiences, and negative coping styles.

1.1. Negative Parenting Styles

The family parenting style is an important factor that influences the occurrence of non-physical bullying on campus [29–31]. A negative parenting style refers to a kind of stable negative behavior tendency that accompanies parents in the process of educating their children [32], including the three dimensions of rejection, overprotection, and anxiety. Evidence shows that when children experience positive parenting styles, parents may be more sensitive to their children's needs, thereby improving the relationships with their children. Improvements in this relationship can cultivate children's emotional regulation and problem-solving abilities [33,34], as well as reduce negative affect experiences and negative coping styles. Children who experience the refusal parenting style are less likely to establish positive relationships with others outside the family, are more likely to be bullied [35,36], and thus are more likely to perceive non-physical bullying on campus. Because children who are overprotected by their parents may not develop qualities such as autonomy and advocacy, overprotection in the negative parenting style increases the probability that children perceive school bullying, including non-physical bullying [37]. The refusal and anxious negative parenting styles are related to children's perception of cyberbullying in the context of campus non-physical bullying. These strict or neglected

parenting styles comprise one of the variables regarding the perception of cyberbullying [38].

1.2. Negative Affect Experiences

Negative affect experience is a dimension of subjective emotion, which is a kind of painful and unpleasant psychological experience [39] that includes fear, panic, disgust, guilt, and tension. A negative parenting style influences children's negative affect experience. Compared with the supportive positive parenting style, the refusal negative parenting style lowers a child's ability to deal with emotions in social situations [40]. A negative parenting style, which includes severe obedience and punishment, can hinder children's ability to regulate their emotions. For example, a mother's negative reaction (e.g., neglect or punishment) to a child's anger can prevent the child from learning to resolve the negative affect experience of anger [41]. Parents' negative reactions to their children's emotions, such as pain, fear, tension, and sadness, are usually considered to be related to their children's negative emotional results [42,43]. One possible reason is that children who show negative affect experience gradually learn to hide their emotions, but they feel anxious and nervous when the emotions are aroused because there is a repeated connection between the rejection and punishment of negative parenting styles and the ability to express emotions. This kind of negative affect experience leads to anxiety, and tension may manifest itself as intrinsic motivation [44]. It was also shown that after being raised with a negative parenting style, including being insulted and shouted at, children have negative emotional experiences, such as tension and feelings of inferiority.

These negative affect experiences make it difficult for children to effectively protect themselves from various attacks from school peers, which consequently leads to the emergence of non-physical bullying victims [45], that is, family victimization in childhood increases the probability of the perception of campus bullying.

1.3. Negative Coping Styles

Coping styles are the cognitive and behavioral methods used by individuals in a stressful environment to alleviate the negative effects of stress [46]. They are important mediating factors in the process of psychological stress. A negative coping style adopts practices such as accepting reality, imagining miracles, self-comforting, and trying to forget. Due to a lack of experience in coping with social problems, students tend to adopt negative coping styles that are not conducive to coping with challenging problems, which instead intensify negative emotions [47]. This is consistent with the conclusion that positive coping styles and anxiety symptoms found by other scholars are negatively correlated, while negative coping styles may increase the appearance of negative emotional experiences, such as anxiety and tension [48]. Foreign researchers found that emotional problems are positively related to coping styles. Negative emotions can cause individuals to adopt coping styles such as avoidance, denial, and patience [49]. In addition, negative coping styles can affect students' perception of non-physical bullying because victims often have poor self-esteem and think of themselves as losers who are unattractive, unintelligent, and insignificant. These negative perceptions cause the victim to wrongly attribute bullying to themselves [50]. Furthermore, coping strategies can lead to children attributing their discrimination and bullying to personal characteristics or identities [51]. For example, among students in grades 4 to 6, compared to peers who attributed the victimization to other personal characteristics or identities, young people who attributed their victimization to their ethnic identity were found to be less likely to use support-seeking coping styles and more likely to use negative coping styles [52]. This means that victims who perceive non-physical bullying are usually unwilling to reveal bullying events, and these negative coping styles of accepting reality, trying to forget, and not disclosing their victimization may attract bullies and lead to the repeated targeting of victims. Previous researchers pointed out that the most common coping styles used by students aged 13 to 16 to deal with bullying are negative and include ignoring the bully (73%) and walking

away (70%). They also reported other styles, such as defending oneself (68%), which was especially used among boys, and fighting back (28%). More than a quarter of children (26%) reported that they passively accepted their circumstances [53,54].

