



REFLECTIONS OF PEER BULLYING ON FAMILY DYNAMICS AND WORK LIFE

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Abstract: This study examines peer bullying in a multidimensional way in the context of both clinical psychology and industrial psychology, and examines the effects of bullying experiences during childhood and adolescence on the psychological development and adulthood of adulthood. From the perspective of clinical psychology, exposure to peer bullying or application can have mental consequences such as post-traumatic stress symptoms, anxiety disorders, low self-esteem and attachment problems in the individual. These psychological effects deeply shape the individual's personality structure, coping strategies and the way they establish social relations. In particular, neglectful or authoritarian family attitudes pave the way for the development of these pathologies. From the perspective of industrial psychology, the reflections of these early psychological injuries on the behaviors and organizational relations of the individual in business life were investigated. While the risks of living, insecurity, organizational silence and burnout increase in the work environment in the later lives of bullying victims, increases; In the past, controlling leadership, passive-knowledge communication forms and psychological harassment tendencies can be observed in individuals who have applied bullying in the past. In addition, it is seen that individuals who lack appropriate emotional support in the family have difficulty in the ties they have established with hierarchical relationships in the workplace and have difficulty in setting healthy boundaries with their colleagues. The article explains how these processes that start with clinical symptoms are transferred to the business life and emphasize the importance of psychological security, trauma sensitivity and employee support programs in order to break the cycle of bullying in institutional structures. As a result, it is not only the clinical, but also in the organizational level; For this reason, it is argued that intervention and prevention studies should be designed with a holistic approach.

Keywords: Peer bullying, childhood traumas, family dynamics, clinical psychology, industrial psychology, organizational behavior, psychological safety, post-trauma effects, workplace bullying, self-esteem.

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Introduction

Peer bullying is defined as being subjected to physical, verbal or psychological attacks based on an individual's peers in deliberate, continuous and permanent imbalance or resorting to such behaviors (Olweus, 1993). These behaviors are different from random or instant conflicts; It is based on a power asymmetry in which systematic, recurrent and difficulty in defending the victim. Peer bullying is a serious psychosocial problem that affects the social development of the individual and the behavioral patterns of the age, not only limited to childhood and puberty.

Physical bullying: Physical bullying; It contains direct behaviors for body integrity such as push, hitting, kicking, damaging items. It is usually more common in school -age boys (Rigby, 2004). Clinically, physical bullying can lead to trauma, fear reactions in the victim, school phobia and behavioral regression. In the context of industrial psychology, individuals with such behavioral history may tend to develop aggressive attitudes as an avoidance of physical conflict in business life, extreme sensitivity to threat perception, or vice versa.

Verbal bullying: verbal bullying; It covers aggressive behaviors performed by language such as mocking, nicknames, threatening, humiliation, and using humiliating expressions. Especially in the early periods of self -esteem, it can directly affect personality structuring (Espelege & Swearer, 2003). It is highly likely that individuals who are exposed to such bullying are passive in business life, difficulty in expressing their views and lack of self -confidence.

Social (Relational) Bullying: Social bullying occurs indirectly and in relation to the exclusion of the individual from the social environment, discredit, sabotage of friendship relations and isolate from group dynamics. This type of bullying is usually invisible and may cause the victim to become loneliness, damage the sense of belonging and the emergence of depressive symptoms. Projects of social bullying at work; Mobbing may occur in the form of exclusion, non -sharing and discredit (Zapf & Einarsen, 2005).

Cyber bullying: Cyber bullying that emerges with the spread of technology; It includes behaviors such as threatening, humiliation, disclosure or exclusion from digital environments in digital environments. Since such bullying can be sustained without limitation of time and space, it can seriously push the psychological limits of the victim (Patchin & Hinduja, 2010). The equivalent of cyber bullying in business life can be seen as manipulation in digital mobbing, threats via e-mail, online gossip and institutional platforms.

