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## Effects of Smuggling and Human Trafficking Across Borders on Students' Academic Performance in Economics

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### **Abstract:**

*Smuggling and human trafficking as components of trans-border trading activities occur across the borders of many nations across the globe. The study investigated the effects of smuggling and human trafficking across borders on students' academic performance in economic concepts in Nigeria. The study is underpinned by the Rational Choice Theory within the positivism paradigm. The study was designed using descriptive survey research. Three hundred and twenty (320) respondents comprising male and female SSII & III students formed the sample through the stratified random sampling method to select the state and local governments and schools used for this study. Two (2) self-developed instruments, a student's questionnaire on trans-border trading activities (SQTTA) with a reliability co-efficient of 0.76 and the Economics Achievement Test (E.A.T.) having a reliability co-efficient of 0.84, respectively, were used to draw information from the respondents. Data collected were analyzed using PPMC and Stepwise Regression analysis to test the research questions raised in the study. The results revealed that the involvement of students in smuggling reasonably used clothes, used tyres, and small firearms are strong predictors of factors affecting students' academic performance. At the same time, human trafficking has little or no significant effect on academic performance, a departure from earlier studies. Therefore, the study recommended that future schools not be near border posts.*

**Keywords:** *Smuggling, human trafficking, border, academic performance, educational implications, economics*

### **1. Introduction**

For several decades, trading in goods and services, including human beings, cut across tribes, religions, sex, and geographic boundaries. Trade can be domestic (local) or across a country's geographical boundaries (international). Several years ago, trading involved the exchange of goods for goods (the Barter system) before introducing money as a medium of exchange (Titus, 2018). Trading thus involves daily buying and selling and formal exchange of goods and services based on demand and supply conditions. Smuggling of goods and human trafficking are twin evils of trans-border trade. Trade across a country's geo-political boundaries has existed for ages, serving as a source of income and livelihood for people in and around border towns spread all over the globe. People from all walks of life, most especially businessmen and women, cross borders daily for trade.

In the Nigerian context, smuggling has not only been of goods across borders but also of human beings. For instance, across the Nigerian-Benin border myriad of illegal activities takes place, and this includes: the smuggling of contraband goods such as frozen food items (chicken and turkey); rice, tomatoes, reasonably used clothes, fairly used tyres, and cars otherwise referred to in local parlance as "TOKUNBO" (Faleye, 2015; Ojo, 2015). Apart from these, cross-border traders are involved in small and light weapons using secret detours and old bush paths, otherwise known as "Fayawo" to avoid the prying eyes of customs officials and the evasion of tax payment and other compulsory duties at various border posts.

Human trafficking, on the other hand, involves the movement of children and women from one destination to another, with or without their consent to be used as domestic servants or enslaved people (Thipanyane, 2015). For example, in the African continent, under-aged children who are supposed to be in the classroom learning are sometimes forced to become street beggars' working for the Mallams in koranic schools. Others engaged as domestic servants and street hawkers, and some were forced into prostitution in other continents, such as Europe, to ensure their survival (IRIN, 2013). In addition, human traffickers use tactics such as coercion, threats, controlled access to food and water, and emotional and psychological torture to have a firm grip over their victims, rule out any chance of escape, and perpetuate their continuous bondage. Other measures adopted by the traffickers to maintain their stronghold over some of their victims is to forcefully swear to an oath never to disclose the identity of these evil perpetrators with death as a consequence of breaching the oath.

#### **1.1. Aims/Objectives of the Paper**

The paper seeks to:

- Examine the influence that exists between smuggling and the academic performance of students in Economics

- Identify the influence between human trafficking and students' academic performance in Economics

### 1.2. Research Questions

- What is the combined effect of trans-border trading activities on students' academic performance in Economics?
- What are the relative effects of trans-border trading activities on students' academic performance in Economics?
- Which trans-border trading activities predict students' Academic Performance in Economics?