There has been little research on the effects of parenting style, negative affect experiences, and negative coping styles on the perception of campus non-physical bullying. Therefore, we attempted to explore the mode and action force of parenting style, negative affect experience, and negative coping styles on the perception of campus non-physical bullying in senior primary school students, where we hypothesized that negative emotional experience and negative coping styles have mediating effects on the influence of family parenting style on the perception of campus non-physical bullying in these students. The aim was to draw corresponding conclusions and enrich empirical research in relevant fields through the analysis of the questionnaire scores regarding pupils' negative coping styles, negative affect experiences, parenting styles, and non-physical bullying scores. This study can provide a reference for the school management and family education intervention of high-grade students' perceptions of campus non-physical bullying.

2. Method

2.1. Participants

During the interview study phase, six students each from the fifth and sixth elementary school grades, for a total of 12 students (6 boys and 6 girls), were selected to be interviewed about non-physical bullying in school. The interview questions included: Do any students in the class give nicknames to others? Do the students who are given nicknames approve of this behavior? Do you approve of this behavior? If this happened to you, would you feel bullied? Is there a student in your class that is isolated by other students? Do you know the reason why they were isolated? Are there any students in your class who post pictures of others who were scandalized in the WeChat group? How would you feel if these situations happened to you?

These questions were used to examine the basic information of non-physical bullying-related incidents and behaviors that occurred in the upper elementary school years, as well as to assess the extent to which the interview results fit with the content of the research questionnaire used in this study. The presentation of the questionnaire was fine-tuned based on the interview results to suit the comprehension level of upper elementary school students [52]. Through the interviews, we found that there were big differences in the reported degrees of bullying and awareness of non-physical bullying events.

In the questionnaire research phase, elementary school students in grades 5 and 6 from eight elementary schools in Zhejiang province were selected as the sample. A total of 560 questionnaires were distributed, and 492 valid questionnaires were obtained, with an effective rate of 87.9%. The sample comprised 247 boys and 242 girls, which included 222 fifth-grade students and 253 sixth-grade students.

2.2. Measures

All instruments were psychometrically sound, as evidenced by the sufficient reliabilities of the scales in the current study.

2.2.1. Delaware Bullying Victimization Scale–Student

A portion of the Delaware Bullying Victimization Scale–Student (DBVS-S) was selected as the instrument [55], with 12 items divided into three dimensions: perceived verbal bullying (4 items), perceived relational bullying (4 items), and perceived cyberbullying (4 items). It had 6 options on the rating scale ranging from never (0) to every day (5). The internal consistency of the scale was satisfactory ($\alpha = 0.839$).

2.2.2. Negative Coping Style Scale

The Negative Coping Style Scale of the Xie Brief Coping Style Scale, which consists of 8 items, was used [56]. It has 4 options on a rating scale ranging from "don't use" (0) to "often use" (3). The internal consistency of the scale was satisfactory (α = 0.78).

2.2.3. Negative Affect Experience Scale

The Negative Affect Experience Scale, prepared by Watson and revised by Zheng and Wang [39,57], contains a total of nine items. Items are rated with 5-point optional responses ranging from none or very slight (1) to very strong (5). The scale has sufficient reliability of 0.84.

2.2.4. Egna Minnen Beträffende Uppfostran Questionnaire

The Egna Minnen Beträffende Uppfostran Questionnaire, developed by Perris et al. and revised by Wang et al. [58,59], asks subjects to recall the way their fathers and mothers treated them when they were growing up, as well as to rate them on four levels: "never," "occasionally," "often," and "always." The questionnaire included three dimensions: refusal parenting style, overprotective parenting style, and anxious parenting style. Validation factor analysis showed that the three-factor structure of the questionnaire fit well. The questionnaire had good reliability, with alpha coefficients ranging from 0.51 to 0.86 for the three dimensions and split-half reliabilities ranging from 0.57 to 0.89.

