



Global Trends in Nursing Interventions for Adolescent Bullying: A Bibliometric Analysis

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ABSTRACT

Background: Bullying among adolescents is a major public health problem with significant consequences for mental health, well-being, and educational functioning. **Purpose:** To map global publication trends, authorship and affiliation patterns, document types, subject areas, and thematic developments in research on nursing interventions for adolescent bullying, and to identify their potential implications for nursing practice. **Methods:** A bibliometric analysis was conducted using Scopus-indexed publications from 2006 to 2025 without language restrictions. VOSviewer was used to generate keyword co-occurrence, overlay, and density visualizations, while descriptive analysis was applied to publication trends, document types, subject areas, affiliations, and country contributions. **Results:** A total of 54 publications were included in the analysis. Journal articles accounted for 88.9% of the corpus, followed by reviews (5.6%), notes (3.7%), and letters (1.9%). Nursing was the dominant subject area (64.5%), followed by Medicine (19.4%), Psychology (4.8%), and Social Sciences (3.2%). The United States contributed the largest number of publications (n = 14), followed by Brazil and Indonesia (n = 6 each), and Japan (n = 5). Publication output remained low and fluctuating in the early years, but increased in the later period, reaching a peak of 10 publications in 2025. Keyword mapping identified adolescent, nurse, bullying, education, mental health, and cyberbullying as central themes. Overlay visualization suggested a thematic shift from prevalence- and perception-oriented topics toward educational, psychosocial, and practice-related themes, while density visualization highlighted hotspots around education, bullying, clinical experience, and mental health. **Conclusion:** The bibliometric profile indicates that research on nursing interventions for adolescent bullying is multidisciplinary and has increasingly focused on educational, psychosocial, and practice-related themes. These findings may help inform future research priorities and the development of nursing strategies for bullying prevention and management among adolescents. **Implications for Nursing:** Nurses play an important role in bullying prevention, psychosocial support, and early identification of adolescents affected by bullying and cyberbullying. The findings support the integration of mental health promotion, emotional literacy, and bullying awareness into nursing practice and education.

Keywords: Adolescents, Bullying, Nursing education, Nursing interventions.

What does this paper add?

1. It provides an updated bibliometric overview of research on nursing interventions for adolescent bullying from 2006 to 2025.
2. It shows increasing publication trends in recent years, with the United States, Brazil, Indonesia, and Japan as leading contributors.
3. It identifies key research themes including bullying prevention, cyberbullying, mental health, education, and psychosocial support.
4. It highlights research gaps in interdisciplinary collaboration, underexplored psychosocial factors, and practice-focused nursing interventions.

Introduction

Bullying among adolescents is a major public health and psychosocial concern with significant consequences for mental health, well-being, and educational functioning. Adolescents who experience bullying are at increased risk of depression, anxiety, self-harm ideation, impaired social relationships, reduced learning engagement, and school absenteeism (Flowers et al., 2021; Le et al., 2020; Park et al., 2021). These effects extend beyond individuals and place additional pressure on health and education systems through increased demand for counseling, mental health support, injury care, and school-based behavioral interventions (Wang et al., 2021). Because adolescence is a critical developmental period marked by biological, psychological, and social transitions, bullying during this stage may have lasting consequences if not addressed early and appropriately (Wu et al., 2021; Zhang et al., 2022).

Nurses have an important role in addressing adolescent bullying across school, community, and clinical settings. Owing to their responsibilities in health promotion, prevention, early identification, psychosocial support, and referral, nurses are well positioned to respond to bullying and its consequences among adolescents. In this context, nursing interventions may include health education, emotional and digital safety education, screening and brief assessment, supportive counseling, case management, referral coordination, and participation in school or institutional anti-bullying programs (Chudal et al., 2021). To avoid conceptual ambiguity, nursing interventions in this study refer to structured nursing-related actions aimed at preventing, identifying,

managing, or reducing the impact of bullying among adolescents (Hikmat et al., 2024). These interventions may be implemented in clinical, educational, or community-based contexts, but remain centered on the contribution of nursing practice (Dubey et al., 2022; Liang et al., 2021; Öztürk Çopur & Kubilay, 2022; Yosep et al., 2025).

