

INFLUENCE OF NEGATIVE PEER PRESSURE AND SUBSTANCE ABUSE ON ANTISOCIAL BEHAVIOUR

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ABSTRACT: This study examined the influence of negative peer pressure and substance abuse on antisocial behavior among secondary school students in Lafia, Nasarawa State. A sample of two hundred and twenty (220) secondary school students was used for the study. The participants' age range was 12 to 18 years old, comprising 46% females and 54% males, with a mean age of 27.1 and a standard deviation of 7.3. The participants were administered the WHO Youth Drug Survey, Peer Influence Scale Questionnaire-Revised, and Subtypes of Antisocial Behavior Questionnaire employing the survey research design and multiple linear regression for data analysis. The first hypothesis was accepted, indicating a significant prediction between negative peer pressure and antisocial behaviour among secondary school students in Lafia, Nasarawa State, Nigeria. The second hypothesis was accepted indicating a significant prediction between substance abuse and antisocial behaviour among secondary school students in Lafia, Nasarawa State, Nigeria. The third hypothesis was also accepted indicating a joint significant prediction between negative peer pressure and substance abuse on antisocial behaviour. It is therefore recommended that government should include counselling services in all the schools in Nigeria that will counsel and educate students on the effects of negative peer pressure and substance abuse on antisocial behaviour.

Keywords: Negative Peer Pressure, Substance Abuse and Antisocial Behaviour

Background to the Study

The increasing rate of anti-social behaviour in the society is alarming. This has become a global phenomenon and the problem is common among youths (Peter, 2018). The increasing rate of this phenomenon in the whole world has put the world on a time bomb. Nigeria is not excluded from increasing rate of the problems of anti-social behaviour among its youths (Eze, 2019). Antisocial behaviour represents a persistent pattern of actions that violate societal norms, disregard the rights of others, and often manifest as aggression, deceitfulness, theft, or serious rule violations (American

Psychiatric Association 2013). It is widely regarded as a behavioural construct encompassing a range of deviant and maladaptive tendencies such as hostility, aggression, delinquency, and criminal acts (Frick & Viding, 2009). According to Moffitt (2018), antisocial behaviour can emerge during childhood or adolescence and may persist into adulthood, resulting in negative social, emotional, and legal consequences. The onset and persistence of antisocial behaviour are influenced by a combination of biological, psychological, and social factors; among these, peer influence and substance use have been identified as key social determinants (Obando, 2014; Sijtsema & Lindenberg, 2018).

During adolescence, a critical developmental stage peer interactions become a dominant social force. Peers serve as models, reinforcers, and sources of approval or rejection for specific behaviours. Negative peer pressure refers to the coercive or subtle influence exerted by peers that encourages engagement in deviant or risky behaviours (Laursen & DeLay, 2021). Through mechanisms such as imitation, reinforcement, and social conformity, adolescents exposed to deviant peers are more likely to internalize antisocial norms and behaviours (Monahan, Steinberg, & Cauffman, 2009). This process aligns with Bandura's (1977) Social Learning Theory, which posits that individuals learn behavioural patterns through observation and imitation of significant others, particularly when such behaviours appear to be rewarded. Empirical studies consistently report that association with delinquent peers predicts increases in antisocial conduct, aggression, and law-breaking among adolescents (Sijtsema & Lindenberg, 2018; Laursen & DeLay, 2021).

Substance abuse, defined as the recurrent and excessive use of psychoactive substances despite harmful consequences, has also been closely associated with antisocial outcomes (Zhong et al., 2020). The pharmacological effects of drugs and alcohol can impair judgment, increase impulsivity, and lower inhibitions, thereby facilitating aggression and antisocial acts (Fergusson, Boden, & Horwood, 2013). Moreover, substance use often functions as both a symptom and a catalyst of deviant peer association. Adolescents who engage in substance use are more likely to affiliate with peers who share similar behaviours and values, creating a reinforcing environment that normalizes antisocial tendencies (Obando, 2014). Research shows that substance abuse mediates the relationship between peer deviance and antisocial behaviour—whereby exposure to negative peer influence increases the likelihood of substance use, which in turn intensifies antisocial expression (Zhong et al., 2020; Monahan et al., 2009).