2.3. Procedure and Statistical Analysis

The survey was administered in class units, and the respondents were asked to anonymously fill in the questionnaires after ensuring that they understood the requirements. The filling-in time was 30 min in total, and all questionnaires were collected on the spot after the respondents had completed them. Following collection, the invalid questionnaires were eliminated and valid questionnaires were collated.

This study was conducted in 2021, and the research purpose was introduced to all the interviewees at the beginning of the drafting of interview questions and research questionnaires. In addition, according to the ethical rules of research, respondents were told that the information they provided would not be disclosed to anyone, but only used for research purposes.

The interview and survey were conducted according to the guidelines of the Declaration of Helsinki, and it was approved by the Academic Ethics Committee of Jing hengyi School of Education, Hangzhou Normal University (Research NO.2021002, Date.20211231).

All questionnaire data were processed and statistically analyzed with SPSS26.0 and Amos20.0. The results of the questionnaire were analyzed using statistical methods, such as Pearson product difference correlation analysis, the independent sample *t*-test, and multiple linear regression analysis.

3. Results

3.1. Difference Analysis

Table 1 presents the means and standard deviations of all scales used in the present study. The results indicated that the perception of verbal bullying significantly differed according to gender, grade, and only/non-only children ($p < 0.05$). Male, fifth grade, and non-only child students presented higher scores of the perception of verbal bullying than female, sixth grade, and only child students. The perception of relationship bullying significantly differed between grades ($p < 0.05$). The gender difference in the perception of cyberbullying also reached a significant level ($p < 0.05$), where boys' perceptions of cyberbullying scores were higher than those of girls.

Table 1. Difference analysis of the scale scores of the present study (N = 492).

Group		Number	Statistics	Negative Affect Experience	Parenting Style			Non-Physical Bullying on Campus		
					Anxious	Refusal	Overprotective	Verbal	Relationship	Cyber
Gender	Boy	247		0.893 ± 0.3796	3.532 ± 1.139	2.562 ± 0.895	3.286 ± 1.097	0.763 ± 1.049	0.417 ± 0.901	0.270 ± 0.789
	Girl	245		0.897 ± 0.363	3.389 ± 1.061	2.451 ± 0.772	3.057 ± 0.961	0.586 ± 0.810	0.309 ± 0.624	0.138 ± 0.418
			t	−0.126	1.443	1.473	2.462	2.101	1.544	2.330
			p	0.900	0.150	0.141	0.014	0.036	0.123	0.020
Grade	Fifth	222		0.946 ± 0.369	3.515 ± 1.124	2.603 ± 0.861	3.234 ± 1.059	0.793 ± 0.944	0.451 ± 0.789	0.205 ± 0.574
	Sixth	253		0.840 ± 0.362	3.393 ± 1.068	2.400 ± 0.770	3.086 ± 0.952	0.525 ± 0.834	0.267 ± 0.689	0.186 ± 0.625
			t	3.157	1.203	2.687	1.603	3.261	2.685	0.347
			p	0.002	0.230	.007	0.110	0.001	0.008	0.729
Only child	Yes	174		0.783 ± 0.310	3.297 ± 1.014	2.300 ± 0.638	3.157 ± 0.995	0.504 ± 0.748	0.300 ± 0.731	0.160 ± 0.617
	No	317		0.957 ± 0.388	3.556 ± 1.137	2.622 ± 0.910	3.182 ± 1.061	0.767 ± 1.022	0.398 ± 0.801	0.230 ± 0.645
			t	−5.423	−2.504	−4.566	−0.259	−3.251	−1.337	−1.168
			p	0.000	0.013	0.000	0.796	0.001	0.182	0.243

* $p < 0.05$, ** $p < 0.01$.

As seen in Table 1, there were significant differences in the negative affect experiences of upper elementary school grade students and only/non-only children ($p < 0.05$). The negative affect experience scores of the sixth-grade students were significantly lower than those of the fifth-grade students, and the negative affect experience scores of only children were significantly lower than those of non-only children. However, the differences in the negative coping styles of the upper primary school grade students in terms of gender, grade, and only/non-only children did not reach statistically significant levels ($p > 0.05$).