The topic has become increasingly important, as bullying has evolved from face-to-face aggression to more complex forms, such as cyberbullying, online harassment, and repeated psychosocial victimization. At the same time, the research landscape has expanded from descriptive studies on prevalence and perceptions toward intervention-oriented work addressing mental health, educational support, conflict management, and safer learning environments (Sharif-Nia et al., 2023). Recent studies have also highlighted the relevance of school-based programs, digital approaches, and interprofessional collaboration in responding to adolescent bullying and its consequences (Joung & Saewyc, 2020). This development indicates that the field is becoming broader and more multidisciplinary, requiring a clearer understanding of how knowledge production has evolved over time.

Several reviews have discussed bullying, cyberbullying, and anti-bullying strategies among adolescents, including reviews in public health, psychology, and nursing contexts (Barragán Martín et al., 2021; Denche-Zamorano et al., 2022). However, the existing literature still lacks a focused bibliometric synthesis that specifically maps global research trends on nursing interventions for adolescent bullying. In particular, limited attention has been given to publication growth, country and institutional contributions, document characteristics, and the thematic structure of this field from a nursing perspective. As a result, the intellectual landscape of this topic remains insufficiently described, making it difficult to identify dominant themes, emerging areas, and future directions for nursing research and practice.

A bibliometric approach is appropriate for addressing this gap, because it enables the quantitative mapping of publication patterns, collaboration structures, and thematic development within a body of literature. By examining trends in publication output, affiliations, subject areas, and keyword relationships, bibliometric analysis can provide a macro-level overview of how research on nursing interventions for

adolescent bullying has developed over time. Therefore, this study aimed to map global publication trends, authorship and affiliation patterns, document types, subject areas, and thematic developments in research on nursing interventions for adolescent bullying, as well as to identify their potential implications for nursing practice.

Methods

Study Design

This study employed a bibliometric design to examine global research trends on nursing interventions for adolescent bullying published between 2006 and 2025. Bibliometric analysis was selected, because it allows the quantitative mapping of publication productivity, document characteristics, country and institutional contributions, and thematic development within a defined body of literature (Öztürk et al., 2024). In addition, this approach supports science mapping through keyword co-occurrence analysis, enabling the visualization of research clusters, thematic hotspots, and temporal trends relevant to nursing research and practice. Although this study used a bibliometric design, the reporting of the search and study selection process was guided by the PRISMA-ScR (Preferred Reporting Items for Systematic Reviews and Meta-Analyses Extension for Scoping Reviews) checklist, which is listed in the EQUATOR (Enhancing the QUALity and Transparency of Health Research) Network as a reporting guideline to improve transparency and reproducibility in evidence mapping and review reporting.

Data Sources

The Scopus database was used as the sole data source for this study. Scopus was selected, because it is one of the largest multidisciplinary bibliographic databases, providing broad international journal coverage, and offering export formats compatible with bibliometric software, such as VOSviewer. The use of a single database was intended to ensure consistency in indexing structure, metadata format, and citation information across the retrieved records.

Search Strategy

The literature search was conducted in Scopus on September 25, 2025. The search was limited to publications from 2006 to 2025 and applied no language restrictions. The search was performed in the Title, Abstract, and Keywords fields to maximize retrieval sensitivity while maintaining relevance to the topic. The strategy combined three main concept groups using Boolean operators: (1) nursing-related terms, (2) adolescent-related terms, and (3) bullying-related terms.

The nursing-related terms included expressions, such as “nursing care,” “nursing practice,” “nursing intervention*,” “nursing management,” and related variants. The adolescent-related terms included “adolescent,” “youth,” “teen,” “teenager,” and “young people.” The bullying-related terms included “bullying,” “aggression,” “harassment,” “physical bullying,” “verbal bullying,” “social bullying,” “cyberbullying,” and “cyber-victimization.” The full search string is reported in Table 1 to improve reproducibility.