Therefore, the interaction between negative peer pressure and substance abuse creates a synergistic effect that exacerbates antisocial tendencies. Peer networks that endorse or tolerate substance use provide both the social context and behavioural models for antisocial engagement (Laursen & DeLay, 2021). Conversely, substance use can serve as a mechanism for social bonding within deviant peer groups, reinforcing shared antisocial norms and diminishing sensitivity to conventional moral standards (Sijtsema & Lindenberg, 2018). Understanding how these variables interact provides critical insight into the pathways leading from social influence to behavioural maladjustment, with important implications for prevention and intervention programs aimed at youth development.

This study, therefore, seeks to examine the influence of negative peer pressure and substance abuse on antisocial behaviour, drawing on the theoretical foundations of Social Learning Theory

(Bandura, 1977) and empirical findings from adolescent behavioural research. By investigating the individual and combined effects of these social factors, the study aims to contribute to a clearer understanding of how environmental influences shape antisocial outcomes among young people.

Statement of the Problem

Antisocial behaviour among adolescents and young adults has become a critical social and psychological concern worldwide, with rising incidences of delinquency, school violence, substance use, and juvenile crime (Moffitt, 2018; Frick & Viding, 2009). In many developing societies, including Nigeria, young people are increasingly exposed to social influences that encourage deviant lifestyles, often resulting in aggressive conduct, truancy, theft, and disregard for societal norms (Obando, 2014). These behaviours not only threaten social order but also hinder the personal, educational, and moral development of the youth, thereby posing long-term implications for national growth and community safety (Sijtsema & Lindenberg, 2018).

Empirical evidence suggests that negative peer pressure and substance abuse are two of the strongest predictors of antisocial tendencies (Laursen & DeLay, 2021; Monahan, Steinberg, & Cauffman, 2009). Adolescents often yield to peer pressure to gain acceptance, resulting in engagement in risky or delinquent behaviours. Peers serve as significant models for behaviour acquisition, and when their norms are deviant, they reinforce antisocial acts through approval, imitation, and shared participation (Bandura, 1977). Similarly, substance abuse—whether involving alcohol, cannabis, or other illicit drugs—has been found to impair judgment, reduce self-control, and heighten aggressive and impulsive responses (Fergusson, Boden, & Horwood, 2013; Zhong, Chan, & Zhang, 2020). The combination of deviant peer influence and substance use creates a cyclical pattern that reinforces antisocial behaviour through both social and physiological mechanisms.

Despite numerous studies highlighting the individual effects of peer pressure and substance use, fewer investigations have explored their combined influence on antisocial behaviour, especially within African and Nigerian contexts. Many available studies are Western-based and may not adequately capture the sociocultural realities that influence youth behavior in local settings (Obando, 2014). Furthermore, variations in family structure, community values, and access to social support may moderate the extent to which peer pressure and substance abuse contribute to antisocial outcomes—yet these contextual dynamics remain underexplored (Sijtsema & Lindenberg, 2018).

Therefore, the persistence of antisocial behaviour among youths, despite various moral and educational interventions, raises an urgent need to investigate the interactive roles of negative peer pressure and substance abuse. Understanding how these factors jointly shape antisocial tendencies will not only fill existing gaps in the literature but also provide empirical evidence for designing effective prevention and rehabilitation programs targeting youth populations. This study, therefore, aims to examine the extent to which negative peer pressure and substance abuse influence antisocial behavior among adolescents and young adults, to identify underlying mechanisms and propose practical recommendations for behavioral change and social policy development.

Research Questions

The present study seeks to answer the following research questions;

1. What is the influence of negative peer pressure on antisocial behaviour among secondary school students in Lafia, Nasarawa State, Nigeria?
2. What is the influence of substance abuse on antisocial behaviour among secondary school students in Lafia, Nasarawa State, Nigeria?
3. What is the joint influence of negative peer pressure and substance abuse on antisocial behaviour among secondary school students in Lafia, Nasarawa State, Nigeria?

Objectives of the Study

The main objective of this study is to examine the influence of negative peer pressure and substance abuse on antisocial behaviour:

1. Examine the influence of negative peer pressure on antisocial behaviour among secondary school students in Lafia, Nasarawa State, Nigeria.
2. Determine the influence of substance abuse on antisocial behaviour among secondary school students in Lafia, Nasarawa State, Nigeria.
3. Determine the joint influence of negative peer pressure and substance abuse on antisocial behaviour among secondary school students in Lafia, Nasarawa State, Nigeria.

