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The Impact of Armed Conflict and Education on Peace Building in South Sudan: A Case Study of Juba City, South Sudan

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Abstract:
This study aimed at providing a broader understanding of how armed conflict and education affect peace building of South Sudan. The objectives of the study were to examine the relationship between Ethnic conflict and Social-economic development of South Sudan, analyze the relationship between Education and Social-economic development of South Sudan and to study the factor structure of armed conflict and Peace building of South Sudan.
The study employed a case study and descriptive design while using qualitative and quantitative approaches. The study population was 340, selected using purposive and simple random sampling technique. The sample size determination was made using Krejcie and Morgan Table (1970) formula. The sample size was 211. The data analysis was made using Statistical package for social scientists (SPSS 18). The major findings of the study were that there was a positive relationship between; armed conflict and peace building (r = 0.827, P-value < 0.01), Education and peace building (r = 0.916, P-value < 0.01) and lastly variables explained R= 0.644) a combination of armed conflict and education in assessing the level to which they can predict the level of social-economic development, such that unit change in a possibility of an armed conflict will contribute to a change in the possibility of peace building by (.668) while a one unit change in education systems will contribute to a change in the peace building of the City like Juba and the whole Country at large (.408).
The study recommends that there should be peace building measures that directly focus on how to combat armed conflict especially the fighters, a proper recommendable approach would be fostering Amnesty programs for fighters to ensure peace building, all counties, organization's and stakeholders should invest heavily in educating their staff and sensitizing their beneficiaries about the need for peace building and where need be, set up education programs for their staff in a bid to build their competence and that peace building to end conflicts should be advocated for through all channels right from curbing armed conflict, engaging more organization's and most importantly with strong education systems.

Keywords: The impact of armed conflict, education, peace building

1. Introduction and Back Ground to the Study

1.1. Introduction

   This chapter presents the introduction, back ground of the study, problem statement, purpose of the study, general and specific objectives, research questions, scope of the study, significance of the study and the conceptual frame work.

   Globally, some progress is being made towards achieving the MDGs, but societies affected by armed conflict and criminal armed violence are often off track. These countries are usually in the lower ranks of the Human Development Index (HDI) or are experiencing specific risk factors shaping armed violence onset. For example, in 2012, the UN stated that 22 of the 34 countries farthest from reaching the MDGs are in or emerging from armed conflict (UN's MDG Review Summit, September 2015). This suggests that armed violence is both a cause and consequence of certain forms of underdevelopment. At the time when conflicts have become major impediments to development, the donor community recognizes the need for a special focus in assisting post-conflict recoveries.

   According to UNDP, (2013), the majority of worst-performing countries in terms of meeting their MDGs have been affected by conflict directly or indirectly and these countries are in greatest need of foreign aid and the countries affected by armed conflict are South Sudan, Kenya, Somalia, DRC Congo and Burundi among others. In light of this debate, it is of crucial importance to sharpen the focus on the role of post-conflict aid as a tool for peace recovery and development. Since all the developing countries, including those affected by conflict, attract aid from the same pool of donor funding World Bank, (2014), investigation of the patterns and the determinants that drive aid to post-conflict countries is warranted.

The crisis in South Sudan worsened humanitarian conditions in a country facing acute needs and 740,000 people are displaced due to the armed conflict and therefore it embarked to peace building, especially, in Jonglei, Upper Nile and Unity States, (Dan, 2014). There are disparities in school participation rates, the chance of completing the eight-year primary cycle is currently 30% for boys but only 17% for girls. The primary completion rate is still very low at only 26% for grade 6 and 8% for grade 8, thus leaving the illiteracy rate very high in the Country. Based on the 2013 Southern Sudan Household Survey, 50.6% of Southern Sudanese are poor, living on less than USD 2.0 per day. The incidence of poverty has also worsened, from 44.7% in 2011 to more than 57.2% in 2015, with a corresponding increase in the depth of poverty (MoAF, 2015).

Fighting and rising insecurity have contributed to deteriorating conditions that are further impacted by the evacuation of many international relief workers Rodriguez 2012). The protection of civilians is currently the primary humanitarian challenge in South Sudan, and reports indicate that the security forces are, in many areas, divided and/or unable to provide security for either residents or foreigners (Collier and Duponchell 2010). However, such challenges in the Country have greatly affected humanitarian assistance hence making it difficult to realize peace building in many spheres of development. The current study tries to investigate how armed conflict and humanitarian assistance influence peace building in South Sudan.

1.2. Background to the Study

An Armed conflict is a contested incompatibility which concerns government and/or territory where the use of armed force between two parties, of which at least one is the government of a state, results in at least 25 battle-related deaths (Duponchell, 2010). Armed conflict decreases the probability of capacity building and sustainable development in a country Camacho and Rodriguez 2012). As such, armed violence can result in the loss of fixed assets, the disruption of formal and informal labor markets, reductions in (or absence of) foreign and domestic investment, declining tax revenues and diminishing service-delivery capacities. In short, armed violence undermines development (UN's MDG Review Summit, September, 2010). Ethnic conflict is measured by attributes like poor governance, unprotected property rights, imperfectly enforced contracts and unfair elections by (Blattman and Miguel, 2010).

Education is the means by which successive generations develop the values, knowledge and skills for their personal health and safety and for future political, economic, social and cultural development (Barakat and Hardman, 2010). Access to a quality education is regarded as a right that should be maintained even in the most difficult circumstances. In the midst of conflict it can provide knowledge and skills that provide protection, while in the longer term, it can provide values and attitudes that offer a basis for transforming conflict itself(Novelli, 2013).Education is an important driver of social-economic development and can also contribute to transformations through other sectors within post-conflict societies in terms of changing behaviours and attitudes to violence, policing and the legal system; to a better understanding of the political system, how it operates and its implications for local communities; to the development of skills that support economic regeneration and sustainable livelihoods; and to changing social relations between groups or dealing with the legacies of conflict ((Dupuy, 2010). Education is measured using attributes such as; (Change of attitude, Imparting positive values, Enhancing knowledge and skills and Awareness Peace building is the effort to strengthen the prospects for internal peace and decrease the likelihood of violent conflict (CIDA, 2012).Peace building requires sustained international support for national efforts across the broadest range of activities; monitoring ceasefires, demobilizing and reintegrating combatants, assisting the return of refugees and displaced persons, helping organize and monitor elections of a new government, supporting justice and security sector reform and enhancing human rights protections and fostering reconciliation after past atrocities (Weber, 2011). Whenever an armed conflict erupts there is no peace. Peace building can only be achieved once there is permanent peace (when atmosphere is conducive), which can also lead to achievement of permanent peace building (Dal and Pedro, 2011).

Peace Building is an intervention that is designed to prevent the start or resumption of violent conflict by creating a sustainable peace (OECD, 2009). According to the United Nations, peace building includes actions to identify and support structures, which will tend to strengthen and solidify peace in order to avoid a relapse into conflict (UNDPA, 2010). Peace building is measured using strategies for peace building which include; freedom of association, economic renewal, normalcy & rule of law, reconciliation and security & public order (CIDA, 2012).s about human rights) that were proposed by (Smith, et al., 2011).