Table 1. Searching strategy

Database	Keywords	Total
Scopus	(TITLE-ABS-KEY ("Nursing Care") OR TITLE-ABS-KEY ("Nursing practice") OR TITLE-ABS-KEY ("Nursing intervention*") OR TITLE-ABS-KEY ("Patient care in nursing") OR TITLE-ABS-KEY ("Nursing management") OR TITLE-ABS-KEY ("Nursing service*") OR TITLE-ABS-KEY ("Care by nurses"))	144,368
	(TITLE-ABS-KEY (adolescent) OR TITLE-ABS-KEY (youth) OR TITLE-ABS-KEY (teens) OR TITLE-ABS-KEY (teenager) OR TITLE-ABS-KEY (teenagers) OR TITLE-ABS-KEY ("young people") OR TITLE-ABS-KEY ("young person"))	3,114,396
	(TITLE-ABS-KEY ("Bullying") OR TITLE-ABS-KEY ("Aggression") OR TITLE-ABS-KEY ("Harassment") OR TITLE-ABS-KEY ("Physical bullying") OR TITLE-ABS-KEY ("Verbal bullying") OR TITLE-ABS-KEY ("Social bullying") OR TITLE-ABS-KEY ("Cyberbullying") OR TITLE-ABS-KEY ("Online Bullying") OR TITLE-ABS-KEY ("Cyber-Victimization"))	181,093

	((TITLE-ABS-KEY ("Nursing Care") OR TITLE-ABS-KEY ("Nursing practice") OR TITLE-ABS-KEY ("Nursing intervention*") OR TITLE-ABS-KEY ("Patient care in nursing") OR TITLE-ABS-KEY ("Nursing management") OR TITLE-ABS-KEY ("Nursing service*") OR TITLE-ABS-KEY ("Care by nurses"))) AND ((TITLE-ABS-KEY (adolescent) OR TITLE-ABS-KEY (youth) OR TITLE-ABS-KEY (teens) OR TITLE-ABS-KEY (teenager) OR TITLE-ABS-KEY (teenagers) OR TITLE-ABS-KEY ("young people") OR TITLE-ABS-KEY ("young person"))) AND ((TITLE-ABS-KEY ("Bullying") OR TITLE-ABS-KEY ("Aggression") OR TITLE-ABS-KEY ("Harassment") OR TITLE-ABS-KEY ("Physical bullying") OR TITLE-ABS-KEY ("Verbal bullying") OR TITLE-ABS-KEY ("Social bullying") OR TITLE-ABS-KEY ("Cyberbullying") OR TITLE-ABS-KEY ("Online Bullying") OR TITLE-ABS-KEY ("Cyber-Victimization"))))	68
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Eligibility Criteria

Study selection was guided by the Population–Concept–Context (PCC) framework. The population comprised adolescents, defined using age-related descriptors, such as adolescent, youth, teen, teenager, and young people. The concept focused on bullying and related forms, including physical, verbal, social, and cyberbullying, as well as aggression and harassment when discussed in relation to bullying. The context included nursing-related settings and activities, such as schools, communities, hospitals, primary care, nursing education, and clinical practice.

Records were included if they: (1) addressed adolescent bullying or related victimization, (2) included nursing-related interventions, practices, roles, or contexts as a central focus, and (3) were indexed in Scopus within the defined time period. Records were excluded if they: (1) did not match the PCC framework, (2) focused on non-adolescent populations, (3) did not include a clear nursing-related dimension, or (4) were duplicate records.

Screening and Duplicate Handling

All retrieved records were exported from Scopus in CSV format for screening and bibliometric processing. Duplicate records were identified during the data cleaning stage by comparing titles, authors, publication years, and source information, and were removed before the final analysis. Screening was conducted in two stages. First, titles and abstracts were reviewed to assess relevance to the PCC framework. Second, the remaining records were checked for consistency with the study scope, particularly the presence of a nursing-related focus on adolescent bullying. The screening process was conducted independently by two researchers, and any

disagreements were resolved through discussion until consensus was reached.

A flow diagram summarizing the identification, screening, eligibility, and inclusion process was prepared to improve methodological transparency.

Data Extraction and Data Cleaning

The extracted data included title, author names, year of publication, journal title, affiliation, country, document type, subject area, author keywords, and citation information. Data extraction and verification were carried out independently by two researchers to improve accuracy.

Data cleaning was performed before analysis to improve consistency in the bibliometric mapping. This process included removing duplicate records, standardizing variations in author and institutional names, harmonizing similar keywords, and merging synonymous terms. Minor inconsistencies in spelling and term formatting were corrected to avoid fragmentation in the network analysis. These steps were undertaken to improve the precision of the co-occurrence maps and descriptive summaries.