Hypotheses

The following hypotheses were formulated for the study:

1. There will be a significant influence of negative peer pressure on antisocial behaviour among secondary school students in Lafia, Nasarawa State, Nigeria.
2. There will be a significant influence of substance abuse on antisocial behaviour among secondary school students in Lafia, Nasarawa State, Nigeria.
3. There will be a joint significant influence of negative peer pressure and substance abuse on antisocial behaviour among secondary school students in Lafia, Nasarawa State, Nigeria.

Significance of the Study

This study is significant as it provides valuable insights into the underlying factors contributing to antisocial behaviour among adolescents, particularly the roles played by negative peer pressure and substance abuse. Understanding these influences is crucial for educators, parents, policymakers, and mental health practitioners who are directly involved in youth development and behavioural management.

The findings will help school administrators and teachers recognize the impact of peer dynamics on students' social adjustment. By identifying the forms and sources of negative peer influence, schools can design and implement effective peer education, counselling, and mentorship programs

aimed at promoting positive social interactions and reducing behavioural problems. The study will be beneficial to parents and guardians by highlighting how family supervision, communication, and parental involvement can mitigate the effects of negative peer influence and prevent substance use among adolescents. Awareness of these risk factors will enable parents to adopt proactive strategies that foster resilience and moral discipline in their children.

The results of this study will provide empirical evidence to support the formulation of youth-friendly policies and community-based intervention programmes targeting drug prevention and behavioural reform. Such interventions can reduce the prevalence of antisocial behaviour, crime, and substance dependence among young people.

Empirical Review of Literature

Negative peer pressure and Antisocial Behaviour

Gilbert and Chineme (2023) investigated peer pressure and broken home as correlates of antisocial behaviour among public senior secondary school students in Port Harcourt Metropolis, Rivers State, Nigeria. A correlational research design was adopted. Two research questions and two hypotheses guided the study. The population of the study was 47,297 students in thirty-seven public senior secondary schools in Port Harcourt Metropolis, Rivers State. The study sample consisted of 410 public senior secondary school students in the Port Harcourt Metropolis. The results of the study showed that peer pressure and broken home have a negative and significant relationship with antisocial behaviour among public senior secondary school students in Port Harcourt Metropolis, Rivers State. It was recommended that Students should be mindful of the activities of any peer group they wish to identify with, to avoid being exposed to unhealthy behaviors in society. Additionally, it was suggested that couples should handle their family issues amicably to avoid a break-up that could expose their children to antisocial behaviors in the environment.

Substance Abuse and Antisocial Behaviour

In a study conducted by Ndu et al. (2024), which investigated Substance Abuse and antisocial behavior among youth in Nsukka, Enugu State, Nigeria. The study is anchored on containment theory and bases its analysis on quantitative data obtained from a randomly selected sample of five hundred and ninety-four (594) youth, and qualitative data obtained from purposively selected nine (9) interviewees. The study found a significant positive correlation between the extent of substance use and the degree of indulgence in antisocial behaviours. Property-related antisocial behaviours like theft, armed robbery, and vandalism were all found to relate to different forms of substance abuse.

Also, Onah et al. (2019) investigated negative peer pressure, alcohol use, and drug abuse on antisocial behaviour among youths in Makurdi Metropolis, Benue State. 200 youths drawn from undergraduate students of Benue State University, Makurdi. The participants ranged from 18 to 30 years. The results showed that negative peer pressure significantly influenced alcohol use and abuse among youths in Makurdi Metropolis, Benue State. It was established that negative peer pressure

and alcohol use significantly influence antisocial behaviour among youths in Makurdi Metropolis, Benue State.

Negative Peer Pressure, Substance Abuse, and Antisocial Behaviour

Brown and Larson (2017) conducted a study on the effect of Negative Peer Pressure, Substance Use, and Antisocial Behavior in Adolescence. The study population consisted of adolescents aged 12-18 years. Instruments used were: Peer Pressure Scale, Substance Use Survey, and Antisocial Behavior Questionnaire. The study found that negative peer pressure significantly predicted substance abuse and antisocial behavior. Resilience was identified as a protective factor that mitigated the effects of peer pressure on antisocial behavior.