1.3. Problem Statement

The Republic of South Sudan became the world's newest nation and Africa's 55th country on July 9, 2011, following a peaceful secession from the Sudan through a referendum in January 2011. As a new nation, South Sudan has the dual challenge of dealing with the legacy of more than 50 years of conflict and continued instability, along with huge development needs. South Sudan also has significant oil wealth, which if effectively used to drive development, could provide the basis for progress in the coming years (UNHCR, 2014). When conflict broke out December 2013, core administrative structures and mechanisms of political representation were emerging, and the government was beginning to provide basic services to the population. A peaceful resolution to the conflict has just been achieved (Weber, 2011).

South Sudan is the most oil-dependent country in the world, with oil accounting for almost the totality of exports, and for around 60% of its gross domestic product (GDP). On current reserve estimates, oil production is expected to reduce steadily in future years and to become negligible by 2035(MoAF, 2015). The country's GDP per capita in 2013 was $1081. Outside the oil sector, livelihoods are concentrated in low productive, unpaid agriculture and pastoralists work, accounting for around 15% of GDP. In fact, 85% of the working population is engaged in non-wage work, chiefly in

agriculture (78%). Since late 2014, the decline in the oil price has further exacerbated the economic hardship of South Sudan (UNDP, 2013).

However almost 83% of South Sudanese resided in rural areas before the outbreak of the recent conflict, which has displaced nearly 2 million people. Only 27% of the population aged 15 years and above is literate, with significant gender disparities: the literacy rate for males is 40% compared to 16% for females (UNDP, 2013). The infant mortality rate is 105 (per 1,000 live births), maternal mortality rate is 2,054 (per 100,000 live births), and only 17% of children are fully immunized. Fifty-five percent of the population has access to improved sources of drinking water. Around 38% of the population has to walk for more than 30 minutes one way to collect drinking water. Some 80% of South Sudanese do not have access to any toilet facility South Sudan Overview (World Bank, 2015). Based on the 2013 Southern Sudan Household Survey, 50.6% of Southern Sudanese are poor, living on less than USD 2.0 per day. The incidence of poverty has also worsened, from 44.7% in 2011 to more than 57.2% in 2015, with a corresponding increase in the depth of poverty (MoAF, 2015).

It has become imperative for us to critically determine the impacts (both the benefits and costs) of an armed conflict and education on the socioeconomic development in South Sudan in the 21st century (Mayntz, 2010). Trying to ascertain the causes of underdevelopment despite the enormous resources and inflows of financial capital in form of FDI, foreign aid, exports earnings and remittances in the country.

1.4. Purpose of the Study
The study aims at provide a broader understanding of how armed conflict and education affect Peace building of South Sudan.

1.5. Research Objectives
- To examine the relationship between armed conflict and peace building of South Sudan.
- To analyze the relationship between Education and peace building of South Sudan.
- To study the factor structure of armed conflict and Education on peace building in South Sudan.

1.6. Research Questions
- What is the relationship between armed conflict and peace building in South Sudan?
- What is the relationship between Education and peace building of South Sudan?
- What is the factor structure of armed conflict and Education on peace building in n South Sudan?

1.7. Scope of the Study

1.7.1. Subject Scope
This study focused on armed conflict and education on peace building South Sudan. The research was restricted to armed conflict and education on peace building.

1.7.2. Geographical Scope
The study will be carried out in Juba City, one of the counties of South Sudan. It is in the Central Equatorial state, one of the ten states of South Sudan.

1.7.3. Time Scope
The study will review documents from 2019 to 2021 and it will be conducted between July and December 2021.

1.8. Significance of the Study

1.8.1. Academic Significance
The study can enrich on the existing body of knowledge on armed conflict and education and how they affect the peace building of South Sudan. The results which will be gotten from the findings can bring light on the actual situation on armed conflict and South Sudan's education system and how it has affected her peace building as a nation and fill the gap between the variables under study especially within the Country. The study can also recommend further areas of research on the variables in a different context.

1.8.2. Industry Significance
The study can be used by other counties and organizations to discover the strategies that can be used to improve on the peace building as a nation. Managements and other bodies can come up with new strategies on armed conflict and education for peace building.

1.8.3. Policy Maker
The study may assist government and other policy making bodies to develop policies and guidelines which will provide a conducive environment for peace building, good education systems for peace building in   South   Sudan.   The study can also benefit the policy makers at both national and institutional levels through policy formulation and change of polices in regard to armed conflict and education and peace building.
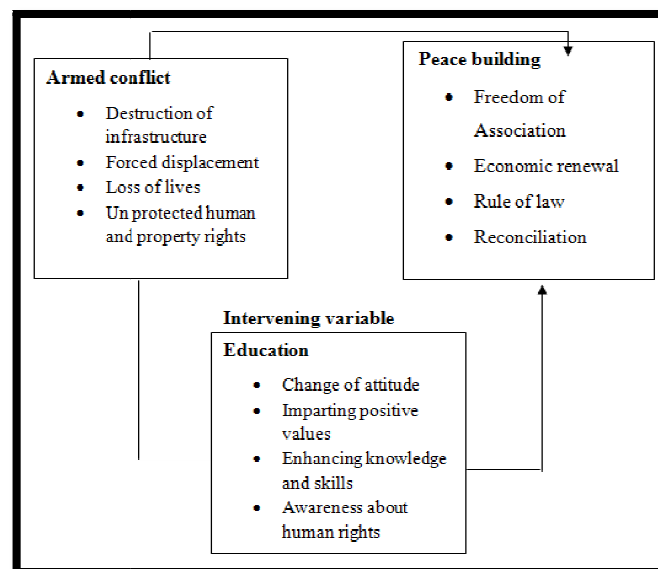
Figure 1: Conceptual Frame Work

1.8.3.1. Description of the Conceptual Framework

The conceptual framework is self-developed with modifications from Todaro, (2010). Armed Conflict is measured by attributes like destruction of infrastructure, unprotected protected human and property rights, Loss of lives and displacement of people basing on Armed conflict model by (Blattman, 2010); Education was measured based on the model of Smith, et al., (2011) using attributes such as; change of attitude, imparting positive values, enhancing knowledge and skills and awareness about human rights. And finally, Peace building which happens to be the dependent variable is measured based on the model of Crafts, (2014) with attributes like; freedom of association, economic renewal, rule of law, & income and reconciliation.

2. Literature Review

2.1. Introduction

This chapter reviews the existing literature put forward by different scholars and personalities on armed conflict, education and social-economic development in South Sudan as well as the relationship among the three variables based on the objectives of the study.

2.2. The Relationship between Armed Conflict and Peace Building

2.2.1. Armed Conflict

Armed conflict is the use of illegitimate force (actual or threatened) with arms or explosives, against a person, group, community, or state that undermines people-centered security and/or sustainable development. An armed conflict is a contested incompatibility which concerns government and/or territory where the use of armed force between two parties, of which at least one is the government of a state, results in at least 25 battle-related deaths (Duponchell, 2010). As such, armed violence can result in the loss of fixed assets, the disruption of formal and informal labour markets, reductions in, or absence of foreign and domestic investment, declining tax revenues and diminishing service-delivery capacities. In short, armed violence undermines development (UNDP, 2008).