Bibliometric Analysis

Descriptive bibliometric analysis was used to summarize annual publication output, document types, subject areas, affiliations, and country contributions. Science mapping was performed using VOSviewer, version 1.6.18. Keyword co-occurrence analysis was used to identify major thematic clusters and conceptual relationships within the literature. Network visualization, overlay visualization, and density visualization were generated to examine thematic structure, temporal evolution, and research hotspots.

Statistical Analysis

Descriptive statistics were used to present frequencies, percentages, and distribution patterns of the retrieved publications. Microsoft Excel 2021 was used to organize and tabulate the bibliometric data prior to visualization and interpretation.

Reproducibility and Quality Assurance

To enhance reproducibility, the study documented the search date, database source, search fields, eligibility criteria, and data cleaning procedures. The software used for analysis and visualization was also specified. All exported files and analysis outputs were retained to support transparency and potential verification of the bibliometric process.

Results

This search initially identified 68 records from the Scopus database. Prior to screening, 2 duplicate records

were removed. The remaining 66 records were screened, and 12 records were excluded due to publication before 2006 ($n = 10$) and non-English language ($n = 2$). A total of 54 reports were then sought for retrieval, and no reports were excluded based on title and abstract screening ($n = 0$). Subsequently, 54 reports were assessed for eligibility, and all 54 studies met the inclusion criteria and were included in the final analysis.

The study selection followed a multi-stage process in accordance with the PRISMA-ScR guideline to ensure transparency and reproducibility (Figure 1). Two reviewers independently screened the retrieved records based on the predefined eligibility criteria. Any disagreements during the screening and eligibility assessment processes were resolved through discussion until consensus was reached. No formal inter-rater agreement measure, such as Cohen's kappa or percentage agreement, was calculated.

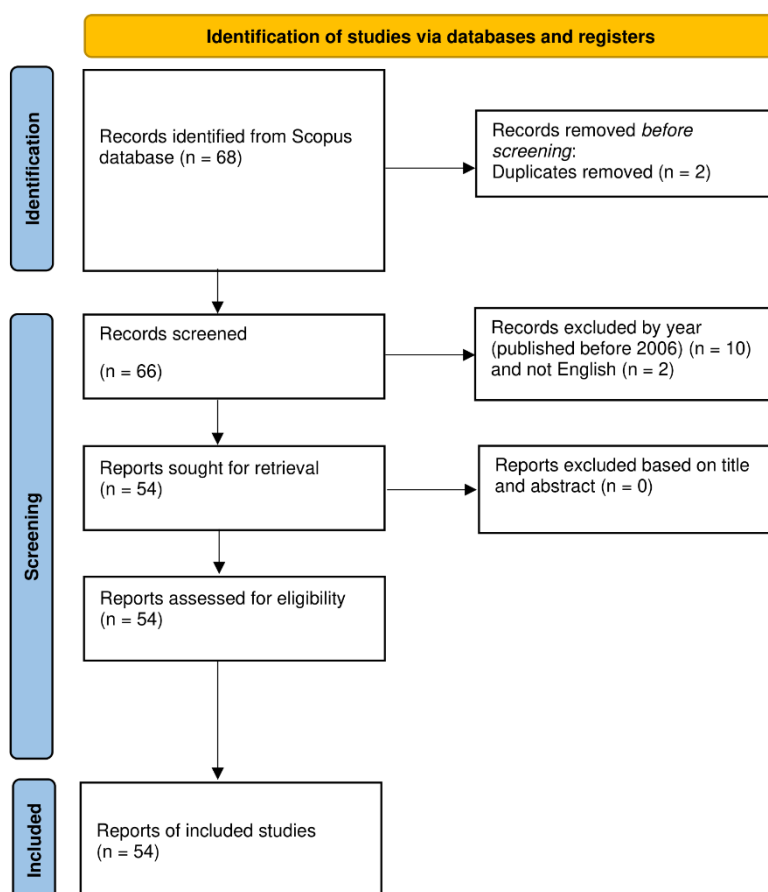


Figure 1. PRISMA flow diagram

Publication Trends over Time

Annual publication output from 2006 to 2025 showed a fluctuating pattern in the early years, followed by a more visible increase in the later period. Between 2006 and 2015, the number of publications remained low, ranging from 0 to 3 documents per year. After a modest increase between 2016 and 2018, publication output reached 5 documents in 2020, dropped in 2021, and then rose again from 2022 onward. The highest output was recorded in 2025 with 10 publications, followed by 7 publications in 2024. This pattern suggests that scholarly attention to nursing interventions for adolescent bullying has strengthened in the most recent period, possibly reflecting growing awareness of bullying as a mental health, educational, and professional issue in nursing-related contexts.