## 2. Literature Review

The movement of people across borders is mainly for economic transactions. Across Sub-Saharan Africa, migration creates a way out of poverty and a significant source of earning a living due primarily to the over-dependence on importing foreign goods. Titeca & Timanuka (2012) averred that people move daily within and outside their geo-political area for trade. According to Adeyinka (2014), trans-border trade is an economic activity that is both internal, i.e. (within one's nationality) and external (across a country's geo-political area). In the West-African sub-region, Nigeria's G.D.P. is more significant than that of the combined G.D.P. of all the other states in the sub-region put together with the lion's share of 31 % of the annual West-African budget compared to Cote d'Ivoire's 12.6% as the second largest contributor. In a recent study carried out by Udoh (2015) and Faleye (2015), the researchers averred that the principal articles of trade for border crossers along the Benin-Idiroko axis were:

- Textiles (38.1 %),
- Foodstuffs (27.5 %),
- Somewhat used tyres/motor parts (13.6 %),
- Batteries/electronics (6.2 %),
- Fairly used TOKUNBO (Imported) cars and tyres (6.3 %),
- Jewellery (16.6%),
- Plastic and detergents (3.2%)
- Others include:
- Spirits/beer/cigarettes (9.1%),
- Frozen chicken/turkey and tinned foods (34.6%), and
- Second-hand clothing materials from Europe and the United States (10.4%)

In comparison, material and ready-made clothes sum up to 8.2%. Agricultural products, among others, boomed due to the reduction in the global oil prices, with Nigeria mostly hit due to the monoculture nature of her economy and a significant decrease in the income earning capabilities of the citizens, which had a cruel effect on both men and women and the border economy in general.

### 2.1. Theoretical Framework

The theoretical framework acts as a "blueprint" that equally serves as a guide on which to build and support one's study. A theoretical framework is a collection of selected theories underpinning the researcher's thinking when juxtaposed with the researcher's understanding (Zafirovski, 2016). Therefore, the rational choice theory (R.C.T.) is more appropriate for this paper. The rational choice theory emerged from neo-classical economics and hinged on various models. This theory designs socio-economic and individual behaviour based on particular actions. According to Zafirovski (2016), rational choice theory systematically and constantly maximizes satisfaction derived by consumers or gains by producers to maximize profit. Rational choice theory's primary focus is on actors. Actors (in this case, the trans-border traders) act purposively with a particular intention at the back of their minds. The central focus of this theory is the intentionality of behaviour as exhibited by an individual actor who has immense benefits in one way or another.

According to rational choice theorists, individual behaviour is a function of their wants, needs, and goals targeted at some particular challenges premised on the information at the disposal of the individual on which the relationship between individual wants and the challenges they confront is purely technical. Since achieving all set goals and desires is practically impossible, there is a need to choose between available alternatives and deduce a method to achieve such.

Rational individuals carefully select alternatives that yield the highest level of satisfaction at the expense of other choices available to them (opportunity cost). As exhibited by economic actors, rational choice and action gear toward constant utility maximization at minimal cost by actors. What differentiates this theory from other forms of theory is the denial of the existence of any motive or action other than being purely articulate and calculative. Because the action and movement of a rational consumer are not only based on impulse but a deliberate choice, having considered other factors before making decisions (Yusuf, 2014), this defines the behaviour an average trans-border trader exhibits.

The argument adduced for this paper is hinged mainly on the conviction that commercial activity of trans-border traders in rational choice theory, as any individual, before opting to be involved in trade across the border, would have to consider the merits and demerits of such decisions if it is a worthwhile activity. Start-up capital required for trade businesses is meagre, making it easy for women to get involved despite the trade's dangers. Due to the economic depression currently facing developing countries, women find cross-border trade as an escape route for poverty reduction and a means of survival. Actors based on rational choice theory believe that before individuals take action, they calculate what the expected outcome is likely to be and choose the best option suitable for them. This theory is the dominant theoretical model in macroeconomics which assumes that individuals choose the best action according to stable preference functions and the constraints facing them.