Peer bullying should not only be considered as a temporary problem of childhood and puberty, but a serious phenomenon that creates permanent effects on the life -long psychosocial development of the individual. Bullying experiences can leave traumatic traces that shape the individual's mental health, social relations and future life practices. In terms of clinical psychology, peer bullying; It is seen as a trigger of a number of psychopathology such as anxiety disorders, depression, post -traumatic stress disorder (PTSD), decrease in social phobia and self -esteem (Copeland et al., 2013). Such spiritual difficulties can cause serious consequences of the individual, not only in childhood but also in adulthood, to have difficulty in establishing confidence in social relationships, and even to suicide thoughts. On the other hand, when it is considered from the perspective of industrial

psychology, the effects of peer bullying turn into more complex and structural problems in business life. Communication problems in the workplace, insecurity, organizational silence, leadership difficulties and behavioral patterns such as bullying at work are often directly related to the individual's early life. Victims of bullying can become shy in the face of authority figures; Developed individuals as bully may tend to tend to psychological domination in the work environment by overly focusing on power relations (Hoel, Zapf & Cooper, 2011). Therefore, the issue is critical not only for individual mental health, but also in terms of organizational health, work efficiency, team dynamics and leadership processes. Early detection of peer bullying, strengthening of domestic protective factors and increasing the psychosocial strength of the individual will create long -term positive outputs at both individual and institutional levels. In addition, institutions, employees, without ignoring the past life, psychological safety -oriented and high trauma sensitivity is required to build business environments. As a result, peer bullying is not only a pedagogical or clinical problem; It should also be considered as one of the main determinants of organizational behavior, leadership and institutional health. For this reason, it is necessary to develop holistic and disciplined solutions both at the individual level and at the organizational policy level.

The main purpose of this study is to examine how the peer bullying experiences experienced during childhood and adolescence are shaped by family dynamics and the reflections of these experiences from the individual's clinical and industrial psychology perspective. Research aims to analyze how bullying behaviors are related not only to individual tendencies, but also family structure, parenting styles and early social learning patterns. Working in the context of clinical psychology deals with psychological symptoms (anxiety, depression, post -trauma stress, low self -value, attachment problems, etc.) in individuals who are exposed to bullying or bullying; It questions the relationship between these symptoms and the quality of the family interaction. In this context, attachment styles, parental attitudes (authoritarian, democratic, permission, neglecting) and domestic emotional support level are among the research variables. From the perspective of industrial psychology, the study examines the effects of the individual's past bullying experiences on behavioral patterns, psychological security perception, leadership and authority on teamwork, and organizational commitment. In addition, the tendency of individuals with bullying backgrounds to be a mobbing practitioner or victim in business environments in terms of organizational silence and conflict management styles. The scope of the study is supported by both theoretical and empirical literature examination; In an interdisciplinary approach, it aims to make sense of the dynamic bonds between family, school and business life. Thus, the study offers a holistic framework to explain the effect of early traumatic social experiences on organizational behaviors in adulthood.

Psychosocial Basis of Peer Bullying

According to developmental psychology, childhood and puberty periods are the critical stages in which the individual's personality structure, social identity development and behavioral repertoire are formed. The social experiences acquired during these periods deeply affect the individual's self -perception, the relationships he established with others and the way of solving problems (Shaffer & Kipp, 2014). Peer bullying can cause permanent damage in the social adaptation process of the individual when it occurs in these

precise development stages; It may adversely affect the development of the sense of trust, the gain of autonomy and the need for belonging.

Childhood (6–12 years): In this period, children establish close relationships with peer groups other than social rules for the first time. In Erikson's theory of psychosocial development, this stage is defined as the period of "inferiority against hardworking" (Erikson, 1968). Children who have suffered peer bullying face the risk of feeling inadequate and worthless; This leads to a loss of motivation for school success, social withdrawal and learning. At the same time, the lack of empathy, hostility towards authority and irregularity tendencies may develop (Salmivalli, 2010).

Adolescence (12-18 years): Adolescence is a process in which identity development is in the center, the individual is in search of self and reconstructs the sense of social belonging. Peer groups become much more effective in this period and social exclusion or bullying experiences can directly threaten the self value of the individual (Steinberg, 2014). It is a higher risk group in terms of bullying adolescents, social isolation, depressive mood, risky behaviors and suicide tendencies (Arseneault, 2018). In individuals defined as bully, power control, aggressive defense mechanisms and the desire to dominate others may develop. These patterns of behavior can be directly reflected in the future leadership style and conflict -solving ways.

During these developmental periods, family dynamics and environmental factors play a decisive role. In particular, emotional negligence, punishing disciplinary methods or overlapping parental styles constitute a risk factor in learning and maintaining bullying -related behaviors (Liseya, Samara & Wolke, 2013). For this reason, developmental psychology treats peer bullying not only an individual problem of behavior, but a multidimensional and environmentally shaped developmental risk area.