Author Productivity

Author productivity was relatively dispersed. Hikmat R. and Yosep I. were the most productive authors, each contributing 4 publications. Kato Y., Kawahara T., Mardhiyah A., Purnama H., Suryani S., and Yamazaki A. each contributed 2 publications, while several other authors contributed 1 publication each. This distribution indicates that the field is not dominated by a single author or research group. Instead, knowledge production appears to be distributed across multiple contributors, suggesting a collaborative, but still emerging, research landscape.

Institutional Contributions

Institutional productivity was similarly distributed across academic and clinical settings. One university in Indonesia contributed the highest number of publications ($n = 4$), followed by the Graduate School of Medicine and Universitas 'Aisyiyah Bandung ($n = 3$ each). Other institutions, including the National Cerebral and Cardiovascular Center, the University of Louisville, Universidade Estadual do Ceará, The University of Osaka, and Boston College, each contributed 2 publications, while Parkview Clinic and Suzhou Guangji Hospital contributed 1 publication each. These findings suggest that research activity in this field is supported by diverse institutions rather than concentrated in a small number of dominant centers. The presence of contributors from both educational and clinical institutions also indicates that the topic is relevant across practice, training, and research settings.

Country Contributions

The United States contributed the highest number of publications ($n = 14$), followed by Brazil and Indonesia ($n = 6$ each), and Japan ($n = 5$). Australia, South Korea, Thailand, Turkey, and the United Kingdom each contributed 3 publications, while China contributed 2. This distribution indicates that research on nursing interventions for adolescent bullying has attracted interest across multiple world regions, although publication output remains uneven. The stronger contribution from the United States may reflect broader research infrastructure, publication capacity, and journal visibility. At the same time, the contributions from Brazil, Indonesia, and several Asian countries suggest that the issue has strong relevance in diverse educational and healthcare systems, particularly in regions where adolescent mental health and school or clinical bullying are receiving increasing attention.

Document Types

Journal articles accounted for the majority of the corpus (88.9%), followed by reviews (5.6%), notes (3.7%), and letters (1.9%). This pattern indicates that the literature is primarily driven by original research publications. The relatively small number of reviews suggests that the field may still be in a developmental stage, with more emphasis on generating primary findings than on synthesizing accumulated evidence.

Subject Areas

Nursing was the dominant subject area, accounting for 64.5% of the publications. Medicine contributed 19.4%, followed by Psychology (4.8%) and Social Sciences (3.2%). Smaller contributions were observed from Computer Science, Engineering, Environmental Science, Neuroscience, and Pharmacology, Toxicology, and Pharmaceuticals, each representing 1.6% of the corpus. These findings confirm that the field is anchored in nursing while also drawing support from other disciplines. The contribution of psychology and social sciences highlights the psychosocial nature of bullying, whereas the smaller presence of other fields suggests opportunities for broader interdisciplinary development, particularly in relation to digital health, prevention technology, and system-based approaches.

Keyword Co-occurrence Network

Figure 2 presents the VOSviewer keyword co-

occurrence network. The most central keywords were adolescent, nurse, and bullying, which were closely linked to other terms, such as student, education, cyberbullying, mental health, violence, and patient. This structure indicates that the literature is organized around several interrelated domains rather than a single isolated topic. Four thematic clusters were identified. The blue cluster emphasized education, intervention, and experience, indicating attention to training, learning

environments, and intervention processes. The red cluster focused on psychosocial issues, including students, cyberbullying, mental health, and anxiety. The green cluster highlighted violence, aggression, patient-related issues, and clinical practice. The yellow cluster linked child and aggressive behavior concepts and appeared to function as a bridge between developmental and nursing-related themes.