Moreover, the uncertainty generated by the attacks, kidnaps and threats has decreased their investment in research, technology and in hiring more laborers.Collier and Duponchell, (2010) uses information from a firm survey conducted by the World Bank in 2006 in Sierra Leone, finding that conflict reduces the number of employees that a firm can hire (Duponchell, 2010). Armed conflict is measured by attributes like destruction of infrastructure, unprotected protected human and property rights, Loss of lives and displacement of people (Blattman, 2010).

2.2.1.1. Loss of Lives

Civilians in war zones may also be subject to war atrocities such as genocide, while survivors may suffer the psychological aftereffects of witnessing the destruction of war (Dreher, 2010).

2.2.1.2. Destruction of Infrastructure

During violent an armed conflict, assets get lost or destroyed through heavy fighting and looting. The Burundi armed conflicts in the 1990s was associated with severe asset depletion (Bandyopadhya, 2010).

2.2.1.3. Forced Displacement

Large population movements typically accompany an armed conflict. Asylum seekers and forced migrants are, to a large extent, young economically active household members. Other displaced groups such as the elderly, women and

children are overrepresented amongst refugees from armed conflicts areas (Berthélemy, 2011). Armed conflict is measured by attributes like destruction of infrastructure, unprotected protected human and property rights, Loss of lives and displacement of people basing on armed conflict model by (Blattman and Miguel, 2010).

2.2.1.4. Unprotected Property Rights

International human right law lays down obligations of governments to act in certain ways to refrain from certain acts in order to protect human and property rights and fundamental freedoms of individual and groups. Most often during armed conflicts, human and property rights are infringed upon the most (Berthélemy, 2006). Humanitarian law applies in armed conflicts, restructuring the actions of warning parties, providing for protection and human treatment of persons who are not taking part in the conflict of those that can longer take part in the armed hostilities (Blattman and Miguel, 2010).

2.3. The relationship between Education and peace building

2.3.1. Education

UN Secretary-General Ban Ki-Moon, in his 2009 report on peace building for social-economic development in the immediate after math of conflict, places social services, including education, among the five recurrent priorities for peacebuilding in post-conflict transition (Novelli, 2013). Social services, and in particular education, do not receive priority as compared with interventions in the security sector and political processes (Smith, et al., 2011).

The recent Global Monitoring Report, (2011) from the United Nations Educational, Scientific and Cultural Organization (UNESCO) called for an increased role for education for peace building. Similarly, the World Bank's World Development Report (WDR) (2011) recognized the important contribution to peace building that the education sector could make. However, the two reports differ in opinions on when educational interventions should be prioritized, with the GMR arguing for early engagement and prioritization of education throughout all conflict phases, while the WDR suggested that security and elections be prioritized in the immediate post-conflict period with education receiving less priority until the medium-term post-conflict phase (Zakharia, 2013). These debates feed into broader discussions within the international community on the role of social services (including education) in peacebuilding, and provide part of the background rationale for this research (Dupuy, 2010).

Education is an important driver of social development and can also contribute to transformations through other sectors within post-conflict societies in terms of changing behaviours and attitudes to violence, policing and the legal system; to a better understanding of the political system, how it operates and its implications for local communities; to the development of skills that support economic regeneration and sustainable livelihoods; and to changing social relations between groups or dealing with the legacies of conflict (Bush and Salterelli, eds., 2009).

Education is deeply implicated in processes of socialization and identity formation, which are vital for economic growth and individual and national advancement and can act as an important vehicle for social cohesion (BouJaoude and Ghaith, 2012). On the other hand, education can also undermine all these processes and, therefore, we need to ensure that it is delivered effectively and equitably and is a driver of peace rather than war. Crucially, education is not a marginal player in social economic development, but a core component of building sustainable peace (Barakat and Hardman, 2010). Developments through the education sector represent a very important part of this transformative process, with huge potential to impact positively or negatively. The education sector is potentially a very important sector for supporting the transformative process in post-conflict societies (Bush and Salterelli, eds., 2009).

2.3.1.1. Change of Attitude

If learners' attitudes towards other groups change/become more tolerant, conflict can be prevented. Personal attitudes will only change if structural inequalities are also addressed and education (Smith, 2010). Education has an important role to play in identifying underlying causes for conflict related to social justice. It also has a role to play in helping new generations understand why conflict took place and in dealing with its legacies (Bush and Salterelli, eds., 2009). There will be a need for education to address social and cultural issues related to fundamental freedoms within broader society. These could involve programmes that address, for example, the role of the media and media independence, religious freedoms and attitudes to expressions of cultural identity (Bush and Salterelli, eds., 2009).

2.3.1.2. Imparting Positive Values

Education programmes should consist of imparting positive values and modes of behavior based on non-violence and respect for fundamental human rights (Dupuy, 2010). In order to build a culture of peace it is necessary to include the full participation of and empowerment of women, men and youth, an atmosphere of understanding, tolerance and solidarity, sharing and free exchange of useful information, using nonviolent means to manage conflict and the replacement of violent competition with cooperation (Bush and Salterelli, eds., 2009).

2.3.1.3. Enhancing Knowledge and Skills

Education in emergencies can provide protection from violence, particularly for girls, schools can help to protect from recruitment and exploitation (Zakharia, 2013); in terms of survival skills and knowledge such as landmine awareness and protection from HIV and AIDS and providing opportunities for psychological, emotional and cognitive development.

Education is also the most powerful tool to develop the economic and social skills necessary to generate sustainable livelihoods for successive generations (Novelli, 2013).

2.3.1.4. Awareness about Human Rights

BouJaoude and Ghaith, (2012) states that violence normally affects all gender and members of a community; but the most affected group more often than not is the women or children. These are often abducted, raped or defiled and turned into sex slaves, combatants, orphans and widows, denied basic and fundamental rights as a result of the violence.

For Barakat and Hardman, (2010), education should aim at sensitizing women and the whole community on recognizing and enforcing their human rights. There should increase access to information by the population on available opportunities for increasing welfare, income and land rights (Zakharia, 2013).

There is a relationship between education and socio-economic development because education is an important driver of social development and can also contribute to transformations through other sectors within post-conflict societies in terms of changing behaviors and attitudes to violence, policing and the legal system; to a better understanding of the political system, how it operates and its implications for local communities; to the development of skills that support economic regeneration and sustainable livelihoods; and to changing social relations between groups or dealing with the legacies of conflict(Barakat and Hardman, 2010). These are all important peacebuilding challenges that need to be initiated early and sustained over time.

2.3.2. Peace Building

Peace is the presence of justice and peace building entails addressing all factors and forces that stand as impediments to the realization of all human rights for all human beings. Canadian Peace building Initiative of the Department of Foreign Affairs and International Trade (DFAIT) and the Canadian International Development Agency (CIDA) provides a definition of peace building in its Strategic Framework: as the effort to strengthen the prospects for internal peace and decrease the likelihood of violent conflict (CIDA, 2012). The over-arching goal of peace building is to enhance the indigenous capacity of a society to manage conflict without violence (Castillo, 2008).

Ultimately, peace building aims at building human security, a concept which includes democratic governance, human rights, rule of law, sustainable development, equitable access to resources, and environmental security (CotetandTsui, 2013). Peace building may involve conflict prevention, conflict resolution, as well as various kinds of post-conflict activities. It focuses on the political and socio -economic context of conflict, rather than on the military or humanitarian aspects. It seeks to address this challenge by finding means to institutionalize the peaceful resolution of conflicts (OECD, 2009).