A rational individual, in this case, the cross-border trader, to get the maximum benefit from any transaction, will opt for the alternative with minimal cost to achieve an ultimate goal. As a result, trans-border traders are involved in smuggling goods and persons (human trafficking) across the border for economic gains without bothering about the emotional and psychological trauma those trafficked persons pass through. These cowardly acts occur with the connivance of corrupt customs and immigration officers at various border posts to the detriment of the economy and pride of the nation. Conversely, the irrational individual's choice and action are entangled in the wrong application of valuable resources, only to emerge as losers (without profit). Trans-border traders, therefore, are interested in profit-maximization by avoiding the payment of taxes and other legitimate fees at border posts making the goods cheaper for them but who, in turn, sell at exorbitant prices for profit maximization.

## *2.2. The Concept of Smuggling Activities*

Smuggling in West Africa thrives because of the inconsistency of government policy over borders and the gross inefficiency of government agencies handling the walls, giving smugglers easy access to evading border rules and regulations. These and other factors gave rise to crime across the borders from West Africa to East, North, South, and Central Africa and other parts of the world. Contextually, smuggling primarily refers to old bush paths and abandoned roads used for moving goods from one side of the border to the other. Therefore, in most cases, the government of another country boycotts the customs and excise authorities and other relevant government agencies at the various border posts to carry out their clandestine activities.

One factor that sometimes leads people into the act of smuggling, which is an integral part of trans-border trade, is the desperation to make quick money, as those involved in this illicit business are mainly tax evaders (Yusuf, 2014; Prag, 2010). On the flip side, Brenton, Bucekuderhwa, Hossein, Nagaki, & Ntagoma (2014) concluded that contrary to the widely held opinion which sees border crossers involved in informal activities, the traders in the Great Lake region are ready to pay the regular duties and wish to be treated as distinguished businessmen and women rather than be seen and treated as mere 'smugglers'. Further, the urge to meet the basic needs of life of food, clothes, and shelter is yet another driving force for many people involved in the trans-border trade. Ike (2013) observed that West African borders are not secure due to leakages, which has served as an impetus for criminals operating along borderlines. As a result, there is a high level of insecurity in the sub-region due to inappropriate measures and instruments put in place to monitor the movement of goods and persons and illicit activities across these borders.

According to Yusuf (2014), Adeyinka (2014), and Titus et al. (2016), traders smuggle their wares through the border by circumventing the customs officers or sometimes offering bribes to cross their merchandise from one end of the wall to another. Smuggling generates ripple effects on a nation's political, social, and economic life. For example, half of the government tax revenues generated in Benin and Togo resulted from taxes on trade, especially goods coming into the Nigerian market through the Lome-Cotonou-Seme border (Golub, 2012). Togo's leading source of revenue comes from customs duties and Value Added Tax (V.A.T). For Benin, their primary source is traceable to taxes and fees on transit goods, mainly used cars whose final destination is Nigeria. In the case of Nigeria, substantial revenue, which is supposed to accrue into government coffers, disappeared through the connivance of government agencies responsible for revenue collection with smugglers through the evasion of taxes, duties, and charges, under-invoicing, and non-declaration of goods at the border custom control points (Golub, 2012; Prag, 2010; The Sunday punch, 2009; The Guardian, 2009).

The Nigerian government's determination to curb smugglers' despicable activities is taking a heavy toll on its budgetary allocation for security and security agencies (Soyombo, 2009). The fund expended on security agencies should be diverted into the education sector, especially for schools in rural areas (border communities) where most of the structures are derelict, with broken desks and chairs, inadequate sanitation facilities, absence of electricity, and poor condition of laboratories. Providing necessary infrastructural facilities in rural communities with adequate staffing and quality instructional materials would enhance the academic performance of secondary school students in border communities (Accelerating to progress, Nigeria, 2015; Kiumi, Kibe & Nganga, 2013).