The results also showed that the differences in anxious parenting styles according to gender and grade did not reach statistically significant levels, while the difference in only/non-only children was statistically significant ($p < 0.05$). Furthermore, the anxious parenting style scores of students with siblings were significantly higher than those of students with only children. The differences in the refusal parenting style according to grades and only/non-only children reached a statistically significant level ($p < 0.05$), and the gender difference regarding the overprotective parenting style reached a significant level ($p < 0.05$).

3.2. Descriptive Statistics and Correlation Analysis

Prior to the regression analysis, descriptive analyses were conducted and correlations between the variables were examined (Table 2). As seen in Table 2, the perception of cyberbullying and anxious parenting styles was not significantly correlated, while the other variables were all significantly positively correlated ($p < 0.05$).

Table 2. Descriptive statistics and correlation matrix for all variables (N = 492).

Variables	M	SD	1	2	3	4	5	6	7
1. Anxious parenting style	20.770	6.612							
2. Refusal parenting style	22.560	7.520	0.362 **						
3. Overprotective parenting style	19.030	6.221	0.642 **	0.543 **					
4. Negative affect experience	14.330	5.939	0.210 **	0.400 **	0.275 **				
5. Negative coping style	6.200	3.865	0.160 **	0.278 **	0.216 **	0.409 **			
6. Verbal bullying	2.700	3.764	0.095 *	0.324 **	0.193 **	0.461 **	0.280 **		
7. Relationship bullying	1.450	3.106	0.090 *	0.328 **	0.210 **	0.399 **	0.201 **	0.795 *	
8. Cyberbullying	0.820	2.539	0.050	0.210 *	0.119 **	0.302 **	0.106 *	0.655 **	0.736 **

* $p < 0.05$, ** $p < 0.01$.

3.3. Regression Analysis

Table 3 shows the results of the multiple regression analysis. First, a stepwise multiple regression analysis was carried out with negative affect experience, refusal parenting style, and negative coping styles as independent variables, as well as the perception of verbal bullying as the dependent variable. The results indicated that 23.7% of the variance of the perception of verbal bullying could be attributed to negative affect experience, refusal parenting style, and negative coping styles (F = 51.782, $p < 0.01$).

Table 3. Regression analysis of the perception of non-physical bullying on refusal parenting style, negative affect experience, and negative coping styles (N = 492).

| Dependent Variable	Independent Variable	β	R²	Adjust R²	F
Verbal bullying	Negative affect experience	0.918	0.242	0.237	51.782 **
	Refusal parenting style	0.174			
	Negative coping style	0.173			
Relationship bullying	Negative affect experience	0.667	0.192	0.189	58.150 **
	Refusal parenting style	0.186			
Cyberbullying	Negative affect experience	0.443	0.100	0.097	27.226 **
	Refusal parenting style	0.081			
Non-physical bullying	Negative affect experience	0.396	0.218	0.215	68.264 ***
	Refusal parenting style	0.151			

* $p < 0.05$, ** $p < 0.01$, *** $p < 0.001$.

Second, stepwise multiple regression analysis was carried out with negative affect experience, refusal parenting style, and negative coping styles as independent variables, as well as the perception of relationship bullying as the dependent variable. The results showed that negative affect experience and refusal parenting style together explained 18.9% of the total variation of the perception of relationship bullying (F = 58.150, $p < 0.01$).

Third, stepwise multiple regression analysis was carried out with negative affect experience, refusal parenting style, and negative coping styles as independent variables, as well as the perception of cyberbullying as the dependent variable. The results indicated that 9.7% of the variance of the perception of cyberbullying could be attributed to negative affect experience and refusal parenting style (F = 27.226, $p < 0.01$).

Finally, stepwise multiple regression analysis was carried out with negative affect experience, refusal parenting style, and negative coping styles as independent variables, as well as the perception of campus non-physical bullying total score as the dependent variable. The results showed that negative affect experience and refusal parenting style together explained 21.5% of the total variation of the perception of campus non-physical bullying total scores (F = 68.264, $p < 0.001$).

