

Influence of Informal Cross-Border Trade on Student School Attendance in Secondary School in Busia County, Kenya

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Abstract: The main purpose of this study was to investigate the influence of informal cross border trade on students' participation in education and academic achievement in the secondary schools in Busia County. The study specifically examined the various informal cross border trade activities that influence students school attendance, determined the socioeconomic factor that drive learners into participating in informal cross border trade and established the influence of informal cross border trade on students retention, completion and academic achievement. The study was guided by George Homans Rationale Choice Theory and Albert Bandura's' Social Learning theory. Research adopted descriptive survey research design. The targeted population comprised of 34 School Principals, 68 Guidance and Counseling teacher, 476 students, 10 Quality Assurance and Standard Officer and 10 Community leaders. Simple random sampling technique was used to select a sample size of 389 secondary students and 59 teacher while saturated sampling technique was used for 31 principals, 10 Quality Assurance and Standards Officers and 10 community leaders. The study found out that students in secondary school participate in various informal cross border trade activities that were categorized as: transport operations, retail trade, industrial related activities, service provision activities and worst forms of informal cross border trade. The study established that involvement in informal cross border trade affected students' attendance, punctuality, discipline and retention which in turn affect their academic achievement due to lack concentration and commitment in their studies. Based on the findings, it can be concluded that informal cross border trade is a major challenge to the children's right to access and succeed in education in Busia County, Kenya.

Key words; Informal Cross Border Trade, Student Participation, School Attendance

I. INTRODUCTION

Background information

Education is a powerful tool which provides mental and moral preparation that enables individuals to be fully aware and equipped so as to achieve the spiritual growth and material fulfillment in life by offering emotional, natural, ideological and moral preparations. (UNESCO, (2000). Tuan (2009) defines education as the transfer of survival skills and advancement of culture from one generation to another. Psacharopoulos (1988) indicates that education is a means towards economic prosperity, it is vital in advancement to

science and technology, the means of reducing unemployment problems as a basis for social equality for equal distribution of resources and a driving force for political socialization and cultural diversity. Ayodo and Gravened(1999), reveals that education is a defining and guiding cultural, economic and political dynamics and generational development imperative of societies. From the above definitions, it is clear that education is a means through which intellectual, spiritual, psychological, emotional, physical and moral capacities of an individual are developed so as to make them productive, self-reliant and useful members of the society. Education therefore plays both a transmission and transformative role as noted by Shiundu (2019)

Kenyan government got independence in 1963, education was recognized as an essential means of improving the lives of Africans who had been disregarded by colonial education policy. Education was and is recognized as both a human right and an important instrument for productive and developmental human capital for the economy of the country

However, despite the government's efforts to ensure Education for ALL, there are disparities in the provision of education in Kenya that are brought about by the different experiences in the learners' environment. According to Raymond, (1929) learners' participation in education and achievement is dependent on many variables such as the type of school and its facilities, the teachers' qualification, the student academic ability and family background, type of parentage, learners' attitude and environment, the type of leadership provided by the school heads and their qualification among many other factors.

Research has demonstrated that school social environment has a broad impact on students' learning and growth, including key social, emotional and moral developments. The requirement to establish a school in Kenya considers many factors including proximity to commercial centers where social economic activities take place. The ministry of education science and technology (MOEST) also restricts individuals setting up trading centers near learning institutions.

The main economic activity in Busia County is trade. Being a center post for trade activities, the effects of its activities has

been felt by the neighboring counties in one way or the other. Some of the socio-economic activities in the County have been seen to spill over to its neighboring counties such as Kakamega, Bungoma and Siaya. Smuggling is also an activity that is so much pronounced in Busia border and has a long controversial history probably dating back to the first time at which duties were imposed. It was noted that, due to poverty many people were forced to engage in this illegal business commonly known as “Magendo” even though the Kenyan government had declared war on the illegal business

Poverty is a key challenge in Africa Kenya being one of the countries. Busia county poverty rate has remained persistently high. According to Busia District Development Plan (2008-2012). Busia County is one of the poorest counties in Kenya with a poverty rate of 66 percent compared to the national average of about 47 percent.