As a result of an increase in the rate of unemployment traceable to the effect of smuggling activities of cross-border traders bringing in goods illegally into the country without payment of legitimate taxes and levies render, our local textile industries impotent. Therefore, the students that have schools close to the border do not see the need for education (Orji, 2013; Owoeye & Yara, 2011). A negligible percentage of 2% in a study carried out by (Ojo, 2015) revealed that those involved in trans-border trade are graduates whose involvement in trans-border trade could be traceable to their poor performance in their final exams and the inability to secure a paid job.

Furthermore, child labour is increasing in these communities, with a corresponding increase in the dropout level of students from schools. The implication is the negative impact of smuggling on schools in border towns as most students are involved in smuggling activities, acting as spies for smugglers. Students take smugglers through routes unknown to customs officers for a fee. On the other hand, the girls sell local gin and herbs for customs officers and 'kelebe' at their border posts at night (Ojo, 2015:58).

As a result of this, the students lost interest in education and preferred smuggling activities at the border to schooling because they made money from getting involved in these trans-border trading activities.

## *2.3. The Concept of Human Trafficking Activities*

Human trafficking is the enslavement and abuse of people for several years. It could also be referred to as labour trafficking or sex trafficking and can take place anywhere, in cities, towns, villages, schools, homes, and shelters (Texas Rise to the Challenge, 2013). Persons trafficked include children of school age, both male and female, and also young

women, with or without their consent to serve as domestic servants, house helps, enslaved people, beggars, hawkers, commercial sex workers, and sometimes enslaved people. The human trafficking problem in west Africa is enormous, with the surreptitious movement of children mainly spreading rapidly through eleven (11) out of the fifteen (15) member states of the ECOWAS sub-region, including Ghana, Togo, Benin, Burkina Faso, Nigeria, Niger, Cote d'Ivoire, Guinea, Sierra Leone, Gambia, and Mali. Statistical records reveal that about 200,000 children suffered trafficking in West Africa and the Central African Republic, which portends danger to the security of lives of the people in the sub-region (I.L.O., 2005).

Nigerian children work in agricultural fields, while some are engaged in child labour, including agriculture, working in farmlands for planting and harvesting of agricultural produce, and recently as suicide bombers in the North-East region of Nigeria by the deadly Islamic militant group 'Boko Haram' (H.R.W., 2014; T.I.P., 2014). Traffickers use myriads of tactics such as coercion, threats, controlled access to food and water, isolation, as well as physical and psychological manipulations to have a firm grip over their victims, ruling out any chance of escape by ensuring that their physical and psychological defences are destroyed. According to the UNODC report (2012), Nigeria plays a tripartite role in child trafficking; as a source, transit, and endpoint nation for child trafficking. Those trafficked are used at the local level to work on farms, as street beggars, as house helps, and of course, hawking in the street and mining industries. In some other cases, according to the T.I.P. report of 2014, Nigerian children of school age are transferred to Equatorial Guinea, where they work as house helps, market labourers, vendors, and launderers at the detriment of their education, thus jeopardizing these students.

Apart from Equatorial Guinea, children trafficked from Nigeria to Saudi Arabia become beggars and street traders acting as vendors. In addition, girls from Nigeria (Edo and Delta states) are transferred to Europe, especially Italy, to work in brothels as pimps for commercial sexual exploitation, thus denying them the right to education (Rafferty, 2008).

The high level of poverty combined with the high level of unemployment, and corruption with a flawed education system, has created an insecure atmosphere causing youths vulnerability to be actively involved in armed conflict with various insurgent groups, including ethnic-based militia organisations movement for the emancipation of Niger Delta (MEND), criminal gangs, cultist groups, extremist, and partisan political organisations "youth wings" (Parker, 2012; Gambrell, 2012, Brown, 2010). A study by Shepler (2012) revealed that eight-year-old children are recruited forcefully into such groups as suicide bombers, some as spies to unsuspecting victims who divulge vital information unknowingly to those children, while such information penetrates their target. In addition, it is worrisome that youths are involved in drug trafficking, and this makes them a veritable tool in the hands of politicians, cults, and militia groups who use them for the settlement of scores with political opponents or rival cult groups and also the destruction of human properties and life. Also, the attrition rate of students in schools has increased, which portends a great danger to the overall development of students concerned and the entire society (IRIN, 2013).