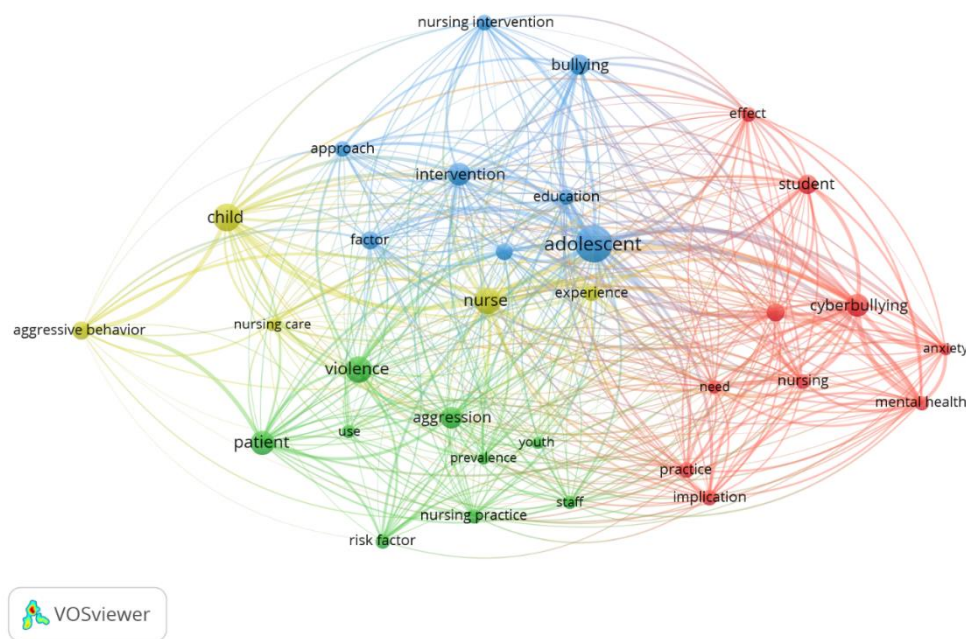


Figure 2. VOSviewer keyword co-occurrence network

Overall, the network suggests that research on adolescent bullying in nursing contexts integrates educational, psychosocial, and clinical concerns. The central position of education and experience indicates that the literature is not limited to documenting bullying as a problem, but increasingly addresses how bullying is understood, managed, and taught within nursing and adolescent care contexts. The interconnection among clusters also suggests that bullying is being studied as a complex issue involving mental health, professional preparation, and safety within learning and care environments.

Temporal Evolution of Themes

The overlay visualization showed a temporal shift in research emphasis. Earlier studies were more closely associated with themes, such as prevalence, violence, and risk-related concepts. Around the middle period, research moved toward education, intervention,

experience, and nurse-related topics, suggesting increasing attention to practice and training contexts. In the more recent period, the literature became more focused on bullying, cyberbullying, mental health, students, and anxiety. This pattern suggests that the field has gradually moved from describing the phenomenon toward addressing its psychosocial consequences and applied implications in education and nursing practice.

Density Visualization

Figure 3 presents the density visualization of keyword co-occurrence. The highest-density areas were centered around adolescent and nurse, which were strongly connected with education, experience, and bullying. Other dense areas appeared around violence, patient, cyberbullying, student, and mental health. These hotspots indicate that the literature is especially concentrated on educational and psychosocial aspects of bullying in relation to nursing practice. In contrast,

lower-density terms, such as risk factor, staff, work readiness, and implication, suggest areas that remain less developed in the literature and may represent opportunities for future research. Rather than simply

repeating the network structure, the density map helps distinguish between core themes that dominate the field and peripheral topics that have not yet been extensively explored.