3.4. Mediation Analysis

Figure 1 presents the results of a test of the influence on the perception of verbal bullying in the upper-grade primary school students, with the refusal parenting style as

an independent variable and negative affect experience and negative coping styles as intermediary variables. Table 4 shows the model goodness-of-fit indices. Among them, CMIN/DF = 2.052, RMSEA = 0.046, CFI = 0.903, and GFI = 0.922 were all within their acceptable ranges, which indicated that the model fit well and that negative affect experience and negative coping styles presented a chain-like mediating effect between the refusal parenting style and the perception of verbal bullying in the upper-grade primary school students.
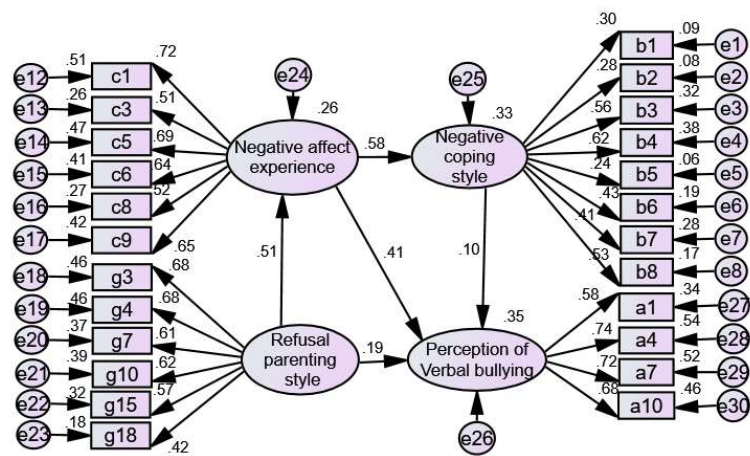
Figure 1. The chain-like mediating effect of negative affect experience and negative coping styles between refusal parenting style and the perception of verbal bullying.

Table 4. The model fitting goodness index table with the perception of verbal bullying as the dependent variable.

Goodness-of-Fit Indices	CMIN/DF	CFI	IFI	GFI	AGFI	RMSEA
Result	2.052	0.903	0.904	0.922	0.905	0.046

A mediation effect test model was constructed (as shown in Figure 2) , with the perception of cyberbullying as the dependent variable and negative affect experience, the refusal parenting style, and negative coping styles as independent variables. Table 5 shows the model goodness-of-fit indices. Among them, CMIN/DF = 2.515, RMSEA = 0.056, CFI = 0.934, and GFI = 0.940, which were all within their acceptable ranges (Table 5); this indicated that the model fit well. It was shown that negative affect experience had a partial mediating effect between the refusal parenting style and the perception of cyberbullying in the upper-grade elementary school students.
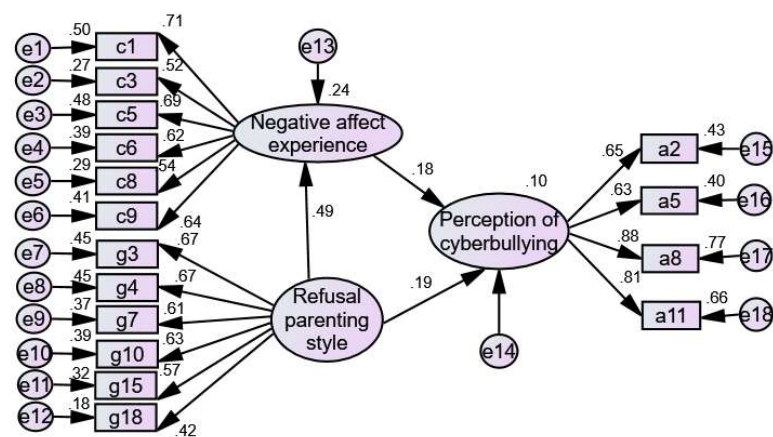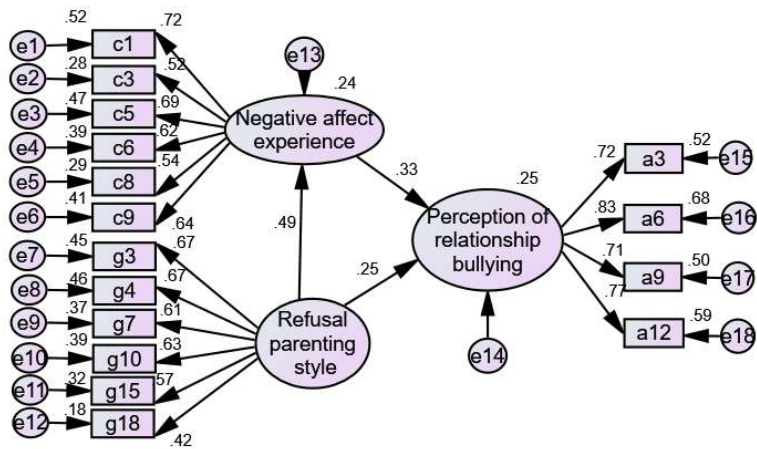
Figure 2. Partial mediating effect of negative affect experience between the refusal parenting style and the perception of cyberbullying.