The data from the District Development Plan (2008-2012) ROK, (2009) further shows that gross enrollment rate in primary schools stood at 127.5 percent while that of secondary stood at 23 percent. This report was also captured in Busia County Integrated Development Plan (2013-2017). The report indicates that education in the county is threatened by the following challenges: low level of access and enrollment, high dropout rate especially among the girls, low academic achievement and low level of transition in education system. The report from “Diraya Busia” news and media website (2018) shows that the academic achievement of schools in the county is very poor. This has been attributed to many factors such as lack of cooperation between teachers and students, early pregnancies among girls that lead to school dropout, frequent absenteeism, high poverty levels among others. Achievement in schools are determined by a set of interacting variables ranging from child’s ability, home background, availability of teaching learning resources, teacher qualification among others. These factors affect learners across the board and studies related to these factors have been a major concern globally; however, there is limited data on informal cross border trade as a factor that influence students’ participation in education and academic achievement in Busia County, Kenya. Despite the governments efforts to support education through free subsidized secondary education, school attendance in Busia County is still low. This study seeks to determine the influence on informal cross border trade on students’ school attendance.

II. LITERATURE REVIEW

Informal Cross Border Trade activity may be carried out in a sub-country, region or across continents. This is a vibrant and intricate type business. The ramifications that come with this kind of activity should not be overlooked either at the regional, national or even international level on worlds’ economy and education. The informal cross-border trade in the Sub-Saharan Africa is the most fluid trade field that contributes significantly in many countries' economies as

highlighted by Brenton and Gamberoni, (2013). In 2009, a survey was done by African Development Bank on informal cross border trade and the results showed that 43 per cent of the total African population earned their living through engaging in cross border business. (Afrika and Ajumbo, 2012).

According to African Trade Policy Centre (ATPC) (2009), trade provides approximately, 60% of non – agriculture self-employment to women in Sub –Saharan African with women constituting the largest proportion of informal traders representing 70 percent to 80 percent in southern and west Africa. Rosie, (2013) defines cross – border trade as the flow of goods and services across international borders. These transactions may or may not pass between separate jurisdictional authorities and within this context, border trade falls within the framework of general global import and export. Border trading thus means an expansion in commerce criss-crossing boundaries without much trouble. This is possible over land, river and sea.

Rosie, (2013) maintains that trade operations across international land borders should be easily accessible in terms of distance which should be approximately 30 kilometers from the international land frontiers. He argues that the peculiar aspect of cross-border trade is that travel costs are almost irrelevant due to the geographical location of the traders. Cross-border trade, therefore, requires a dynamic interplay of formal and informal operators and procedures that will enable merchants to gain from the disparities such as availability, need and cost on each side of the border. This form of business can also be broadly classified as formal or informal trade.

Formal cross-border type of business is understood by many as the most popular form of trade. It involves per taking trade of legitimately manufactured goods and services within the government's regulatory system as described by lesser and Lee man (2009). On the other hand informal cross-border trade involves business practices that are involved in legitimately produced goods and services which escape the governments regulatory frame work thereby avoiding to pay duties and charges. The literature has described informal cross-border trade (ICBT) in several ways. This research would comply with the concept of informal cross-border trade (ICBT) by lesser and Leeman (2009) as including legally manufactured goods and services, which try to avoid some tax and regulatory burdens, and thereby completely or partially avoiding the paying of tax and fees. This trades activities maximize all non-official routes that prevent custom controls as well as official routes within border crossings and customs offices which also engage in illegitimate practices.

Chauvin and Gualier (2002) indicate that little attention has been given to informal cross border trade. A type of business which has earned different interesting names such as: unrecorded trade, illicit trade, unofficial trade, underground trade, parallel market activity, black market, smuggling or

hoarding, etc. They believe that informal trade developed due to the lack of representation in domestic and foreign trade in the national accounts of a country or territory. Cross-border trading is extremely vulnerable to merchants' care by national government conditions and their performance in regularly crossing the border with prohibitive tariff and border duties.