This study became necessary to fill the gap generated by other researchers whose works centred on the economic and non-academic effects of smuggling and human trafficking activities, especially on students who schools' in border towns where this twin evil takes place unchecked.

### **3. Methodology**

#### *3.1. Research Design*

The quantitative research methodology was employed using a self-developed questionnaire of a 4-point modified Likert scale from strongly agree (4) to disagree (1) strongly. In addition, this study adopted a correlational design approach to determine the relationship between smuggling and human trafficking (independent variables) and students' academic performance (dependent variable).

#### *3.2. Population*

All senior secondary school students in Ogun state offering Economics and schools located around border towns between Nigeria and the Republic of Benin formed the population for this study.

#### *3.3. Sampling and Sampling Techniques*

The research involved eight (8) randomly selected senior secondary schools out of twenty-three (23) schools spread across five (5) local governments sharing border towns between Nigeria and Benin republic obtained through a stratified sampling technique. A total of three hundred and twenty (320) students comprising 151 Boys and 169 Girls in SSII & III, participated in the study's sample. The schools were stratified into the border and non-border areas, out of which eight schools were selected. The nearness of schools to border towns was a deliberate choice because the smuggling of goods occurs across nations' borders.

#### *3.4. Instruments*

The instruments used in this study are:

- Student Questionnaire on Trans-border Trading Activities (SQTBT) and
- Economics Achievement Test (E.A.T)

The SQTBT elicited information from the respondents who participated in the study on smuggling and human trafficking, which happen to be the components of trans-border trade, while the Economics Achievement Test was used to measure the academic performance of the students in Economics.

### 3.4.1. Students' Questionnaire on Trans-Border Trading Activities (SQTBTa)

The SQTBTa developed by the researcher consisted of 20 items grouped into five sections:

- Section A contains Bio-data details,
- Section B on articles traded across the borders of nations sharing boundaries with Nigeria,
- Section C on the methods and patterns of moving the goods across the walls,
- Section D on school location, and
- Section E on human trafficking

#### 3.4.1.1. Validity and Reliability of SQTBTa

The instrument for this study was validated by specialists in the social sciences education department of the university. In addition, the instrument underwent pilot testing in six (6) public senior secondary schools outside the study area to measure the difficulty level. Cronbach Alpha tested for reliability with a coefficient value of 0.81 attained.

### 3.4.2. Economics Achievement Test (E.A.T)

Forty multiple choice objectives questions covering basic concepts and tools for economic analysis; population concepts, production, and distribution, theory of consumer behaviour, international trade, and importance of agriculture, among others in Economics, with options from letters A-D developed by the author to measure the academic achievement of the students in Economics.

#### 3.4.2.1. Validity and Reliability of E.A.T

An instrument is valid when it can measure what it is supposed to (Sanni, 2011). Experts in Economics and educational measurement perused the instruments and offered valuable suggestions and corrections before being administered to the students. In addition, the instruments were pilot tested in which 50 students from non-border areas participated before the final administration of the instruments to students in border areas. The instrument's reliability was measured using Kuder Richardson KR (21), and the result was  $r=0.873$ .

### 3.5. Ethical Procedure

Permission was obtained from the Permanent Secretary teaching service commission, the zonal secretary, principals of secondary schools, and students before the commencement of the study to gather data. The participants, their class teachers, and the principals were duly informed about the study and given the utmost assurance of freedom to disengage from it at any time without fear of intimidation or victimization. Furthermore, the participants' anonymity was guaranteed with a promise of non-disclosure of identity to third parties or the public.