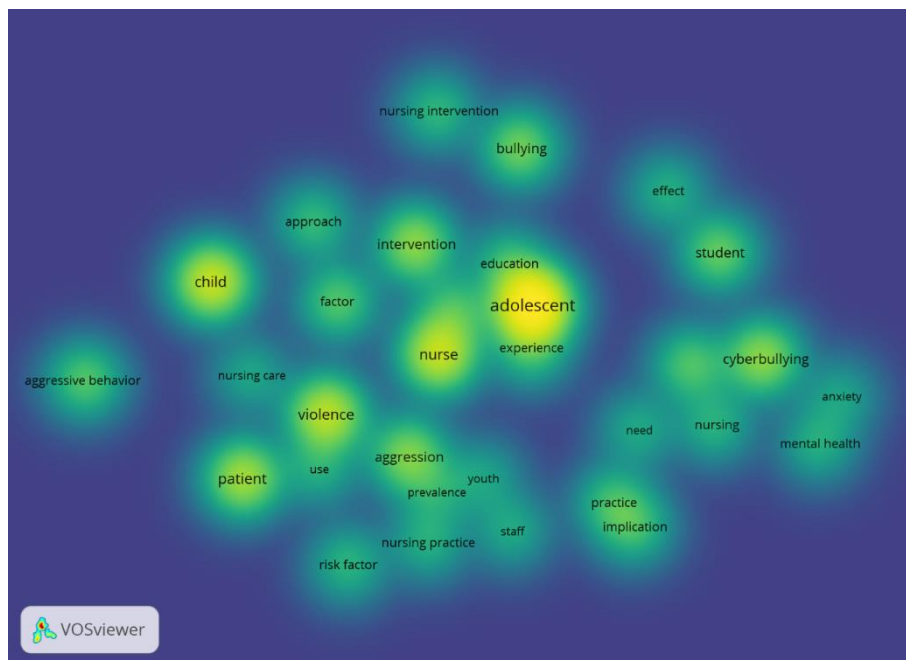


Figure 3. Density visualization of keyword co-occurrence

Discussion

This bibliometric analysis showed that research on nursing interventions for adolescent bullying remains limited in quantity, although publication output has increased in recent years. The rise in publications, particularly in the later period of analysis, indicates growing scholarly attention to bullying as a relevant issue in nursing, adolescent mental health, and educational settings. This interpretation is consistent with previous reviews that identified increasing attention to bullying and anti-bullying strategies in nursing and adolescent populations (Yosep et al., 2023). However, this increase should be interpreted as a trend in publication activity rather than as evidence that effective intervention models have already been established (Alebeah et al., 2024; Castronovo et al., 2016).

The distribution of publications across authors, institutions, and countries indicates that the field is collaborative, but still relatively dispersed. No single author or institution dominated the literature, suggesting that knowledge production in this area is distributed across multiple academic and clinical settings. The higher contribution from the United States, followed by Brazil, Indonesia, and Japan, may reflect differences in

research infrastructure, publication capacity, and international journal visibility. A similar concentration of output in countries with stronger research ecosystems has been reported in earlier bibliometric studies on bullying and cyberbullying (Celdrán-Navarro et al., 2023; Le et al., 2020). At the same time, the presence of publications from several regions indicates that adolescent bullying is recognized as a relevant issue across diverse educational and healthcare contexts (Al-Natour et al., 2025; Yosep et al., 2022).

The subject-area distribution further supports the multidisciplinary character of this field. Although nursing was the dominant subject area, contributions from medicine, psychology, and social sciences indicate that bullying is not only a behavioral issue, but also a psychosocial, educational, and clinical concern. This interpretation is supported by earlier studies showing that bullying is closely associated with anxiety, depression, quality of life, and psychosocial functioning among adolescents and students (Thorvaldsen et al., 2024; Zych et al., 2021). The involvement of multiple disciplines therefore reflects the complexity of bullying and the need for broader conceptual and practice-based responses.

The keyword co-occurrence network strengthens this interpretation by showing that the literature is organized around interconnected educational, psychosocial, and clinical themes. Central keywords, such as *adolescent*, *nurse*, *bullying*, *education*, *mental health*, and *cyberbullying*, suggest that the field has moved beyond describing bullying as an isolated phenomenon and increasingly considers how it is addressed within nursing practice and learning environments. This pattern is in line with previous nursing-focused reviews showing that bullying-related interventions often involve school-based support, psychosocial care, counseling, education, and family or institutional involvement (Cantone et al., 2015; Earnshaw et al., 2018).

The temporal overlay and density visualizations also suggest that the thematic emphasis of the literature has shifted over time. Earlier studies were more closely associated with prevalence, violence, and risk-related topics, whereas more recent studies have emphasized cyberbullying, mental health, students, anxiety, education, and clinical experience (Cretu & Morandau, 2024). Similar shifts from descriptive mapping toward more applied and preventive themes have been observed in prior reviews of bullying and cyberbullying research (Silva et al., 2017; Wu et al., 2025). Even so, these findings should be interpreted cautiously, because bibliometric mapping identifies trends in publication themes, not the effectiveness of specific interventions.