Cross-border trade between Continents goes back, in 2006, to the pre-industrial period, where species, textiles and precious stones were the key goods for foreign trade, in the Organization for Economic Co-operation and Development (OECD). The Portuguese people first came to the sea from Europe to the East to escape high taxation on commodities transported overland through the Middle East. (OECD, 2006) This shows that the greatest obstacle to cross-border trade are tariffs and transport difficulties. Dutch and British, on the other hand, dominated world commerce and regulated exports and imports to South-East Asia. Cross border trade between Europe and South Asia grew significantly between 1600 and 1800, but declined after independence for many reasons including the country's political relations (Auboin & Meier 2003).

In Africa, Dradin (2007) observes an estimated 43 percent of the official gross domestic product is informal cross border trade (ICBT). The structured sector is therefore almost equal to the GDP. Giovannuca, (2008) states that informal regional trade flows account for up to 90% of official flows in some African countries. He maintains that informal cross-border trade in intra-African trade is essential in order to boost intra-African trade, tackle unemployment, and improve supply and food security, and more. In certain cases, informal trading is the only kind of trade available in some regional economic societies, under circumstances. The ultimate impact of structural transformation in many parts of Africa has led to a major increase in trans-border trade, in particular for a substantial number of unemployed young people, women, and others, including ex-official sector workers, sized by budgetary changes Brown, (2007). In most African countries, poverty and unemployment leads to informal cross border trade so as to fill the gap caused by structural adjustment policies. Busia border post which the study concentrates on is located along the Uganda/ Kenya border. It has no physical barrier separating the two countries hence making the border porous thus encouraging informal cross border trade activities.

III. METHODOLOGY

This study adopted descriptive survey design because it is suitable for collection of information on people's behavior, feeling and viewpoint on educational issues) Kombo and Tromp, 2006). Descriptive survey design attempts to explain the reasons and sources of observed events, characteristics and correlations. The study combined both qualitative and quantitative approaches because no one method is adequate when doing research to problems as stated by Mwiria and Wariu (1995),

A survey design was appropriate because it enabled the study to obtain pertinent and precise information concerning the effects of Informal cross-border trade (ICBT) on students' participation in education and academic achievement in secondary schools in Busia County and possibly draw a conclusion on facts discovered. This was done without altering the state and condition of the study population

This study population comprised of five sub counties in Busia County that fall within the radius of 30km from Kenya /Uganda border. 34 secondary schools, 34 school principals, 68 teachers, 476 students, 10 Quality Assurance and Standard Officers and 10 community leaders.

The study used questionnaires, interviews, document analysis and observation methods to collect data. Two sets of questionnaires were available, one for teachers and the students. The interview guide, on the other hand, was used for interviews with school principals and quality assurance and standard officers (QASO). The community leaders' interview was unstructured. The study randomly sampled (2016-2018) KCSE achievement test for the schools that took part in the study to determine whether there was any relationship between learners' involvement in informal cross border trade and academic achievement. This is because they were more reliable and efficient for data clarification

This study drew a sample of 34 schools out of a population of 110. To be able to select the sample the study stratified the schools based on their location, type and gender. This is because stratified sampling ensures a proportionate representation to cater for variations among subgroup characteristics (Gay, 1987). The selected schools were then randomly sampled by assigning each school a number on a piece of paper and putting them in a container from where the required number was picked.

The sample size was guided by Mugenda & Mugenda, (2003) which shows that between 10 and 30% of the total population has a strong population sample. The study consisted of a sample of 476 students. This was formed by multiplying a total of 14 students per school by 34 secondary schools which is 30.9% of the schools in the study

The study sought advice from supervisors and other experts in order to ensure that data obtained from the field are precise and reliable and analysis tools are valid. This study used a test reliability of the research instruments on a sample of respondents from five secondary schools within Busia County which were not included in the actual sample. The data output from SPSS data was 0.83 higher than Cranach's. This therefore enabled the study to consider the instrument appropriate to collect data.