### 3.6. Data Analysis

All the responses were obtained, collated, sorted, coded and analysed using frequency count, mean, and standard deviation for the bio-data. At the same time, stepwise regression analysis tested the hypothesis raised in this paper.

### 3.7. Results

- Research Question 1: What is the combined effect of trans-border trading activities on students' academic performance in Economics?

Variables	1	2	3	4	5	6	7	8	9	10	11	12	13	14
Academic Achievement	1	-0.071	0.069	-0.074	-.174**	-0.075	-0.026	-0.018	-0.103	0.003	-.168**	-.229**	-.149**	-0.268**
Gender	-0.071	1	-0.034	0.05	0.036	-0.042	-0.035	0.036	-0.097	-0.033	-.201**	-0.015	-0.02	0.085
School Location	0.069	-0.034	1	0.056	-.192**	-0.05	0.075	-0.003	0.058	0.031	0.055	0.005	-0.069	-0.105
Family Background	-0.074	0.05	0.056	1	-.130*	-.135*	-0.023	-.124*	-0.111	-0.082	-.164**	-0.005	-0.007	-0.064
Sold or bought small arms at the border before	-.174**	0.036	-0.192**	-0.13*	1	.382**	.246**	.201**	0.1	0.039	0.065	0.069	.191**	0.204**

Variables	1	2	3	4	5	6	7	8	9	10	11	12	13	14
Sold or bought light weapons at the border before	-0.075	-0.042	-0.05	-0.135*	.382**	1	.278**	.230**	0.154**	0.078	0.077	-0.013	0.106	-0.022
Sold or bought narcotics at the border before	-0.026	-0.035	0.075	-0.023	.246**	.278**	1	0.038	0.136*	0.086	.136*	0.105	.229**	0.012
Sold or bought human beings at the border before	-0.018	0.036	-0.003	-0.124*	.201**	.230**	0.038	1	0.019	0.061	-0.042	-0.08	-0.007	0.026
Sold or bought frozen foods at the border before	-0.103	-0.097	0.058	-0.111	0.1	.154**	.136*	0.019	1	.313**	.490**	.401**	.469**	0.386**
Sold or bought rice at the border before	0.003	-0.033	0.031	-0.082	0.039	0.078	0.086	0.061	0.313**	1	.400**	.238**	.242**	0.195**
Sold or bought groundnut oil at the border before	-.168**	-.201**	0.055	-0.164**	0.065	0.077	.136*	-0.042	0.49**	.400**	1	.495**	.411**	0.332**
Sold or bought fairly used clothes at the border before	-.229**	-0.015	0.005	-0.005	0.069	-0.013	0.105	-0.08	0.401**	.495**	.495**	1	.546**	0.454**
Sold or bought canned foods at the border before	-.149**	-0.02	-0.069	-0.007	.191**	0.106	.229**	-0.007	0.469**	.242**	.411**	.546**	1	0.556**
Sold or bought used tyres at the border before	-.268**	0.085	-0.105	-0.064	.204**	-0.022	0.012	0.026	0.386**	.195**	.332**	.454**	.556**	1
Mean	13.75 4	1.547	1.128	1.397	1.965	1.971	1.965	1.952	1.442	1.168	1.442	1.629	1.719	1.842
Standard Deviation	3.902	0.499	0.335	0.49	0.185	0.168	0.185	0.215	0.497	0.374	0.497	0.484	0.45	0.365

Table 1: Descriptive and Correlation Coefficients of the Trans-Border Trading Activities and Academic Achievement \* Correlation Is Significant at the 0.05 Level (2-Tailed)  
 \*\*Correlation Is Significant at the 0.01 Level (2-Tailed)  
 Source: Author's Field Report (2017)

Table 1 summarises the zero-order Pearson correlations between trans-border trading activities and the student's academic achievement. Table 1 shows that there is a high level of relationship between:

- Academic achievement and smuggling of small arms at border areas ( $r=.174$ ,  $p<0.05$ ),
- Academic achievement and smuggling of oil palm products ( $r=-.168^{**}$ ,  $p<0.05$ ),
- Academic achievement and smuggling of used clothes across borders ( $r=-.229^{**}$ ,  $p<0.05$ ),
- Academic achievement and smuggling of canned foods ( $r=-.149^{**}$ ,  $p<0.05$ ), and
- ( $r=-.268^{**}$ ,  $p<0.05$ )

The results show that trans-border trading activities negatively correlate to students' academic achievement in Economics. This result implies that trans-border trading activities negatively impair student academic achievement in Economics (Amuda et al., 2016; Ojo, 2015; Titus, 2018). The more the students are involved in trans-border trading activities, the poorer their academic achievement in Economics.

- Research Question 2: What are the relative effects of trans-border trading activities on students' academic performance in Economics?

Model	Unstandardised Coefficients			Standardised Coefficients	t	Sig.	Collinearity Statistics	
	B	Std. Error		Beta			Tolerance	VIF
1	(Constant)	19.027	1.101		17.286	0		
	Sold or bought used tyres at the border before	-2.863	0.586	-0.268	-4.883	0	1	1
2	(Constant)	23.654	2.351		10.06	0		
	Sold or bought used tyres at the border before	-2.594	0.595	-0.243	-4.36	0	0.959	1.043
	Sold or bought small arms at the border before	-2.608	1.173	-0.124	-2.223	0.027	0.959	1.043
3	(Constant)	24.364	2.356		10.341	0		
	Sold or bought used tyres at the border before	-1.915	0.662	-0.18	-2.893	0.004	0.764	1.309
	Sold or bought small arms at the border before	-2.679	1.166	-0.127	-2.299	0.022	0.958	1.044
	Sold or bought fairly used clothes at the border before	-1.119	0.491	-0.139	-2.278	0.023	0.793	1.26

Table 2: Relative Effects of Trans-Border Trading Activities on Students' Academic Achievement in Economics  
Source: Author's Field Report (2017)

The smuggling of reasonably used clothes turned out as the most reliable predictor of students' academic achievement in Economics ( $B = -.139$ ,  $t = -2.278$ ,  $p < 0.05$ ). Followed by the smuggling of small arms ( $B = -.268$ ,  $t = -4.883$ ,  $p < 0.05$ ) and the smuggling of used tyres across the border ( $B = -.243$ ,  $t = -4.360$ ,  $p < 0.05$ ). The tolerance statistic and the Variance Inflation Factor evaluate the absence of multi-collinearity amidst the independent variables. Table 2 shows no multi-collinearity among the trans-border trading variables as the tolerance and V.I.F. values were normal. Note that the values in Table 2 connote a relative adverse effect of the trans-border trading activities on students' achievement in Economics. This result implies that the more students engage in these activities in border schools, the poorer their academic achievement in Economics (Titus et al., 2016)

- Research Question 3: Which trans-border trading activities predict students' Academic Performance in Economics?

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.268 <sup>a</sup>	.072	.069	3.76478	
2	.295 <sup>b</sup>	.087	.081	3.74084	
3	.320 <sup>c</sup>	.102	.093	3.71548	1.821

Table 3: Trans-border Trading Activities Predicting Students' Academic Performance in Economics

- Predictors: (Constant), Sold or Bought Used Tyres at the Border Before
  - Predictors: (Constant), Sold or Bought Used Tyres at the Border Before, Sold or Bought Small Arms at the Border Before
  - Predictors: (Constant), Sold or Bought Used Tyres at the Border Before, Sold or Bought Small Arms at the Border Before, Sold or Bought Fairly Used Clothes at the Border before
- Dependent Variable: Achievement in Economics

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	338.014	1	338.014	23.848	.000 <sup>b</sup>
Residual	4351.294	307	14.174		
Total	4689.307	308			
2 Regression	407.177	2	203.588	14.548	.000 <sup>c</sup>
Residual	4282.131	306	13.994		
Total	4689.307	308			
3 Regression	478.845	3	159.615	11.562	.000 <sup>d</sup>
Residual	4210.462	305	13.805		
Total	4689.307	308			