The phenomenon of peer bullying has a structure in which not only victims, but also individuals who apply bullying, can indicate developmental, psychological and social problems. Bully and victims roles are usually not constant; It may change over time and some individuals may be both bully and victims ("bully-bond" dual role). In this context, the multidimensional examination of bullying and victim profiles is critical for the development of preventive psychological support mechanisms and understanding the reflections in business life.

Bully Profile /Developmental Psychology: Zorba individuals often have learned aggression as a form of communication in childhood, and may have grown with the parents who are forced to limit or have over -controlling parents. Parent indifference, emotional neglect, domestic violence and power -oriented disciplinary models can prepare the ground for these children to express themselves with aggression (Baldry, 2003). Most of the time, empathy levels are low, they need to be dominant in social relationships.

In terms of clinical psychology: Anti -anti -behavioral tendencies, behavioral disorders, narcissistic properties, impulse control problems and low emotional self -regulation skills can be seen in individuals with bullying (Vaillancourt et al., 2003). Bullying can be the way the individual is in an expression of internal conflicts.

In terms of industrial psychology: In business life, bully individuals are likely to reproduce their past forms of aggression in leadership or subordinate-upper relations. These people tend to form micro -aggression, psychological harassment, authoritarian

leadership and manipulative team dynamics. Conflict solving forms are based on the use of force rather than compromise.

Victim Profile/ Developmental Psychology: Victims are generally inward -oriented, low self -esteem, weak and anxious individuals with social skills. They may have grown with extreme protectionist or critical attitudes in the family. These children, who have difficulty in setting a limit and avoid taking social risks, can remain passive in the group (Hodges & Perry, 1999).

In terms of clinical psychology: depressive symptoms, social phobia, post -traumatic stress disorder (PTSD), lack of self -confidence and psychosomatic symptoms may occur in victims. Bullying history has been associated with suicide tendencies, especially in post -puberty periods (Arseneault, 2018).

In terms of industrial psychology: Victims of victims in business life have a high level of organizational silence, low interaction with colleagues, lack of confidence and burnout. They are individuals who avoid feedback, do not take initiative and have performance in weak psychological security. They have difficulty in establishing a relationship with authority and feel easily threatened.

Zorba-Mağdur (Mixed Role) Profile: Some individuals may be in the position of bully in certain contexts and victims in others. These individuals are generally grown in unbalanced family environments, encountered inconsistent disciplinary practices and have been fragmented with self -perception. In business life, these individuals can both exhibit aggressive behaviors and quickly close and give stress reactions. This variable structure creates unpredictability within the team and can be a trigger of workplace conflicts.

When the psychological origins of the peer bullying phenomenon are examined, it is seen that lack of empathy, deterioration of self -esteem and early traumatic experiences at an early age play a central role. Developmental psychology accepts these components as decisive factors in the personality structure of the individual; Clinical Psychology states that these conditions can evolve into psychopathology, and industrial psychology can be reflected in organizational behaviors and damage productivity, harmony and psychological security in the workplace.

Lack of empathy: Empathy is the capacity to recognize, understand and react appropriate to someone else's feelings. One of the most prominent features of bully individuals is the low level of empathy. In particular, the disconnection between cognitive empathy (understanding of someone else's thought) and emotional empathy (showing sensitivity to someone else's sense) facilitates aggression behaviors (Jolliffe & Farrington, 2006). The lack of empathy is often associated with learned insensitivity by neglecting, attachment disorders and model receiving. These individuals tend to objectify others in social relations. Individuals with low empathy in business life can fuel conflicts between employees, exhibit weak management practices with emotional intelligence, and cause damaging the sense of institutional belonging. This leads to weakening of the psychological security climate.

Low self -esteem: self -esteem is the perception of value of the individual for itself and is directly shaped by early peer relationships. In individuals who are constantly humiliated, excluded or mocked, self -esteem is seriously damaged (Rosenberg, 1979). In victims, this may manifest itself with symptoms such as chronic insecurity, social withdrawal and expectation of failure. In the clinical context, low self -esteem is

associated with depression, a sense of inadequacy and learned helplessness; In business life, these individuals have difficulty in revealing their potential, passive in the face of authority and tend to avoid feedback. In addition, individuals with low self-esteem are more likely to be exposed to organizational violence such as toxic leadership or mobbing.