Table 5. The model fitting goodness index table with the perception of cyber bulling as the dependent variable.

Goodness-of-Fit Indices	CMIN/DF	CFI	IFI	GFI	AGFI	RMSEA
Result	2.515	0.934	0.935	0.919	0.940	0.056

A mediation effect test model was constructed (as shown in Figure 3) , with the perception of relationship bullying as the dependent variable and negative affect experience, the refusal parenting style, and negative coping styles as independent variables. Table 6 shows the model goodness-of-fit indices. Among them, CMIN/DF = 2.523, RMSEA = 0.056, CFI = 0.936, and GFI = 0.940, which were all within their acceptable ranges (Table 6); this indicated that the model fit well. It was shown that negative affect experience had a partial mediating effect between the refusal parenting style and the perception of relationship bullying in the upper-grade elementary school students.
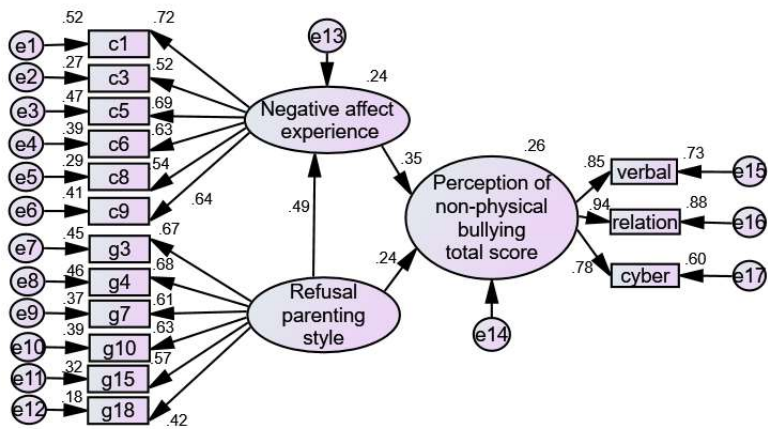

Figure 3. Partial mediating effect of negative affect experience between the refusal parenting style and the perception of relationship bullying.

Table 6. The model fitting goodness index table with the perception of relationship bullying as the dependent variable.

Goodness-of-Fit Indices	CMIN/DF	CFI	IFI	GFI	AGFI	RMSEA
Result	2.523	0.936	0.936	0.919	0.940	0.056

A mediation effect test model was constructed (as shown in Figure 4), with the perception of non-physical bullying total score as the dependent variable and negative affect experience, the refusal parenting style as independent variables. Table 7 shows the model goodness-of-fit indices. Among them, CMIN/DF = 2.132, RMSEA = 0.048, CFI = 0.916, and GFI = 0.922, which were all within the acceptable range (Table 7); this indicated that the model fit well. It was shown that negative affect experience had a partial mediating effect between the refusal parenting style and perception of campus non-physical bullying in the upper-grade elementary school students.

Figure 4. Partial mediating effect of negative affect experience between the refusal parenting style and the perception of non-physical bullying on campus.

Table 7. The model fitting goodness index table with the perception of non-physical bullying total score as the dependent variable.