Similarly, Simons-Morton and Chen (2018) conducted research on the Role of Peer Influence in Substance Use and Antisocial Behavior among Adolescents. The study population consisted of middle school students (N=1,200). Instruments used were: Youth Risk Behavior Survey (YRBS), Antisocial Behavior Checklist, and Peer Pressure Scale. The Findings indicated that negative peer pressure was a significant predictor of substance use, which in turn was associated with increased antisocial behavior. The authors suggested that interventions targeting peer dynamics could reduce these behaviors.

METHOD

Research Design

This study adopted a cross-sectional survey. This design was used because the variables were not manipulated; instead, questionnaires were used to collect data from the participants. This design was deemed appropriate for this type of research. Also, it provided the researcher with more reliable conclusions on the effect of negative peer pressure and substance abuse on antisocial behaviour among secondary school students in Lafia LGC, Nasarawa State, Nigeria.

Population and Sample

The population of this study comprised three (3) senior secondary school students in public schools in Lafia LGC, Nasarawa State, Nigeria. The study population comprised 853 senior secondary school students from each of the selected senior secondary schools in Lafia, Nasarawa State, Nigeria, aged between 12 and 18 years, with a gender distribution of 54% males and 46% females. Participants' demographic characteristics, such as age, gender, marital status, religion, and educational qualification, were not considered. A multistage sampling technique was employed, where stratified sampling was used to select the schools, and a simple random sampling technique (specifically, balloting without replacement) was used to select the sample participants, as this method ensured participants an equal chance of being selected. The researcher selected a total of three (3) government-owned secondary schools in Lafia, Nasarawa State, Nigeria. These secondary schools include: Government College Lafia, Government Secondary School Shabu, and Government Science School Lafia.

Sample Size

The sample size for the participants was determined using Taro Yamane's formula to ascertain a suitable sample size for the study. The total population for the study consisted of 565 individuals. The study sample consisted of 235 participants.

Method of Data Collection

Research assistants distributed and retrieved the questionnaires. The instruments used were:

Peer Influence Scale Questionnaire-Revised (PISQ-R)

The Peer Influence Scale Questionnaire-Revised (PPSQ-R) is an instrument developed by Saini & Singh (2006) to measure susceptibility to peer influence among adolescents. It comprises 25 items based on scenarios or self-perspectives that describe situations related to negative peer influence. It is a 5-point Likert scale with 1 (Strongly Disagree), 2 (Disagree), 3 (Can't say), 4 (Agree), 5 (Strongly Agree). The scale consists of five subscales, and the scores of each item are summed to form the total score. Individuals scoring up to 55 are identified as those who experienced low peer influence. Individuals who scored 56 to 72 experienced a moderate level of peer influence, while those who scored 72 or higher experienced a high level of peer influence. Saini & Singh (2010) reported an alpha coefficient of 0.932 and a one-week test-retest of 0.78 to 0.90 for peer influence.

WHO Youth Drug Survey (WHODYDSQ)

This questionnaire was developed and standardized by the World Health Organization in collaboration with the United Nations Fund for Drug Abuse Control among youths and secondary school students. The WHODYDSQ consists of 32 items, which are either open-ended or closed-ended. The closed-ended items have a stem each and a response (alternative) option from which respondents will tick the ones that are applicable to them. The WHODYDSQ has two sections A and B. Section A consists of 10 questions on demographic variables, while Section B consists of 22 questions on non-medical drug use and related questions.

Subtypes of Antisocial Behaviour Questionnaire (STAB)

Subtypes of Antisocial Behaviour Questionnaire (STAB) is an instrument developed by Alexandra & Brent (2009). STAB measures antisocial behaviour across the subtypes of physical aggression, relational aggression, theft, rebelliousness, destructive aggression, honesty, and fraud. It is a 32-item questionnaire. The response format is on a 5-point Likert scale, with options ranging from 1 (Never) to 5 (Nearly all the time). The authors reported validity measures from .85 to .87 across the dimensions and .86 for the general scale. The STAB appears to have a stable factor structure, reliable scales, and convergent validity with other longer self-report measures of antisocial behaviour. It also appears to be suitable for use with community, college, and adjudicated samples. The STAB scale was adopted by Nnadozie et al. (2022) to assess students' antisocial behaviour and reported a reliability alpha coefficient of .70, establishing its suitability among the Nigerian sample.