Traumatic experiences: Peer bullying can leave a traumatic trace in the developmental process of the individual. Traumas deeply affect the individual's brain development, stress response system and emotional regulation skills, especially when it is experienced in childhood (at the moment Et al., 2006). Such experiences can cause different pathological reactions in both victims and bully individuals: victims may show internalized problems (anxiety, depression), and bullying may show externalized behavioral disorders (anger explosions, aggression). In terms of industrial psychology, individuals with trauma background can give dysocatic reactions under high stress at work, develop hypersensitivity to organizational uncertainties and carry a risk of burnout. In addition, the trauma history can disrupt the relationship with the individual with authority, and cause the development of either submission or excessive reactionary behavior.

The Role of the Family

The family is the first structure to lay the basis of the relationship that the individual will establish with the social world. Domestic communication and parental attitudes play a critical role in determining the relationship patterns of the child with others. A clear, respectful and supportive communication model while improving the child's skills and empathy capacity; Authoritarian, punishment or indifferent attitudes prepare the ground for risky behaviors such as aggression, inward closure and social withdrawal (Baumrind, 1991). Research shows that bully children often have aggressive, aggressive or model aggressive parents, and victims grow up with over-protective or unrelated parents (Perren & Hornng, 2005). Communication patterns where emotions are suppressed in the family, where differences are not respected or children's ideas are not taken into account may cause children to develop unhealthy ways to solve social conflicts. From the perspective of industrial psychology, such family dynamics can lead to the formation of individual profiles that refuse to conflict and refrain from conflict, reflecting on business life. These individuals either have difficulty in expressing their own ideas or turn to communication styles that violate the limits of others.

Domestic violence involves all kinds of aggressive behavior that occurs at physical, verbal, psychological or economic level. Children who grow up in such violence learn power relations through control, fear and pressure. This learning either expresses itself with bully behaviors or internalized in the form of chronic victimization (Edleson, 1999). In particular, children who have been abused or neglected have difficulty in limiting, frosting in the face of threats or developing aggressive defense mechanisms. Neglect is the situation in which the child's emotional, physical or cognitive needs are not systematically met. Negative children can grow up with permanent beliefs such as insufficient self-values and thinking that they are not worthy of being loved. Controlling parenting approaches, on the other hand, prevent the child's autonomy development, increase the need for external approval and cause extreme sensitivity to criticism. These individuals are in adulthood; Either it establishes passive and dependent business relationships, or may turn into excessive controller and micro-management-prone managers. In institutions without a

psychological security environment, the traumatic past of these individuals can be triggered.

The emotional support provided in the family environment directly affects the child's capacity to cope when he encounters bullying. Children who can express their emotions, communicate openly and feel that they are listened to by their parents can develop more durable and healthy strategies in peer relationships (Nickerson et al., 2008). Such children do not hesitate to ask for help in the face of bullying, protect their limits and use social problem solving skills more functionally. Democratic parenting refers to the approach that observes both the emotional and behavioral needs of the child and gives the appropriate field of autonomy. Such parents can teach their children to social limits, empathy and responsibility. This plays a protective role both in the prevention of bullying behaviors and to reduce the effects of victimization. In the context of industrial psychology, it is seen that individuals who have experienced healthy support from the early period have more flexible, solution-oriented, high psychological resistance and open to cooperation. These individuals can manage crises constructively, make constructive leadership in conflict environments and have a higher level of organizational commitment.

Long-Term Effects of Peer Bullying

Peer bullying can become a chronic source of trauma that threatens the psychological integrity of the individual when it occurs during childhood and adolescence. Continuous bullying experiences may cause the development of mental disorders such as post-traumatic stress disorder (PTSD), widespread anxiety disorder and major depression in the individual (Copeland et al., 2013). In individuals exposed to bullying, traumatic memories may be experienced again with triggering situations; This leads to avoidance behavior, emotional blunt and decrease in daily functionality. The negative impact of self-perception, especially at an early age, weakens the inner resources of the individual and reduces psychological flexibility. From the perspective of industrial psychology, these individuals have difficulty working under intense stress in the work environment, excessive reactions against uncertainty, and become more prone to burnout syndrome. Individuals with bullying history may perceive negative feedback as personal threats and resist to being open to development.

Exposure to bullying directly damages the individual's capacity to establish social bonds. To be excluded from groups of friends in childhood, to be continuously rejected or humiliated; It increases the perception of threats of the individual's need for belonging in axes and social environments (Hawker & Boulton, 2000). This can improve a permanent social anxiety in the individual. As a result of bullying experiences, individuals can often exhibit inward closure, avoidance, superficial relationships, or excessive adaptation. For these individuals, "being safe" becomes equivalent to "invisible". In adulthood, this situation arises as loneliness, emotional distance, difficulty in intimate relationships and romantic bonding problems. In business life, these individuals may be reluctant to participate in teamwork, prefer social isolation or may show hypersensitivity to the perception of exclusion. This negatively affects organizational commitment and psychological security levels.