Goodness-of-Fit indices	CMIN/DF	CFI	IFI	GFI	AGFI	RMSEA
Result	2.132	0.916	0.917	0.904	0.922	0.048

4. Discussion

4.1. Correlation and Regression Analysis of Parenting Styles and the Perception of Campus Non-Physical Bullying

The results of the present study demonstrated significant correlations between negative parenting styles, negative affect experience, negative coping styles, and the perception of campus non-physical bullying in senior primary school students. We found significant positive correlations between the anxiety, refusal, overprotective parenting styles; negative emotional experience; and negative coping styles. This was consistent with the research finding of Wu Wenju showing that fathers' refusal and overprotective parenting styles may cause students to adopt negative coping styles to deal with problems [60]. Negative affect experience and negative coping styles were shown to be significantly positively correlated with students' perception of verbal bullying, relationship bullying, and cyberbullying. A similar conclusion was reached by researcher Song Xia, who reported that psychological bullying (including verbal bullying, relationship bullying, and cyberbullying) perceived by students is positively correlated with negative coping styles [61].

Among the three forms of perceiving campus non-physical bullying, only the perception of cyberbullying showed an insignificant correlation with anxious parenting styles. Perceived verbal bullying and relationship bullying were shown to be significantly positively correlated with the overprotective, refusal, and anxious parenting styles. In related studies, parents' overprotective and mothers' refusal parenting styles were found to have significantly affected junior high school students' perceptions of relationship and verbal bullying in the context of campus non-physical bullying [62]. Other studies pointed out that parents' overprotective and refusal parenting styles are significantly positively correlated with junior high school students' perception of cyberbullying [63]. These research conclusions were consistent with the results of the present study, indicating that the psychological development characteristics of senior primary school students in this regard are at the same levels as those of junior middle school students.

According to the results of multiple regression analyses, refusal parenting, negative affect experience, and negative coping styles jointly explained 23.7% of the total variation of perceived verbal bullying (F = 51.782, $p < 0.01$); the refusal parenting style and negative affect experience jointly explained 18.9% of the total variation of perceived social relationship bullying (F = 58.150, $p < 0.01$); refusal parenting style and negative affect experience jointly explained 9.7% of the total variation of perceived cyberbullying (F = 27.226, $p < 0.01$); and negative affect experience and the refusal parenting style jointly explained 21.5% of the total variation of the total score of perceived non-physical bullying (F = 68.264, $p < 0.01$).

These results demonstrate that the refusal parenting style was an important factor that affected the students' perception of campus non-physical bullying. Parents' blind criticism or refusal, such as "unreasonable reprimand and punishment" and "unfair and petty treatment," make children more likely to perceive campus non-physical bullying in the school environment. One possible explanation is that parents' blind refusal and denial in the family environment comprise a situation that is similar to the non-physical verbal, relationship, and Internet bullying experienced by students on campus. The mentioned behaviors of parents harm students' self-esteem and self-confidence, thus leading to self-recognition difficulties and the acceptance of non-physical bullying by others [64]. Negative emotions, such as derogation and unfair treatment previously experienced by students in the family environment, can transfer to experiences similar to campus non-physical bullying, and the negative coping styles adopted under the refusal parenting style can transfer to similar coping styles of campus non-physical bullying. As a result, students who grow up under the refusal parenting style are more likely to perceive campus non-physical bullying.

4.2. The Mediating Effect of Negative Affect Experience and Negative Coping Styles between the Refusal Parenting Style and the Perception of Campus Non-Physical Bullying

The results of the mediating effect test model showed that negative emotional experience and negative coping styles had a significant chain mediating effect between the refusal parenting style and the students' perceptions of campus verbal bullying, and negative emotional experience significantly positively predicted the perception of campus verbal bullying by influencing the negative coping style. These results showed that the refusal parenting style not only directly affected the students' perception of campus verbal bullying but also indirectly affected the students' perception of campus verbal bullying by influencing negative emotional experiences and negative coping styles.