During the post-conflict peace building phase, the challenges can best be captured along three broad themes: security, welfare and representation (Macrae, ed. 2009). These represent the core functions of the modern state, whether democratic or authoritarian, and are also central to peace building. Before the current concept of 'stabilization' came into play, historical and theoretical knowledge considered security concerns – mainly disarmament, demobilization and reintegration (DDR), and security sector reform (SSR)– as the focus of post-conflict peace building and as core functions of a state in post-conflict situations (Lucchi, 2010). However, the current concepts of security and stabilization signal that peace building is not limited to the aftermath of conflicts and can take place at any phase in a 'fragile state' situation (CotetandTsui, 2013).

Whereas the repeated mantra is 'sustainable development requires security, and sustainable security requires development,' there have been efforts to reconcile peace and security with development concerns (CIDA, 2012). As one of the ways to promote more comprehensive approaches to armed violence reduction in post-conflict or high violence environments, the development of policies that transcend the conventional categories of armed conflict, post- conflict, and criminal violence is recommended (Macrae, ed. 2009). Peace building is measured by the following attributes;

2.3.2.1.Freedom of Association

Freedom of Association is the right to join or leave groups of a person's own choosing, and for the group to take collective action to pursue the interests of members (Macrae, ed. 2009). It is both an individual right and a collective right guaranteed by all modern and democratic legal systems, including the (Bailey and Pavanello, 2009).

2.3.2.2. Economic Renewal

There should be protection of vulnerable groups, provision of basic needs, gender, and setting up of physical infrastructure. The government and other international actors have to provide to improve employment generation, put up economic foundations for growth and development of the communities in the transitional societies of conflicts like South Sudan.

2.3.2.3. Governance and Rule of Law

The rule of law is the legal principle that law should govern a nation, as opposed to being governed by arbitrary decisions of individual government officials. Rule of law implies that every citizen is subject to the law, including lawmakers themselves (UN's MDG Review Summit, 2010). Good The government and other international partners should set up strategies like; offices and mediation, constitution-making, public administration and government strengthening, local governance, financial transparency and accountability, elections, electoral systems and processes/political parties, public information and media development (Barnett and Sürcher, 2009).

2.3.2.4. Reconciliation

Socially reconciliation refers to restoration of mutual respect between individuals from different political, economic, ethnic and cultural backgrounds. The examples are United States, South Africa and Rwanda, to mention few (Camacho and Rodriguez, 2012). Theologically (Christian), reconciliation or truth is an element of salvation that refers to the results of atonement. Reconciliation is the end of the estrangement, caused by original sin, between God and humanity (UNDPA, 2010). Strategies like; transitional justice, judicial and legal reforms, corrections and human rights protection should be emphasized (Castillo, 2008).

2.3.2.5. Security and Public Order

Peacebuilding can include many issues but security and public order should emphasize. There should be security system governance, strong law enforcement agencies and defense reforms to protect the civilians (UNDPA, 2010). Disarmament, demobilization and reintegration (DDR) and mine action should also be critically taken into account since peace building is about setting up strong strategies for a sustainable peace (Barnett and Sürcher, 2009).

There is a relationship between Peace building and Socio-economic development because strategic peace building is a strong and equitable socio-economic foundation. Peace building supports the longer-term development of societal systems and institutions that enhance good governance, rule of law, security, economic sustainability, and social well-being, which helps prevent future conflicts (Leung, 2009). It also enhances learning and group outcomes, organization setting, properly managed conflict reduces direct and indirect suffering and deaths among the people involve (Mwagiru, 2011). Therefore, it is important to identify effective conflict management strategies for conflict resolution (Victor, 2012).

2.4. The Factor Structure of Armed Conflict and Education on Peace Building in South Sudan

As such, armed violence can result in the loss of fixed assets, the disruption of formal and informal labour markets, reductions in (or absence of) foreign and domestic investment, declining tax revenues and diminishing service-delivery capacities thus affecting the humanitarian aspects (Campbell, 2011). Lucchi, Elena, (2010) says that education contributes to advancing the restoration of basic services, promoting human rights and a climate of confidence, winning trust of the population and engaging them in peace processes. Along the way, realistic recognition of limited local capacities or legitimacy may lead to identify and develop the required capacities (Hilhorstand Schmiemann, 2010). Harmonizing the goals of education with those of peace building can contribute to long-term recovery objectives.

3. Methodology

3.1. Introduction

This chapter presents the methods employed in data collection and analysis. It presents the research design, study population, sampling method, sample size, data collection tools, ethical consideration, validity and reliability, measurement of variables, data analysis and limitations.

3.2. Research Design

A case and descriptive design was used taking Juba County as a case study. A case study can provide focused and valuable insights to phenomena that may otherwise be vaguely known or understood. Both qualitative and quantitative approaches was employed to get the information from the employees and beneficiaries of different backgrounds from the organization. Quantitative approach was employed using questionnaires. In this case, the quantitative approach allowed the researcher to solicit information expressed in numerical format while the qualitative approach complemented the quantitative approach by soliciting more detailed information expressed in textual format (Mugenda&Mugenda, 1999). Combining numerical and textual information helped the researcher to enrich the study findings.

3.3. Research Population

Population according to Bryman and Bell (2011) is the universe of units from which a sample is to be selected. The study population of 345 comprised of 10administrative staff, 35 operational staff, and 300 citizens of Juba County.

Institution	Target Group	Population
Juba County	Administrative staff	10
	Operational staff	35
	Beneficiaries	300
Total		340

Table 1: Population Size
Source: Primary Data

3.4. Sampling Procedure

Sampling is the process of selecting units (e.g., people, organizations) from a population of interest so that by studying the sample, a fairly generalize results is trace back to the population from which they were chosen (Trochim, 2006). The study employed purposive sampling for top administrators because they will be considered more knowledgeable about County. Stratified random sampling for the operational was used according to Creswell (2003), to ensure proportionate representation of the different sub groups. The study employed a combination of both simple random and purposive sampling techniques in selecting the sample. The simple random technique was used to select

respondents from the different departments. This was premised on the fact that the simple random technique gives respondents an equal chance of participating in the study and giving reliable data, as Blattman, (2010) emphasizes. According to Mugenda and Mugenda (1999) purposive sampling enables a researcher choose participants of his own interest based on knowledge and expertise.

3.5. Sample Size

The sample size was calculated using the Krejcie and Morgan table for determining sample size (1970) as this give a practical ratio according to the County's population size. According to the table approximately 211 respondentswas used as a sample size of the entire population (340). The researcher broke down the sample to 10administrative staff, 32 operational staff and 169citizens of Juba County.

A table showing sample size and their distribution

Institution	Target Group	Population	Sample Size
Juba City	Administrative staff	10	10
	Operational staff	35	32
	Beneficiaries	300	169
Total		340	211

Table 2: Proportionate Stratified Random Sampling
Source: Primary Data

3.6. Sources of Data

The researcher used both primary and secondary data sources.

3.6.1. PrimaryData

According to Blaxter (2001), primary data is defined as consisting of materials that one has gathered by himself through systematic observation, information archives, the results of questionnaires and case study which one has compiled. This primary data was collected through interviewing and questionnaire survey. The relevant primary data for respective indicators was obtained from study area through the questionnaires.