Piloting was done in five schools which were not involved in the actual study. Results from the pilot was used to identify items that seem vague or confusing to the respondent, requiring adjustment or completely alteration in the questionnaire. The pilot study helped to detect any

weaknesses and find out whether the questionnaires were clear to the respondents. It also helped in removing some questions that were not relevant to the study and simplify the language to the level of the respondents

Descriptive statistics was used in data analysis and information presented in tables, pie charts and bar charts. Inferential statistics involved various statistical tests such as ANOVA and T test to assess the relationship between variables of interest in the study. Cross tabulation and use of Chi-square were also adopted in order to test the hypotheses stated in this study. Chi square was used for the test of significance of association and reflects the strength of the relationship.

III. RESULTS AND DISCUSSIONS

Types of informal cross border trade activities influencing students' school attendance

The purpose of this study was to establishing the various forms of informal cross border trade activities influencing students' school attendance along Kenya Uganda border. The respondents were asked to outline some of the informal cross border trade activities involving students along Kenya Uganda border. The mentioned activities were summarized in following categories as shown in table 4.1

Table 4.1 Students and Teachers response on Informal Cross Border Trade Activities Influencing Students School Attendance.

Forms ICBT activities	Teachers		Students		Girls Boarding		Boys Boarding		Mixed day		Boys Boarding & Day		Girls Boarding & Day		Mixed Boarding & Day	
	F	%	f	%	f	%	f	%	f	%	f	%	f	%	F	%
Transport operations	13	22.0%	187	48.1%	2	15.4%	3	23.1%	6	46.2%	3	23.1%	4	30.8%	5	38.5%
Retail trade	13	22.0%	158	40.6%	2	16.7%	0	0.0%	3	25.0%	4	33.3%	1	8.3%	2	16.7%
Industrial activities	12	20.0%	23	5.9%	2	15.4%	1	7.7%	1	15.4%	3	23.1%	3	23.1%	2	15.4%
Service provision	11	18.6%	11	2.8%	0	0.0%	2	20.0%	2	20.0%	2	20.0%	2	20.0%	2	20.0%
Worst form of child labour	10	16.9%	10	2.6%	2	18.1%	2	9.1%	2	18.1%	2	18.1%	1	9.1%	3	27.3%

Source: Author, (2019)

Responses from the teachers and the students prompted the study to classify informal cross border trade activities influencing students' attendance into five categories as indicated in table 4.1. (22 %) of teachers and (48.1 %) of students indicated that transport operations(which were in form of bodaboda and smuggling of goods) were the most common type of informal cross border trade activity involving the students majority (46.2%) of them being from mixed day secondary schools. This was affirmed by the interviews held with school principals and community leaders who claimed that the activity had attracted school going children and most of whom ended up missing and later dropping out of school to engage fully in this activity. This finding concurs with the findings from the UN report (2008) which indicated that Busia town enrollment of children in school decrease due to child labor especially in bodaboda industry. It further revealed that school attendance of boys was poor and many of them did not complete the secondary cycle of education instead drop out to engage in this activity.

The study too indicated that retail trade was the second most popular informal cross border trade activity that students were engaged in, with 22 % of teachers and 40.6 % of students confirming this. Retail trade activities were in the form of hawking of goods, selling fruits, buying and selling charcoal and trafficking clothe materials and cosmetics. This finding is in tandem with Omwenga's (2015) study which revealed that

majority of the pupils in Taita Taveta County were engaged in hawking and informal business trading as child labor activities so as to provide for their families. Another form of informal cross border trade mentioned by both teachers and students was the industrial related activities such as fishing and sand harvesting. This form of activity was indicated by 20 % of teachers and 5.9 % of students. This form of activity was reported to be rampant in schools that were either partially or fully day.

This information too came up during interviews with school principals in the region. Many of them stated that Busia County lies along the shores of Lake Victoria which borders Uganda hence the most prominent economic activity in these areas was fishing, an activity that was carried out during the day and at night. They too revealed that most students along this region took part in the activity either directly or indirectly. However the activity was commonly undertaken by the boys at the expense of schooling an idea that was supported by some parents hence making it difficult for the administration to deal with the issues of absenteeism.