Trust for victims of bullying is a concept that has been damaged from an early age. The individual who is constantly humiliated by their peers, threatened or excluded develops an emotionally cautious and distant approach to both their peers and in later ages.

This may cause an individual's continuous alert in interpersonal relationships, and thus hypervigilance (Perry, 2002). In addition, secondary traumas, such as the parent providing insufficient protection or the school does not intervene in the event, may also damage the sense of systemic trust. As a result, the individual is not only with individuals; He can also be skeptical and defensive against institutional structures. When evaluated in terms of industrial psychology, these individuals can develop either extremely submitting or excessive reactionary attitudes towards managers. Inability to establish healthy boundaries with authority, sometimes manifests passive resistance and sometimes as questioning authority. This may increase the frequency of conflict in the workplace and adversely affect career development.

Reflections in the Context of Industrial and Organizational Psychology

With peer bullying, bullying in the workplace (mobbing) is structurally similar: both are based on power imbalance, ongoing psychological attacks and social exclusion of the targeted individual (Einarsen et al., 2003). Most of the individuals exposed to peer bullying tend to experience similar grievances in their business life in the following years. The main reasons for this include learned helplessness, low self-confidence and high threat perception. Likewise, it is highly likely that individuals who do bullying in childhood will maintain authority in adulthood. They may tend to manipulate power relationships in the work environment, to make psychological pressure on their subordinates, or to use passive-aggressive communication techniques. In individuals with peer bullying history, the risk of either mobbing practitioner or chronic victim increases. Therefore, there is a strong continuity between these two types of bullying both in behavioral and psychodynamics.

Bullying history directly affects the reaction of the individual to the stress factors encountered in business life. In individuals who are trained as victims; Occupational patterns of behavior such as low organizational commitment, insecurity, organizational silence, avoidance of conflict, avoidance of feedback and social isolation are observed (Nielsen & Einarsen, 2012). For these individuals, work environments can turn into areas where past traumas are re-triggered. In individuals with bullying, control-oriented leadership tendencies, border violations, repressive tasks distribution and internal manipulation may be observed. Such individuals are oppressive against their subordinates; They may exhibit superficially compatible, but from bottom to bottom sabotage-prone behaviors. Clinically, anxiety, burnout, intention to quit high and depressive symptoms often occur in these individuals. Failure to repair emotional wounds from early experiences can lead to repetitive crises in business life.

Bullying history, leadership style and internal relationships can have significant effects. Victims of bullying may avoid leadership roles or exhibit extremely shy leadership forms because they have difficulty in establishing a healthy bond with authority. These individuals avoid taking risks, reluctant to share responsibility and may remain passive in conflict management. Individuals with bullying history may turn into authoritarian, controller, even micro-manager leader profile. Such leaders usually print on the team members, not the cooperation, not the obedience mechanism. They try to maintain power asymmetry in team dynamics. Communication skills are also affected in this context. Individuals with a history of victims often tend to avoid silent and conflicts in

social environments. Individuals with bullying history can use aggressive, sarcastic, scinating or manipulative communication techniques. This leads to confidence crises, role uncertainties and loss of yield within the team.

The past experiences of individuals have various consequences when they interact with the culture of the institution in which they work. In organizations with low psychological security levels, past bullying experiences can be triggered. This causes individuals to be closed, avoiding initiatives and not participating in organizational innovation processes (Kahn, 1990). Individuals with trauma history feel safer in "psychologically safe" working environments, which include open communication and making mistakes. Thus, healing, belonging and productivity processes are supported. However, in toxic or competitive organizational cultures, the past bullying patterns of individuals can be reproduced. For example; In authoritarian institutions where power relations are at the forefront, individuals with bullying in the past are re-settled in oppressive positions; Victims may encounter repeated traumas. Therefore, institutions should not only be behavioral, but at a psychodynamic level of awareness, individuals need to build trauma-sensitive and inclusive working environments that are compatible with their personal history.