3.6.2. Secondary Data

Saunders et al., (2007) defined secondary data as data used for a project that were originally collected for some other purpose. Text books, annual reports, journals and magazines were some of the documents reviewed in order to obtain secondary data. These secondary sources helped the researcher to identify how others have defined and measured key concepts, and how this research project is related to the work of others.

3.7. Research Methods

3.7.1. Questionnaire

A questionnaire is a type of survey method that utilizes a standardized set or list of questions given to individuals or groups, the results of which can be consistently compared and contrasted (Trochim, 2006). The researcher used closed questionnaires as a data collecting instrument to obtain information from the employees and citizens of the organization under study regarding the topic under study. The questionnaires were designed according to the theme and objectives of the research. They contained close ended questions. The close ended questions were based on the 5- point Likert Scale format. It allowed respondents to respond boldly and frankly to questions and enables collection of vast amounts of data in a short time and was less expensive (Amin, 2005).

3.7.2. Interview Method

Interviews are face to face meetings (Mugenda and Mugenda, 1999). This approach was guided by the consideration that interview method of gathering information can be used to solicit the opinions and suggestions of the respondents. It will be also used as a means of probing of some interesting and unexpected behavior (Silverman, 2001). These will be used to collect data from the administrative staff only. A set of questions in English will be asked to respondents and responses will be recorded. This will help explain issues under study in depth.

3.8. Data Collection Instruments

3.8.1. Closed Questionnaire

A structured questionnaire was used to obtain information from respondents (Amin, 2005). Use of questionnaires allows the respondents ample time to reflect on answers to avoid hasty responses and thus enhance the validity (accuracy) of the responses (Mugenda&Mugenda, 2003). The questionnaire method also helps to reduce on the cost and time implications, besides enabling greater responses.

3.8.2. Interview Guide

According to Saunders and Thornhill, (2007), interview schedule is a set of questions read to the respondent by an interviewer who also records responses. The study used interview guides for in-depth interviews directors and heads of departments as key respondents. The interview guide utilized both open ended and closed questions. The closed questions were utilized where it is possible to restrict responses to predetermined answers or where alternatives are few. On the other hand, open questions were used where details were needed and where there were many alternative choices.

3.9. Validity and Reliability of Research Instruments

The quality of research is gauged by the validity and reliability of results. Data validity and data reliability measures the accuracy and consistence of the research. Validity is a measure determining the extent of systematic errors in the data material (Saunders and Thornhill, 2007). If relevant variables are excluded, the statistical models are biased. Data validity is to a great extent dependent on the researcher. Reliability assesses whether the research has random errors. It determines the consistency of the measurements. High reliability represents high correlation between dependent and independent variables. Cronbach's Alpha test will be employed to measure the reliability.

A formula for Law she was used to measure the validity of research, as indicated below:

CVR = (n - N/2)/ (N/2)

Where CVR= Content Validity Ratio,

n= number of respondents indicating 'essential',

N= total number of respondents

The reliabilities found to be above 0.8, as recommended by (Amin, 2005) means the instruments are reliable.

Variable	Anchor	Cronbach Alpha Coefficient	CVR(Content Validity Ratio)
Armed conflict	5 point	0. 8350	0.8250
Education	5 point	0.8125	0.8250
Peace building	5 point	0.8325	0.8550

Table 3: Reliability of the Instrument Variable
Source: Primary Data

Since all Content Validity indices for all experts and Alpha coefficients were above 0.8, then the items/questions selected for the study were relevant to the study variables.

3.10. Measurement of Variables

3.10.1. Armed Conflict

To test armed conflict variable, a set of statements was used and applied to a five-point Likert scale ranging from (1No extent, 2= Small extent, 3= Moderate extent, 4= Great extent, 5= Very great extent) based on the Armed conflict model by (Blattman, 2010) using a set of attributes such as like destruction of infrastructure, unprotected protected human and property rights, Loss of lives and displacement of people.

3.10.2. Education

The intervening variable was measured using a five-point Likert type scale (1No extent, 2= Small extent, 3= Moderate extent, 4= Great extent, 5= Very great extent) based on the model of Smith, et al., (2011) using attributes like; change of attitude, imparting positive values, enhancing knowledge and skills and awareness about human rights.

3.10.3. Economic Development

To test perceived peace building which happens to be the dependent variable, a set of statements were used and applied to a five-point Likert scale ranging from (1 No extent, 2= Small extent, 3= Moderate extent, 4= Great extent, 5= Very great extent) based the is measured based on the model of Crafts, (2014) with attributes like; freedom of associations, economic renewal, rule of law &reconciliation.

3.11. Ethical Considerations

Maximum effort was ensured to observe ethical principles to ensure that bias is eliminated and maximize meaning of information provided. Respect for all intellectual property where all the secondary data was properly documented and referenced. The respect for respondents was ensured regarding information provided, and non-discrimination to allow willing and equal participation. In addition, no client was coerced to give the information, but were convinced to give the feedback at will, in this study. The researcher recognized the rights of individuals to privacy, personal data protection and freedom of movement. Masculinity was put in consideration especially in cultures where it is associated with self-esteem. The biodiversity was respected and no irreversible change that threatens the environment or ecological balance was imposed. The 'Do no harm' principle was followed during research. Any risks were clearly communicated to subjects involved. Finally, all the data collected was destroyed after capturing and analysis.

3.12. Data Process and Analysis

The data collected was coded and filled into Statistical Package for Social Science (SPSS. Version 20.0). Depending on the nature of the data, different statistical methods will be applied. Descriptive statistics, such as mean, frequency, cross-tabulation, and percentage will also be used when necessary. The results were presented in tables as appropriate. Using Pearson correlation coefficient of determination, inferential statistics like correlations will be used to illustrate the existence of the relationship between variables (if any), while multiple regression was used to explain how the independent variables affect the dependent variable. A multiple linear regression model was used to assess the impacts of armed conflict and education on social-economic development.

3.13. Anticipated Limitations and Problems Encountered

The researcher anticipates encountering the following limitations

- Sensitivity of information; some staff were reluctant to respond to some of the questions since they deal with government information. The researcher assured them of maximum confidentiality so they can provide all the required information.
- Busy schedules; some key informant respondents had busy schedules and lack time to participate in the study. The researcher however made appointments with the respondents in order to meet at appropriate times for the interviews.
- Unwillingness to fill the questionnaires; some respondents were unwilling to share information about their leaders, supervisors, benefactors, workmates and the service system. The researcher however endeavored to emphasize that it is a purely academic research and confidentiality was upheld.
- Interpretation of the questions could affect the meaning as some respondents got difficulty in interpreting the questions correctly since English is not used as the national language. However, the researcher tried to interpret the questions for them where necessary.

4. Interpretation and Analysis of Study Findings

4.1. Introduction

This chapter discusses the response rate, Bio data, Pearson correlation, factor loadings, Standard and Deviation

4.2. Respondents' Bio Data

The response rate was 211 respondents.

4.2.1. Gender of Respondents

Table 4.1 below presents the gender distribution of the respondents.

Gender	Frequency	Percent
Male	136	64.5
Female	75	35.5
Total	211	100.0

Table 4: Gender by Respondent Distribution
Source: Primary Data Computed

The results in table 4.1 indicates that at 64.5% were males and 35.5% were females.