Techniques for Data Analysis

The researcher employed a range of statistical methods to analyze the collected data, including linear regression analysis for testing hypotheses 1 and 2, and multiple linear regression analysis for hypothesis 3. These techniques were chosen to uphold rigorous analytical standards and ensure the validity of the findings.

RESULTS

Hypothesis I

Negative peer pressure will significantly influence antisocial behaviour among secondary school students in Lafia, Nasarawa State, Nigeria.

This hypothesis was tested using Linear Regression Analysis, and the results are tabulated and interpreted as shown in the table below.

Table 1: Linear Regression analysis showing a significant influence of negative peer pressure on antisocial behaviour among secondary school students in Lafia, Nasarawa State, Nigeria.

Variables	<i>R</i>	<i>R</i> ²	<i>F</i>	β	<i>T</i>	<i>P(sig)</i>
Constant	.357	.232	8.121			.000
Negative peer pressure				.893	11.799	.000

Dependent Variable: Antisocial Behaviour

The results presented in Table 1 show that negative peer pressure has a significant influence on antisocial behaviour among secondary school students ($R = 0.357 = R^2 = 0.232$, $F(1,219) = 8.121$, $t = 11.799$, $p < .05$). This means that negative peer pressure accounts for 23.2% of % variation in antisocial behaviour. This finding suggests that negative peer pressure is likely to lead to antisocial behavior. Therefore, this hypothesis has been accepted.

Hypothesis II

There will be a significant influence of substance abuse on antisocial behaviour among secondary school students in Lafia, Nasarawa State, Nigeria.

This hypothesis was tested using linear regression analysis, and the results are tabulated and interpreted as shown in the table below.

Table 2: Linear Regression analysis showing significant influence of substance abuse on antisocial behaviour among secondary school students in Lafia, Nasarawa State, Nigeria.

Variables	<i>R</i>	<i>R</i> ²	<i>F</i>	β	<i>T</i>	<i>P(sig)</i>
Constant	.429	.168	26.430		6.998	.000
Substance Abuse				.519	6.040	.000

Dependent Variable: Antisocial Behaviour

The results presented in the Table 2 shows that substance abuse has a significant influence on antisocial behaviour among secondary school students in Lafia, Nasarawa State, Nigeria ($R = 0.319$; $R^2 = 0.168$ ($F(1, 219) = 26.430$, $t = 6.998$, $p < .05$). This means that substance abuse contributed 16.8% variation in antisocial behaviour among secondary school students in Lafia, Nasarawa State, Nigeria. Therefore, this hypothesis is also confirmed in the study.

Hypothesis III

There will be a joint significant influence of negative peer pressure and substance abuse on antisocial behaviour among secondary school students in Lafia, Nasarawa State, Nigeria. This hypothesis was tested using Multiple Regression Analysis, and the results are tabulated and interpreted as shown in the table below.

Table 3: Regression analysis showing the joint significant influence of negative peer pressure and substance abuse on antisocial behaviour among secondary school students in Lafia, Nasarawa State, Nigeria.

Variables	<i>R</i>	<i>R</i> ²	<i>F</i>	β	<i>T</i>	<i>P(sig)</i>
Constant	.327	.413	54.316		6.173	.002
Negative peer pressure				.622	5.720	.000
Substance abuse				.234		.000

Dependent Variable: Antisocial behaviour

The results presented in Table 3 above revealed that negative peer pressure and substance abuse have a jointly significant influence on antisocial behaviour among secondary school students in Lafia, Nasarawa State, Nigeria. ($R = 0.327$, $R^2 = .413$ ($F(2, 218) = 54.316$, $t = 6.173$, $p < .05$). This means that negative peer pressure and substance abuse jointly contributed to a 41.3% change in antisocial behaviour among secondary school students in Lafia, Nasarawa State, Nigeria. Therefore, this hypothesis is also confirmed in this study.