Table 4: ANOVA<sup>a</sup>

a. Dependent Variable: Achievement In Economics

b. Predictors: (Constant), Sold Or Bought Used Tyres at the Border Before

c. Predictors: (Constant), Sold Or Bought Used Tyres at the Border Before, Sold or Bought Small Arms at the Border Before

d. Predictors: (Constant), Sold Or Bought Used Tyres at the Border Before, Sold Or Bought Small Arms at the Border Before, Sold Or Bought Fairly Used Clothes At The Border Before

b. Predictors: (Constant), Sold Or Bought Used Tyres At The Border Before, Sold Or Bought Small Arms at the Border Before

c. Predictors: (Constant), Sold Or Bought Used Tyres At The Border Before, Sold Or Bought Small Arms at the Border Before, Sold or Bought Fairly Used Clothes at the Border before

d. Dependent Variable: Achievement In Economics

Source: Authors Field Report (2017)

Table 3 shows that smuggling of used tyres, trading in small arms, and reasonably used clothes were the strongest predictor of students' achievement in Economics. The result indicates that the smuggling of used tyres by students accounted for 7.2% of the variance in students' academic achievement ( $\Delta R^2=.072$ , ( $\Delta F (1,307) =11.56$ ,  $p <0.05$ ), followed by trans-border trading in small arms ( $\Delta R^2=.087$ , ( $\Delta F (1,307) =14.55$ ,  $p <0.05$ ). Smuggling of used clothes by students shows to be the strongest predictor of school students' academic achievement in Economics, accounting for 10.2% of the variance ( $\Delta R^2=.102$ , ( $\Delta F (1,307) =23.85$ ,  $p <0.05$ ). The findings in tables 1, 2, and 3 (composite, relative, and predictor variable) reveal that smuggling of reasonably used clothes (Ojo, 2015; Titus et al., 2016; Adeyinka, 2015), smuggling of small arms and light weapons (Ike, 2013) and smuggling of used tyres (Yusuf, 2014; Afolayan, 2010) respectively across the border rank in that order, with smuggling of pretty used clothes at the top.

Finally, the combination of trans-border trading activities in used tyres, small arms, and reasonably used clothes accounted for 10.2% of the variance in students' achievement in Economics. The stepwise regression model adopted for this study excluded the other eight variables entered into the model as insignificant in predicting academic achievement in Economics. The Durbin-Watson (d) value of 1.821 shows that there is no first-order linear auto-correlation in the data of the stepwise regression model since it falls between the critical importance level of  $1.5 < d < 2.5$ . This result implies that the selected schools' most prevalent trans-border trading activities are smuggling used tyres, small firearms, and chiefly reasonably used clothes.

#### 4. Conclusion, Discussion, and Suggestions

Based on the findings, the paper concludes that the smuggling of fairly used clothes, used tyres and small arms, in that order respectively, are strong predictors that affect the academic performance of the students whose schools are close to the border towns. In contrast, students' engagement in human trafficking activities reflects no significant influence on the student's academic performance. In line with the third research question raised in the paper, the predictor of students' academic performance is trading in reasonably used clothes, which appear to be the strongest predictor, substantiating the earlier findings. Students whose schools are located in border towns are engaged in trans-border trading activities because of:

- The proximity of their schools to the centre where the trading activities took place and
- Their parent's inability to meet up their financial needs, such as paying school fees and purchasing recommended textbooks

The researcher believes that government should not site schools near border towns in the future and that a behaviour modification package should be developed to educate the community, parents, and students on the dangers of engaging in smuggling and human trafficking. The agency in charge of education should double monitor and inspect students whose schools are located in border towns. Any student found within the school hours involved in the illicit trade should be apprehended and handed over to appropriate authorities. Residents of the border communities must also be sensitised and empowered to apprehend any erring student and hand over such students to the school management.

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