4.2.2. Age Group of the Respondents

Table 5 below presents the age of the respondents

Age group	Frequency	Percent
41 - 50 years	71	33.7
31 - 40 years	57	27.0
21 - 30 years	48	22.7
50 + years	35	16.6
Total	211	100.0

Table 5: Age Group of the Respondents
Source: Primary Data Computed

The results in Table 5 indicate that 33.7% of respondents were between the age ranges of 41 – 50 years. In addition, those within the age bracket of 21 – 30 were 27%. Those who were between the age range of 31 – 40 years were ranked 3rd with a statistical representation of 22.7%. 16.6% were between the age range of 50 and above.

4.2.3. Marital Status of the Respondents

The table below 4.3 presents marital status of respondents

Marital Status	Frequency	Percent
Married	125	59.2
Single	61	28.9
Separated	17	8.1
Divorced	08	3.8
Total	211	100.0

Table 6: Marital Status of the Respondents
Source: Primary Data Computed

The result in Table 6 indicates that 59.2% of respondents were married, 28.9% were single, 8.1% had separated from their partners and 3.8% were divorced.

4.2.4. Respondents' Number of Biological Children
The table below 4.4 presents the number of biological children for the respondents.

Number of Dependents	Frequency	Percent
1 to 3	69	32.7
4 to 6	57	27.1
Above 6	48	22.7
None	37	17.5
Total	211	100.0

Table 7: Respondents' Number of Biological Children
Source: Primary Data Computed

The results in Table 7 above indicate that 32.7% of the respondents were with children ranging from 1 to 3. In addition, 27.1% had 4 to 6 children, 22.7% had above 6 children and 17.5% had no children.

4.2.5. Respondents' Number of Dependents
The table below 4.5 presents the number of dependents for the respondents.

Number of Dependents	Frequency	Percent
1 to 3	73	34.6
4 to 6	62	29.4
Above 6	54	25.6
None	22	10.4
Total	211	100.0

Table 8: Respondents' Number of Dependents
Source: Primary Data computed

The results in Table 8 above indicate that 34.6% of the respondents were with dependents ranging from 1 to 3. In addition, 29.4% had 4 to 6 dependents, 25.6% had above 6 dependents and 10.4% had no dependents.

4.2.6. Respondents' Level of Education
The table below 4.6 presents the educational levels of the respondents.

Level of Education	Frequency	Percent
Tertiary	52	24.6
Diploma	47	22.3
Never studied	36	17.2
Certificate	33	15.6
Primary	25	11.8
Secondary	18	8.5
Total	211	100.0

Table 9: Respondents' Level of Education
Source: Primary Data Computed

The results in Table 9 above indicates that 24.6% of the respondents were holding a degree as their level of education, 22.3% had attained diplomas, 17.2% had never studied, 15.6% were holding certificates as their level of education and 11.8% had studied up to primary level of education while 8.5% had secondary level of education. This implies that the workers had acquired some skills to work in the County.

4.2.7. Respondents' Working Experience

The table below 4.7 presents the number of years the respondents have been working/ using the company's products

Working Experience	Frequency	Percent
6 and Above	69	32.7
4 - 6 years	53	25.1
4 - 4 years	44	20.9
1 - 2 years	27	12.8
Less than 1 year	18	8.5
Total	211	100.0

Table 10: Respondents' Working Experience
Source: Primary Data Computed

The results in Table 10 above show that 32.7% of the respondents had a working experience of 6 years and above. In addition, 25.1% had a working experience of 5 to 6 years, 20.9% had 3 to 4 years working experience, followed by respondents with a working experience of 1 to 2 years 12.8% and 8.5% as the least with an experience of less than 1 year.

4.3. Relationship between Study Variables

Spearman correlation coefficient was used to determine the degree of relationship between the study variables as shown in the Table 11below.

	1	2	3	4
Armed conflict (1)	1.000			
Education (2)	.547**	1.000		
Peace building (3)	.827**	.659**	1.000	

Table 11: Pearson's Zero Order Correlation Matrix
*** . Correlation Is Significant at the .01 Level (2-Tailed).*
Source: Primary Data Computed

4.3.1. The Relationship between Armed Conflict and Peace Building

The results in Table 11above indicate a positive relationship between armed conflict and peace building (r = 0.827, P-value < 0.01) which implies that social-economic development can be attained with elimination of armed conflicts in the Country like South Sudan. And that the presence of an armed conflict will always affect the peace building of any City like Juba and the whole Country at large.

4.3.2. The relationship between Education and peace building

The results in Table 11above indicate a significant positive relationship between Education on peace building (r = 0.916, P-value < 0.01) which implies that with effective education systems, peace building is easily and quickly attained; but with poor education systems, then peace building is hard to achieve.

4.4. Regression Analysis

Regression analysis was used to examine how armed conflict and education determine the level of peace building in a country.

Model	Unstandardized Coefficients		Standardized Coefficients		
	B	Std. Error	Beta	T	Sig
Constant	5.433	22.087		.792	.459
Armed conflict	.684	.303	.668	1.346	.422
Education	.302	.410	.408	1.168	.146
R- Square =0.791, R- Square =0.491, Adjusted R- square = 0.387, F= 7.390, Sig = 0.188					

Table 12: below Shows the Regression Model for Armed Conflict, Education, Peace Building
Source: Primary Data Computed

Results in Table 12 above show (R= 0.644) a combination of armed conflict and education in assessing the level to which they can predict the level of social-economic development in the County like Juba. These variables explained 79.1% of the variance of peace building (R Square =.339). The most influential predictor of social-economic development was armed conflict (β = .668, Sig. 422). This is because the presence and absence of armed conflict influences the peace building of a society. Education is less likely to influence social-economic development since it portrays low significance (β = .408, Sig. 146) in the model.

A unit change in a possibility of an armed conflict will contribute to a change in the possibility of peace building by (.668) while a one unit change in education systems will contribute to a change in the peace building of the County like Juba and the whole Country at large (.408).

4.5. The Factor Loadings of Armed Conflict, Education and Peace Building

This research used factor loading in order to check how much a variable loads into its corresponding factor. To understand how each item is loaded into its relevant principal component we use table 4.4.1 for the factor loading of each item. Straub, (2004) suggests to us that value of each item in factor loading should be at least 0.50 into its relative principal component.

4.5.1. Factor Analysis of Ethnic conflict

Variables	Destruction of Infrastructure	Forced displacement	Loss of lives	Un protected human and property
Assets were lost and destroyed through heavy fighting and looting.	.860			
The efficiency of farm holdings is affected due to disruption of rural labour markets.	.848			
Limits imposed on the operation of larger farms affects the business	.831			
Civilian populations are often targets for both armies and rebel groups trying to expand their territorial control		.843		
Internal armed conflicts lead to cutting off large numbers of people from economic opportunities.		.734		
Internal armed conflicts can lead to a vicious cycle of displacement		.721		
Civilians in war zones may also be subject to war atrocities such as genocide			.726	
Loss of lives caused by violent armed conflicts affects sustainable development			.658	
A number of people have lost their live during the armed conflict in South Sudan.			.633	
More often human and property rights are infringed				.676
Persons that are not taking part in the conflict of those that can longer take part in the armed hostilities are respected				.629
There has been independency for the sake of protecting the innocent victims of conflict with their property				.610
Eigen Value	4.289	.483	.164	.064
Variance %	60.788	19.554	13.387	6.271
Cumulative	60.788	80.342	93.729	100

Table 13: Factor Analysis of Armed Conflict
Source: Primary Data Computed

The results show the factor analysis results of Armed conflict variables, four factors were extracted, component one explains (Destruction of infrastructure) 60.8%, the second Forced displacement shows 19.6%, the third (Loss of live)13.4% and the last Unprotected human and property 6.3% of the variance of Armed conflict.