DISCUSSION OF FINDINGS

The first hypothesis, which stated that there will be a relationship between negative peer pressure and antisocial behaviour among secondary school students in Lafia, Nasarawa State, Nigeria, was accepted. The result of the simple linear regression Analysis, which evaluated whether negative peer pressure would significantly predict antisocial behavior among secondary school students in Lafia, Nasarawa State, Nigeria, revealed that negative peer pressure had a positive predictive value for antisocial behavior. This suggests that negative peer pressure predicts antisocial behavior among secondary school students in Lafia, Nasarawa State, Nigeria. That is to say that the more one associates with fellow students who exhibit antisocial traits, the more he/she learns antisocial behaviour. From the result, the mean score of the participants was revealed. This finding aligns with the results of Ghanima (2022), Gershon (2021), and Onah et al. (2019), who also found that peer pressure has a greater influence on students' social behaviors. The findings of this work support the social learning theory, which suggests that antisocial behaviour may be viewed as a socially acquired behaviour that is initiated and reinforced by friends. This suggests that reinforcing positive attitudes and behaviours of the peer group may influence antisocial behaviour.

The second hypothesis, which stated that there will be a relationship between substance abuse and antisocial behaviour among secondary school students in Lafia, Nasarawa State, Nigeria, was accepted. The result of the simple linear regression statistics which investigated substance abuse will significantly predict antisocial behaviour among secondary school students in Lafia, Nasarawa State, Nigeria revealed a significant prediction between substance use and antisocial behaviour among secondary school students in Lafia, Nasarawa State, Nigeria. This result shows that associating with a substance-using peer group would influence antisocial behaviour, suggesting that the more secondary school students abuse substances, the more they behave antisocially. However, the findings of Ndu et al. (2024), Okonkwo et al. (2022), and Onah et al. (2019) support these study findings, as they revealed that substance abuse influences the degree of indulgence in antisocial behaviors among students. According to Peer Cluster theory, peers have a direct influence on students' substance use, and associating with a substance-using peer group would influence indulgence in antisocial behaviour.

The third hypothesis states that there will be a joint relationship between negative peer pressure and substance abuse on antisocial behaviour among secondary school students in Lafia, Nasarawa State, Nigeria. The hypothesis was confirmed in the study. The result supported the work of Brown and Larson (2017), who conducted a study on the effect of Negative Peer Pressure, Substance Use, and Antisocial Behavior in Adolescence. The study population consisted of adolescents aged 12-18 years. Instruments used were: Peer Pressure Scale, Substance Use Survey, and Antisocial Behavior Questionnaire. The study found that negative peer pressure significantly predicted substance abuse and antisocial behavior. Resilience was identified as a protective factor that mitigated the effects of peer pressure on antisocial behavior.

Conclusion

This study examined the influence of negative peer pressure and substance abuse on antisocial behaviour among secondary school students in Lafia, Nasarawa State, Nigeria. Findings revealed

that both negative peer pressure and substance abuse significantly contribute to the development and manifestation of antisocial behaviours such as aggression, truancy, theft, and defiance of authority. Adolescents who associate with deviant peers or engage in substance use are more likely to adopt antisocial attitudes and behaviours due to social learning, imitation, and reduced self-control. The study also highlights that environmental and social contexts play crucial roles in shaping adolescents' behavioural outcomes.

Therefore, the study concludes that combating antisocial behaviour among adolescents requires a holistic approach that addresses peer group influence, substance use habits, and the broader social environment that nurtures these risk factors.

Recommendations

Based on the findings of this study, the researcher has put forth the following recommendations:

1. Schools should design and implement peer education and mentoring programmes aimed at promoting positive peer influence, leadership, and social responsibility among students.
2. Parents and guardians should maintain close supervision and open communication with their children to detect early signs of negative peer association and substance use.
3. Comprehensive drug education and awareness campaigns should be integrated into the school curriculum to enlighten students about the dangers of drug and substance abuse.
4. Guidance counsellors should be empowered to provide regular counselling sessions targeting behavioural modification, resilience building, and emotional support for at-risk students.
5. Community leaders, NGOs, and government agencies should collaborate to create youth-friendly spaces and programmes that promote healthy lifestyles and discourage deviant associations.

Limitations of the Study

1. The study was limited to a specific area or local government, which may restrict the generalization of findings to other regions or populations.
2. The study relied on self-reported questionnaires, which may be subject to response bias, social desirability bias, or inaccurate reporting by participants.
3. Other psychological and environmental factors, such as family background, socioeconomic status, or exposure to media violence, were not considered, which could also influence antisocial tendencies.
4. The sample may not fully represent the entire population of adolescents, particularly those not enrolled in school, thus limiting the external validity of the study.

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