Interviews with the community leaders from the affected regions also reported that they have had many cases of school going children especially the boys drowning to death in water during the activity and their efforts to stop students from fishing has been in vain because of lack of support from

parents. This study agrees with the findings of Ojjo, (2016) who in her study on the influence of fishing activities on academic performance of secondary school students in Rachuonyo North Sub County established that students participated in fishing both while attending school and after dropping out of school thus leading to poor performance in their class work.

Sand harvesting is another activity that falls under this category. Reports from the school principals, QASO and community leaders indicated that sand harvesting was a common activity in many areas along the river banks in the county. They revealed that harvesting of sand was treated as one of the alternative means of earning a living in such regions. Their biggest concern was that many students especially boys either drop out or absent themselves from school to per take the activity. This study concurs with the findings from Mutiso, (2012) on the impact of sand harvesting on education in Kathiani Division, Kathiani District Machakos County, where she found out that 70% of boys dropped out of school than girls due to sand harvesting activity and those who were still in school performed poorly in academics.

18.6% of teachers and 2.8% of students too reported that service provision was another form of informal cross border trades that attracted students. The activity recorded almost a similar percentage across all the categories of schools in this study. This form of activity involved loading and off-loading of tracks, money changing, and working as hotel/ bar attendants. Interviews with the principals indicated that Busia Kenya Uganda border involves importing and exporting various goods. Once the goods reach the border, there were either loaded or off loaded from one track to another, in this case, the businessmen preferred to use cheap labor from children who were old enough to handle the task. It was noted that most of these children were boys who have had either dropped out of school or are still in school. This finding is different from Kithao, (2015) study on the influence of miraa business on pupil's performance in Kenya Certificate of Primary Education in Igembe East Division Meru County. In her study, she found out that more boys than girls were involved in packing and loading miraa for traders, an activity that had a negative impact on pupils attendance of school. However, this study shows that both boys and girls were involved in a wide range of service provision activities including loading and offloading of goods, hotel/bar attendance, smuggling and money changing.

Lastly, 16.9% of teachers and 2.6% of students reported that students were also involved in some of the worst forms of child labor which included: drug peddling, night discos and prostitution majority 27% of whom were from mixed day and boarding category of school. This finding agrees with that of the baseline report of Kilifi County, (2008) that showed school going children between 13 -17 years were involved in prostitution in bars and discos. However, this study has indicated the category of school that is most affected and that

students were too used to smuggle drugs and even hired for night discos during various functions as DJs or entertainers besides being engaged in commercial sex.

From the data in table 4.1, it can be concluded that students from schools that were fully or partially day were prone to informal cross border trade activities compared to those in boarding. The findings too reveal that students in Busia County were involved in a wide range of the informal cross which vary from one region to another as observed during field visit. Thus, activities in this region manifested differently depending on the geographical location of the school.

Table 4.2 Students Response on the Forms of Informal Cross Border Trade Activities and Gender

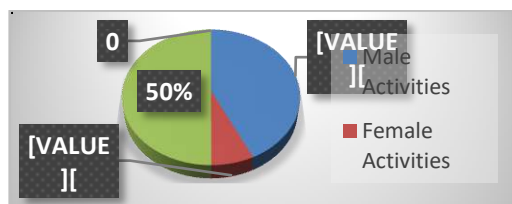
Forms of ICBT Activities	Male		Female		Total
	n	%	n	%	
	Transport operations	13	56.5%	10	
Retail trade	100	53.4%	87	46.6%	187(48.1%)
Service provision	78	49.4%	80	50.6%	158(40.6%)
Industrial activities	6	54.5%	5	45.5%	11(2.8%)
Worst form of child labour	4	40.0%	6	60.0%	10(2.6%)

Source: Author, (2019)

The data in table 4.2 revealed that out of the five forms of activities, three of them had the highest percentage involving the male students. These are transport operations 56.5%, retail trade 53.4% and industrial related activities which recorded 54.5%. Only one form of activity recorded the highest percentage from the female gender. That is 60% of females were involved in worst forms of labour. Service provision form of activity recorded almost equal percentage for both genders. The forms of activities mentioned that were associated with the boys seem to be quite heavy and requires a child who is healthy and strong. Naturally, the masculine nature of the boy child favored them to undertake such activities without many problems compared to girls.