The factor analysis results of armed conflict under destruction of infrastructure attribute were explained that; Assets were lost and destroyed through heavy fighting and looting 86%, the efficiency of farm holdings is affected due to disruption of rural labour markets 85% and that Limits imposed on the operation of larger farms affects the business.

Under Forced displacement attribute, they were explained that; civilian populations are often targets for both armies and rebel groups trying to expand their territorial control 84%, Internal armed conflicts lead to cutting off large numbers of people from economic opportunities 73% and that Internal armed conflicts can lead to a vicious cycle of displacement72%.

With the Loss of lives attribute, the results were explained that; Civilians in war zones may also be subject to war atrocities such as genocide 73%, Loss of lives caused by violent armed conflicts affects sustainable development 66% and that A number of people have lost their live during the armed conflict in South Sudan63%.

Lastly under Unprotected humans and property attribute, they were explained that; More often human and property rights are infringed68%, Persons that are not taking part in the conflict of those that can longer take part in the armed hostilities

are respected63% and that there has been independency for the sake of protecting the innocent victims of conflict with their property61%.

The results are in line with the armed conflict model by Blattman, (2010) which measures armed conflict with attributes like destruction of infrastructure, unprotected protected human and property rights, loss of lives and displacement of people.

4.5.2. Factor Analysis of Education

Variables	Change of Attitude	Imparting Positive Values	Enhancing Knowledge And Skills	Awareness About Human Rights
Peoples' attitudes towards other groups have been changed and are more tolerant to each other	.899			
Education has addressed has identified the underlying causes for conflict related to social justice	.874			
Education has helped the new generations understand why conflict took place and in dealing with its legacies	.844			
There has been full participation of and empowerment of women, men and youth		.827		
There has been a good atmosphere of understanding, tolerance and solidarity, sharing and free exchange of useful information,		.794		
Nonviolent means of managing conflict and the replacement of violent competition with cooperation has been done		.784		
Education instills survival skills and knowledge such as landmine awareness and protection from HIV and AIDS			.788	
Education provides opportunities for psychological, emotional and cognitive development			.726	
Education is also the most powerful tool to develop the economic and social skills necessary to generate sustainable livelihoods for successive generations			.690	
Education has been aimed at sensitizing women and the whole community on recognizing and enforcing their human rights				.684
Education has increased access to information by the population on available opportunities for increasing welfare				.636
Education has saved affected group more often than not is the women or children				.630
Eigen Value	2.443	.784	.546	.227
Variance %	61.070	19.603	13.652	5.675
Cumulative	61.070	80.673	94.325	100

Table 14: Factor Analysis of Education
Source: Primary Data Computed

The result in Table 14 above shows the factor analysis results of Education, four factors were extracted, component one (Change of attitude) explained 61.1%, followed by Imparting positive values with 19.6% then Enhancing knowledge and skills with 13.6% and the last Awareness about human rights with 5.7% of the variance of Education.

The factor analysis results of Education under Change of attitude attribute were explained that; peoples' attitudes towards other groups have been changed and are more tolerant to each other 90%, Education has addressed has identified the underlying causes for conflict related to social justice 87% and that Education has helped the new generations understand why conflict took place and in dealing with its legacies 84%.

Under Imparting positive values attribute, they were explained that; there has been full participation of and empowerment of women, men and youth 83%, there has been a good atmosphere of understanding, tolerance and solidarity, sharing and free exchange of useful information 79% and that nonviolent means of managing conflict and the replacement of violent competition with cooperation has been done 78%.

With the Enhancing knowledge and skills attribute, the results were explained that; Education instills survival skills and knowledge such as landmine awareness and protection from HIV and AIDS 84%, Education provides opportunities for psychological, emotional and cognitive development 73% and that Education is also the most powerful

tool to develop the economic and social skills necessary to generate sustainable livelihoods for successive generations 69%.

Lastly under Awareness about human rights attribute, they were explained that; Education has been aimed at sensitizing women and the whole community on recognizing and enforcing their human rights 68%, Education has increased access to information by the population on available opportunities for increasing welfare 64% and that Education has saved affected group more often than not is the women or children 63%.

The results are in line with the model of Smith, et al., (2011) which measures education using attributes like change of attitude, imparting positive values, enhancing knowledge and skills and awareness about human rights.

4.5.3. Factor Analysis of Peace building

Variables	Freedom of Association	Economic renewal	Reconciliation	Normalcy and rule of law
Changes are introduced in law, policy or practice to ensure that trade unions and employee organizations are registered and function without interference	.911			
There are mechanisms to ensure protection against acts of anti-union discrimination or interference established or expanded	.874			
Policies and mechanisms to promote collective bargaining are established or expanded	.850			
There has been development of the communities in the transitional societies		.862		
Economic renewal improves the peace building process and livelihoods of the war victims		.854		
People's incomes have improved because of the government's poverty eradication initiatives		.831		
People are united through diversity of innovative and creativity and possibility			.769	
Some people believe and some disagree that a desirable South Sudan is out of all different groups			.742	
Electoral preference is shared by a variety of factors, including priority issues and participation of inclusiveness			.723	
There is normalcy and all the citizens are equal before the law				.681
The law is published and it is known and understand by the ordinary people				.654
The law must be reasonably stable and this has favored the peace building and healing processes				.624
Eigen Value	2.088	1.642	.191	.079
Variance %	52.211	41.044	4.768	1.977
Cumulative	52.211	93.255	98.023	100

Table 15: Factor Analysis of Peace Building
Source: Primary Data Computed

The results in Table 15 above show the factor analysis results of Peace building, four factors were extracted and the first component (Freedom of Association) explained strategic planning better with 42.18%, the second component (Economic renewal) also explained more of Peace building with 31.25%, followed by Reconciliation with 19.51% and lastly Normalcy and rule of law which least explained Peace building with 7.06%.

The factor analysis results of Peace building under Freedom of Association attribute were explained that; Changes are introduced in law, policy or practice to ensure that trade unions and employee organizations are registered and function without interference 91%, there are mechanisms to ensure protection against acts of anti-union discrimination or interference established or expanded 87% and that Policies and mechanisms to promote collective bargaining are established or expanded 85%.

Under Gender equality attribute, they were explained that; there are programmes for community empowerment, nations and entire human family76%, we guarantee women and men equal rights under the law not only in education but also in other areas such as ownership of property leadership inheritance and marriage 74% and that women face discrimination in allocation of resources such as access to education, health care, nutrition, work and economic assets 72%.

With Access to medical & health attribute, the results were explained that; Good health enables us to participate fully in our state 71%, Good health provides us the means to pursue our goals in life 68% and that Our medical& health status affects our incomes and social-economic development67%.

Lastly under Food security & income attribute; the County leaders support us for our increased income level 70%, the state leaders carry out programmes for increased income levels of the people 65% and that income maintenance affects our social welfare and social-economic development62%.