Institutional Preventive Policies and Training Practices

Early Intervention Programs: Considering the deep effects of peer bullying on the life-long psychological, social and professional development of the individual, early intervention is of great importance. This intervention should not only include not to prevent bullying, but also the establishment of healing and developing support systems for children who show bullying behavior and victims. Early intervention programs should focus on improving children's emotional awareness, empathy skills and social problem-solving capacities. Methods such as trauma-oriented psychoemia, emotion regulation studies and peer mediation are functional tools for both bully and victims (Bradshaw et al., 2010). In addition, bullies recognition, reporting and intervention trainings for teachers and school personnel contribute to the sustainable break of this cycle. The strengthening of protective factors such as psychological strength and self-esteem at an early age plays a critical role in the development of healthy organizational behaviors in individuals.

School-Family-Business World Collaborations: Effective struggle with bullying, but it can only be possible with a multi-stakeholder and holistic approach. In this context, collaborative models that make a bridge between the school, family and business world and take into account transitionalism should be developed. Schools should cooperate with families not only at the behavioral level, but also on emotional awareness and parenting skills. Approaches such as family counseling, parental support groups and empathy education in the home environment may be effective in transforming the bullying patterns of the child's social environment. The business world can be cooperated with schools and universities in the context of social responsibility and sponsor the training programs that center psychological endurance and emotional intelligence. In addition, orientation programs for bullying awareness for young employees may function to prevent reproduction of traumas during the transition to work. Such collaborations support the individual's life-long learning and social development process and prepare the ground for cultural transformations that prioritize psychological security.

The Role of Psychological Counseling Services in Organizations: In order to break the bullying cycle in workplaces and to repair the reflections of past bullying experiences on employee behaviors, in-house psychological counseling and support services are becoming more and more important. These services gain functionality not only in “crisis moments, but constantly and systematically structured. Workplace -based Psychological Counseling Services (Employee Assistance Program) contribute to individuals to cope with past traumas, learn stress management and increase their psychological resistance (Attridge, 2009). These consultancy services also provide an important support mechanism in the fight against cases such as organizational bullying, burnout and organizational silence. In order for consultancy services to be effective, it must be structured with privacy, volunteering, accessibility and corporate support principles. In addition, with special supervision and awareness trainings for managers, it can be ensured to build psychological security within the leadership practices.

Conclusion

Considering the Bullying with a Multidimensional Approach: Bullying phenomenon; It is a complex and continuous psychosocial problem shaped by dynamics at individual, familial, institutional and social level. Therefore, the struggle against bullying should be carried out from a multidimensional, interdisciplinary and holistic perspective. Developmental psychology reveals the effects of bullying on the personality structuring of the individual; Clinical psychology makes sense of the traumatic burden of this process and the risk of mental disorder. Industrial psychology analyzes how these experiences are transferred to business life and how they interact with organizational structures. In this context, preventive, supportive and restorative intervention mechanisms that take into account the lifelong development processes of both bullying individuals and victims should be designed. Not only individual, but also at the social level; it requires rights -based, trauma -sensitive and empathy -centered policies.

Integration of Family Education, School Policies and Workplace Strategies: The most effective way to prevent bullying and reducing its effects is the integration of family, school and workplace contexts with policies that support and complete each other. Family education should be given emotion regulating, limiting, empathy development and positive disciplinary skills to parents through family education. The quality of domestic communication strengthens the psychological strength of children against bullying. School policies should include structures not only disciplined, but supporting the emotional development of students, encouraging peer mediation and strengthening teachers to recognize bullying. Bullying is not only a behavior that needs to be punished, but also a form of relationship that needs to be healed. Workplace strategies should be rebuilt as systems managed by emotional intelligence -based leadership models in which psychological security is prioritized in a way that does not reproduce the past traumas of employees, zero tolerance policies against mobbing. The togetherness of these three areas creates a sustainable psychosocial protection network that supports the life -long development of the individual.

Suggestions for Future Research: Although the findings of this study provide significant clues about the lifelong effects of peer bullying, more longitudinal, inter -cultural and application -based

researches are needed. The following areas should be prioritized in future studies:

Neuropsychological and biological foundations of bully and victim profiles (eg brain development, stress hormones, attachment systems)

Making Institutional Structures Sensitive to Past Bullying Experiences: Effectiveness of Psychological Safety -oriented Leadership Models

The effects of individuals with bullying history on career choices and leadership styles

Long-term effects of psycho-education programs applied during the transition periods between school and business life

Digital mobbing relationship with cyber bullying in the digital age

These studies will enable the development of more effective intervention strategies by creating a multidimensional information base not only in individual but also organizational and social consequences of bullying.

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