Reports from QASO and school principals interviewed indicated that quite a number of children were also involved in some worst forms of business activities such as prostitution, night discos and drug peddling. Reports from community leaders indicated that such activities are common among students but not often reported because most of them are always carried out in the dark or in hiding. Interviews with principals revealed that students involved in such forms of activities practice truancy, absenteeism and always involved in many indiscipline cases. This was confirmed by the QASOs who reported having been involved in many students' indiscipline cases in some schools in their respective sub counties only to learn later that such students were involved in some of the worst forms of informal cross border trade activities that contributed negatively to their behavior.

Figure 4.1 Distribution of forms of informal cross border trade activities according of gender.



Source: Author, (2019)

Figure 4.1, indicates that 42.8% of the activities involved the male students, 7.1% involved female students and 50% involved both genders. Figure 4.3 indicates that there is a possibility of male students being more involved in informal cross border activities compared to the female students whose activities had recorded a lower percentage. The gender disparity noticed could be explained in terms of the variety and nature of informal cross border trade activities that each gender engaged in. Some require more time than others or had to be carried out at a specific time as revealed in Muriuki, (2018) study who found out that girls school attendance was more affected by the nature of child labour compared to the boys

Learners were also asked to indicate if they have ever been involved in any form of ICBT activity, 52.2 % of them responded in the affirmative. Only 47.8% indicated that they had not engaged in any form of ICBT but were aware of their siblings, relatives or friends who were involved in the business. Table 4.3 gives the summary of the findings.

Table 4.3: Responses of Students Engagement in ICBT Activities

Responses	Yes		No	
	Frequency	%	Frequency	%
Boys	134	74.4 %	45	25.1 %
Girls	69	32.8%	141	67.1%
TOAL	203	52.2%	186	47.8%

Source; Author, (2019)

The data in table 4.3 demonstrates that though both genders were involved in ICBT activity, majority were boys (74.4%) compared to girls who were only 32.8%. This finding agrees with that of Kithaos finding in her study on the Influence of Miraa Business on pupils performance in KCPE in igembe East Division, Meru County where she found out that many boys were involved in Miraa business compared to girls. An assertion that has been revealed in the national statistics of child labor as indicated in the Child Labor Report (2001) which shows that boys accounted for majority of child laborers (51.8%) as compared to girls. (48.2 %). Though Kithao’s report showed that more boys were neglected forcing them to engage in child labour when they get old (14-17 age group) this report has indicated a number of socio economic factors that force both boys and girls into informal cross border trade .

School attendance is vital for learning to take place. The study was therefore, compelled to investigate on the number of days that students had missed school within the term prior to the study. The results were analyzed in table 4.4

Table: 4.4 Number of days students miss school to engage in ICBT activities in a term

Days Absent in a Term	Respondents											
	Students				Teachers							
	Boys		Girls		Boys		Girls					
	F	%	F	Total %	Total %	F	%	F	%	Total%	AVG %	
1-5 Days	57	14.6%	59	15.2%	29.8	7	11.9%	9	15.2%	27.1	28.5	
6-10 Days	67	17.2%	67	17.2%	34.4	8	13.6%	7	12.0%	25.6	30.0	
11-15 Days	57	14.6%	51	13.1%	27.7	10	16.9%	9	15.2%	32.1	29.9	
Above 15 Days	18	4.6%	13	3.3%	7.9	5	8.5%	4	6.7%	15.2	11.6	
TOTAL	201	51.0%	188	48.8%	100	30	50.9%	29	49.1%	100	100	

Source: Author, (2019)