Overall, the link between the results and discussion in this study should remain within the scope of the bibliometric design. The present findings are useful for showing how the topic has developed, which disciplines and countries have contributed most, and which themes have become central over time. They are therefore more appropriate for identifying research directions and thematic priorities than for determining which nursing interventions are most effective in reducing bullying among adolescents.

Implications for Nursing

From a nursing perspective, the mapped literature suggests several areas that may be relevant for practice and education. The prominence of themes related to education, mental health, and cyberbullying indicates that bullying prevention, psychosocial support, emotional literacy, and safe communication may represent important areas for nursing attention in

adolescent care and nursing education contexts. In addition, the appearance of student- and clinical experience-related themes suggests that supportive supervision and safer learning environments may be important considerations in nursing training (Saithanwanitkul et al., 2025). These implications are broadly consistent with previous reviews that identified educational, counseling, family-based, school-based, and online approaches as recurring components of nursing responses to bullying (Yosep et al., 2025; Yosep et al., 2023).

Nevertheless, these implications should be presented carefully. Because this study used a bibliometric approach, the findings reflect publication trends and thematic emphases rather than direct evidence of intervention effectiveness. Therefore, the practical implications derived from this study should be understood as areas of potential relevance for future nursing practice, curriculum development, and research, rather than as definitive evidence-based recommendations.

Limitations

This study has several limitations that should be considered when interpreting the findings. First, the analysis relied solely on the Scopus database. Although Scopus provides broad international coverage and is widely used in bibliometric research, the use of a single database may have excluded relevant publications indexed in other databases, such as Web of Science, PubMed, or CINAHL. As a result, the publication patterns identified in this study may not fully represent the entire body of literature on nursing interventions for adolescent bullying.

Second, although no language restrictions were applied during the search, database coverage may still favor journals with greater international visibility, which could reduce the representation of local or regional publications. Third, publication data for 2025 should be interpreted cautiously, because the year was not yet complete at the time of data retrieval. Fourth, bibliometric mapping depends on the consistency and quality of metadata, including author names, affiliations, and keywords. Although keyword normalization and data cleaning were performed, some inconsistencies may still have influenced the clustering and thematic mapping results. These limitations are consistent with broader methodological guidance on bibliometric research, which emphasizes the influence of database

selection, metadata quality, and indexing structure on the resulting maps and interpretations. Finally, bibliometric analysis is useful for identifying publication trends, collaboration patterns, and thematic structures, but it does not assess the methodological quality of the included studies and cannot determine the effectiveness of the interventions discussed in the literature. For this reason, the findings of this study should be interpreted as a mapping of research development rather than as a synthesis of intervention outcomes.

Conclusions

This bibliometric analysis indicates that research on nursing interventions for adolescent bullying is growing, although the overall volume of publications remains limited. The findings show that the field is multidisciplinary, with nursing as the dominant subject area and additional contributions from medicine, psychology, and social sciences. The keyword mapping further suggests that the literature has increasingly focused on educational, psychosocial, and clinical themes, particularly those related to mental health, cyberbullying, student experiences, and nursing practice.

The study also shows that the literature has developed across multiple countries, institutions, and authors, reflecting a collaborative, but still dispersed, research landscape. These findings are useful for identifying thematic priorities and emerging directions

in the field. However, because this study used a bibliometric approach, the results should be interpreted as a mapping of publication patterns and research themes rather than as evidence of the effectiveness of specific nursing interventions.

Overall, this study provides a macro-level overview of how research on nursing interventions for adolescent bullying has evolved over time. The findings may help guide future research, especially in relation to underexplored themes, interdisciplinary collaboration, and the development of more focused evidence in nursing responses to adolescent bullying across educational and healthcare settings.

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Conflict of Interests

The authors declare that they have no conflict of interests.

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Author Contributions

Study Design: **IY, RH**. Data Collection: **AM, RDT**. Data Analysis: **IY, RH**. Study Supervision: **IY, RH**. Manuscript Writing: **IY, AM, IM**. Critical Revision for Important Intellectual Content: **IY, RH, IM**.

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