During the process of a student's growth, parents frequently refuse, deny, and adopt negative attitudes toward them in all aspects of study and life, e.g., "disappointment," "unfairness," "pettiness," and "punished for no reason." As such, students are placed in a negative family atmosphere and growth environment for a long time, which makes them cold and indifferent, thus generating the perception that they are not cared for by their families. Over time, students grow to feel insecure, thus intensifying their negative affect

experiences [65]. When facing problems, they are prone to have negative affect experiences, such as "tension" and "irritability," which may lead them to adopt simple and negative coping styles when solving problems [66]. This kind of refusal parenting style had negative impacts on students' affect experiences and coping styles. Our analysis showed that the degrees of negative affect experience and negative coping styles were correlated with the students' perceptions of campus non-physical bullying, and the refusal parenting style was observed to affect students' perceptions of campus non-physical bullying by influencing students' negative affect experiences and negative coping style.

The partial mediating effect of negative affect experience between the refusal parenting style and the total score of students' perceptions of campus non-physical bullying, relationship bullying, and cyberbullying suggested that the refusal parenting style not only directly affected students' perceptions of campus relationship bullying and cyberbullying but also indirectly impacted students' perceptions of campus relationship bullying and cyberbullying by influencing their negative affect experiences.

The results of the abovementioned mediating effect analyses indicate that there were differences in the psychological mechanisms of action of the refusal parenting style on students' perceptions of campus verbal bullying, relationship bullying, and cyberbullying.

5. Educational Suggestions

5.1. Schools

The main place where students perceive campus non-physical bullying is the school; therefore, corresponding measures taken by the school play important roles in students' perception of campus non-physical bullying.

Teachers and schools should not regard the students' perception of campus non-physical bullying as jokes or small mischief between students but should seriously understand and deal with the problems promptly. First of all, schools should use parents' meetings to guide students' parents to realize the impact of family education on students' perception of campus non-physical bullying, and they should advise parents to rarely, if ever, use the refusal parenting style at home. Second, after students perceive a campus non-physical bullying incident, the school should take corresponding measures to prevent the bullying from continuing and carry out effective interventions. The campus non-physical bully should stop their bullying behavior promptly and have targeted education, and the bullied should be given timely and sufficient attention, guidance, and help. Schools should pay full attention to the psychological damage to students who are aware of campus non-physical bullying; provide timely and effective psychological counseling, support, and comfort; and minimize the physical and mental damage done to students.

5.2. Parents

In this study, it was found that the refusal parenting style is an important factor that affected students' perceptions of campus non-physical bullying because students' negative affect experiences under the refusal parenting style were easily transferred to experiences that were similar to campus non-physical bullying. The negative coping styles adopted by students under the refusal parenting style also easily migrated to coping styles similar to campus verbal bullying. Therefore, students growing up under the refusal parenting style were more likely to perceive campus non-physical bullying. Accordingly, parents should try their best to be cautious with or avoid using the refusal parenting type in the process of educating their children. In addition, to help children reduce the adverse effects of non-physical bullying, parents should also do the following.

Parents should cultivate their children's good personality qualities of self-confidence and calmness, and they should teach their children positive coping styles. They should help children calmly face non-physical bullying, have full confidence, build sufficient and effective coping strategies to resolve difficulties, gradually strengthen self-identity, and promote positive development and growth.

Furthermore, when children perceive campus non-physical bullying, parents should pay attention to their children's emotional expression, identify their abnormal emotions in time, and take appropriate and effective measures to provide their children sufficient companionship, security, love, and care to prevent children from having overly negative school and peer emotional experiences. If the problem is serious enough, it is important to seek the help of psychological professionals, schools, and teachers to help children vent extreme negative emotions in time and avoid extreme behavior.

5.3. Students

First of all, students should be helped to form self-esteem, self-love, self-discipline, and self-control, as well as improve their moral cultivation and self-confidence. Students should be enabled to be optimistic, kind, friendly, and never a bully. Second, students should be taught to keep calm when encountering campus non-physical bullying and learn to choose positive coping strategies. If a student cannot cope alone, they should learn to seek the support and help of classmates, teachers, and their family. In addition, when students observe the campus non-physical bullying of another student, they should be able to provide appropriate and timely help, e.g., stop it or notify teachers, so that relevant non-physical bullying events on campus can be actively and correctly handled.

In summary, solving the problem of campus non-physical bullying requires the joint attention and efforts of teachers, students, parents, schools, and society to ensure the safe, happy, and healthy growth of students.

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