Table 4.4 demonstrates that majority of students (30%) missed school between 6- 10days on average with the boys (30.8%) being the most absentees as indicated by the students and teachers. There was significant difference of 3.9% of boys and girls who were absent for 1-5 days. A contradiction was noted in the number of students who missed school between 11-15 days for boys were more by (31.5%) compared to girls who were 28.3% of those who missed school because of ICBT activities. The same case applied for students who had been absent for more than 15 days, boys were (13.1%) while girls

(10%). The findings confirm the findings in table 4.8 where majority 74.4% of boys affirmed to engage in informal cross border trade at the expense of going to school with only 32.8% affirming this. This finding differs with that of Muriuki, (2018) who found out that many girls were absent from school between 11 days and above to engage in child labour. This implies that the trend of missing school differ for either gender depending on the nature of child labour activity students engage in and the time of engagement. This was

confirmed by the school principals whereby one of them reported that:

“I know of six boys in my school who are frequently missing in school. Three of them I see them operating bodaboda, two others are involved in smuggling goods at the border and one of them am told went to his uncles who live within the county and he is trying out fishing. These boys have been missing in

school for over a month and efforts to reach their parents have been in vain. The information the school has about them was provided to us by their siblings and friends who study here.”

The study sought to find out the time when students engage in the mentioned ICBT activities in order to establish when attendance is likely to be affected by these socio economic activities. The responses were as indicated in table 4.5

Table: 4.5: Students engagement time in informal cross border trade activities

Student Engagement Time in Informal Cross Border Trade		Respondents										P value	
		Students					Teachers						
		Boys		Girls			Boys		Girls				Total%
		F	%	F	%	Total %	F	%	F	%			
Before going to school in the morning	Before going to school in the morning	56	14.3%	49	12.5%	26.8	8	13.6%	7	11.7%	25.3	.339	
	After school in the evening	43	11.0%	40	10.3%	21.3	7	11.9%	5	8.5%	20.4		
	In the afternoon during school days	39	10.0%	35	8.9%	18.5	6	10.1%	5	8.5%	18.6		
	When absent from school	29	7.5%	33	8.5%	16.4	5	8.5%	4	6.8%	15.3		
	During holidays	16	4.1%	23	5.9%	10.0	3	5.1%	3	5.1%	10.2		
During weekends	15	3.9%	11	2.8%	6.7	2	3.4%	4	6.8%	10.2			
Total	TOTAL	198	50.8%	191	48.9%	100	31	52.6%	28	47.4%	100		

Source: Author, (2019)

Table 4.5 indicates that most students 25.3% carry out the activity in the morning before going to school. This implies that this kind of students is likely from day type of school because those in boarding schools have restricted movement. Two there is a possibility of getting to school late, exhausted or even miss school just to engage in this form of activity. Data also shows that 18.6% of students are likely to miss school in the afternoon so as to engage in informal cross border trade activities. This means that ICBT activities have negative effects on students' participation despite the benefits that come along with them. This finding contrasts with Muriuki, (2018) study who established that 34.6% of pupils in Kirinyaga Central miss school the whole day so as to engage in child labor.

V. CONCLUSION

The study established that students in secondary schools of Busia County engage in various forms of informal cross border trade .Can be categorized as follows; Transport operations which involved (bodaboda and smuggling), retail trade that included (Hawking of goods, selling fruits, buying and selling charcoal and trafficking clothe materials and cosmetics), industrial related activities such as fishing and sand harvesting, service provision which included (loading and off-loading trucks, money changing exercise and working as hotel/bar attendants) and worst forms of informal cross border trade such as drug peddling, night discos and prostitution. The most common activity was those that dealt with transport operations, followed by industrial related activities material. 52% of students confirmed to have

engaged in the activity while 47.8% did. The study confirmed the activities were performed by students in the morning before going to school, after school in the evening, in the afternoon during school days, during holidays and sometimes when absent from school. It can be concluded that the main reason why most students miss school was to engage in trade.

VI. RECOMMENDATION

It was recommended that the national government should come up with a reviewed migration policies and rules informed by recent studies with regard to the flow of activities and movement of the child across the border. Consequently, the county government should come up with interventions informed by the national policy that are best suited to deal with cases of informal cross border trade activities in the county.

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