The results are in line with the model of Crafts, (2014) which measured Socio-economic development with attributes like; education levels, gender equality, access to medical & health, food security & income and employment status.

5. Interpretation of the Findings

5.1. Introduction
This chapter presents interpretation of the study findings.

5.2. Bio Data

5.2.1. Gender of the Respondents
The results indicated that at 64.5% were males and 35.5% were females. This implied that most of the people fostering the social-economic development strategies were male. This is as a result of previous armed conflict yet such events engage men more. However, obtaining information from both male and female is an indicator that the information contained in this report is gender sensitive hence the report data being genuine.

5.2.2 Age Group of the Respondents
The results showed that 33.7% of respondents were between the age ranges of 41 – 50 years. In addition, those within the age bracket of 21 – 30 were 27%. Those who were between the age range of 31 – 40 years were ranked 3rd with a statistical representation of 22.7%. 16.6% were between the age range of 50 and above.

This implied that people who are engaged with the county that respond to the cause and the process of building peace building and education systems are between the age range of 41 – 50 years, an indicator that institutions employ mature and energetic people who can effectively carry out all possible strategies for social-economic development. Therefore, presentation of data obtained from mature respondents of above 31 years means that data contained in this study is good and reasonable.

5.2.3.Marital Status of the Respondents
The results indicated that 59.2% of respondents were married, 28.9% were single, 8.1% had separated from their partners and 3.8% were divorced. This implies that most of the people employed by the County and those engaged in expanding and armed conflict and education systems were married, a sign of responsibility.

5.2.4. Number of Children for the Respondents
The results also indicated that 32.7% of the respondents were with children ranging from 1 to 3. In addition, 27.1% had 4 to 6 children, 22.7% had above 6 children and 17.5% had no children.
This implied that most of the people engaged in the social-economic development process were of reasonable families that had 1 to 3 and above dependents that required a responsible individual, an indication that they care a lot about peace, a fact that makes them work hard towards creating it.

5.2.5. Number of Dependents for the Respondents
The results of the study indicate that 39.4% of the respondents were with dependents ranging from 1 to 3. In addition, 28.2% had 4 to 6 dependents, 25.4% had above 6 dependents and 7.1% had no dependents, 34.6% of the respondents were with dependents ranging from 1 to 3. In addition, 29.4% had 4 to 6 dependents, 25.6% had above 6 dependents and 10.4% had no dependents. This generally implied that the employees and citizens in Juba County were hard working since most of them had dependents to cater for. The big numbers of dependents were attributed to the existence of wars in the country for a long time.

5.2.6. Education Levels of the Respondents
Results also indicated that 24.6% of the respondents were holding a degree as their level of education, 22.3% had attained diplomas, 17.2% had never studied, 15.6% were holding certificates as their level of education and 11.8% had studied up to primary level of education while 8.5% had secondary level of education. This implies that the workers had acquired some skills to work in the County. This implies that most of the people engaged in the social-economic development process had the skills to implement all the strategies for social-economic development basing on the level of education. The results also indicated that the information got during the research can be depended on as majority of the respondents were educated with capability of researching and making independent decisions.

5.2.7. Number of Years the Respondents Have Been Working with the Organisation
The results indicated that 32.7% of the respondents had a working experience of 6 years and above. In addition, 25.1% had a working experience of 5 to 6 years, 20.9% had 3 to 4 years working experience, followed by respondents with a working experience of 1 to 2 years 12.8% and 8.5% as the least with an experience of less than 1 year. This implied that

most of the respondents who participated in this study had a high working experience of 5-6 years an indicated that data obtained was from people who were mature in working experience in the County. An indication that information got from them was not biased.

5.3. The Relationship between the Variables

5.3.1. The Relationship between Armed Conflict and Social-Economic Development

The results indicated a positive relationship between Armed Conflict and Social-economic development (r = 0.827, P-value < 0.01) which implied that social-economic development can be attained with elimination of armed conflict, but with continued armed conflict, it is hard to achieve social-economic development of any County.

The results are in line with Camacho and Rodriguez, (2012) that armed violence can result in the loss of fixed assets, the disruption of formal and informal labour markets, reductions in (or absence of) foreign and domestic investment, declining tax revenues and diminishing service-delivery capacities. In short, armed violence undermines peace building. Weber, (2011) argued that the most urgent and important peacebuilding objectives were identified as 'establishing security, building confidence in a political process, delivering initial peace dividends and expanding core national capacity.' As suggested by a survey respondent, basic services delivery, which lies at the core of humanitarian action, could support peacebuilding by helping to establish security.

5.3.2. The Relationship between Education and Social-Economic Development

The results indicated a significant positive relationship between Education and Social-economic development (r = 0.916, P-value < 0.01) which implied that with effective education systems, social-economic development is easily and quickly attained; but with poor education systems, then social-economic development is hard to achieve.

The results are supported by Barakat and Hardman, (2010) who said that education is an important driver of social development and can also contribute to transformations through other sectors within post-conflict societies in terms of changing behaviors and attitudes to violence, policing and the legal system; to a better understanding of the political system, how it operates and its implications for local communities; to the development of skills that support economic regeneration and sustainable livelihoods; and to changing social relations between groups or dealing with the legacies of conflict.

5.3.3. The Factor Structure of Armed Conflict and Education on Peace Building

The results indicated (R= 0.644) as a combination of armed conflict and education in assessing the level to which they can predict the level of social-economic development in the County like Juba. Such that a unit change in a possibility of an armed conflict will contribute to a change in the possibility of social-economic development by (.668) while a one unit change in education systems will contribute to a change in the social-economic development of the County like Juba and the whole Country at large (.408).

The results are in line with Campbell, (2011) who said that armed violence can result in the loss of fixed assets, the disruption of formal and informal labour markets, reductions in (or absence of) foreign and domestic investment, declining tax revenues and diminishing service-delivery capacities thus affecting the humanitarian aspects. Lucchi, Elena, (2010) concludes that absence of an armed conflict and education contributes to advancing the restoration of basic services, promoting human rights and a climate of confidence, winning trust of the population and engaging them in peace processes.

6. Conclusions and Recommendations

6.1. Introduction

This chapter highlights the major conclusion and recommendations of the study. The findings are outlined in direct response to the specific objectives. Recommendations have been provided to incorporate armed conflict with education with the overall aim of improving on the speed and effectiveness of social-economic development in South Sudan and further research.

6.2. Conclusions

The study established that in general terms variables including armed conflict and education play a big role in social-economic development in South Sudan. This trend shows that there is actually a need for good systems to avoid armed conflict and effective education systems as the best way to strengthen and improve social-economic development in South Sudan.

The challenge however, is that armed conflict effective education systems that can be used to avoid wars and improve social-economic development in the County and the Country as a whole yet education heavily impactssocial-economic developmentin any country like South Sudan. Therefore, the government and other international partners should devise strategies to avoid any further wars and effective education systems which ultimately leads to faster and steadiersocial-economic development in South Sudan.

6.3. Recommendations

Basing on the study findings and the conclusions, the researcher derived the following recommendations:

6.3. 1. Objective One: Armed Conflict and Social Economic Development

The results of the study indicated that armed Conflict directly affects the social economic development process in South Sudan; the study recommends that there should be peace building measures that directly focus on how to combat armed conflict especially the fighters, a proper recommendable approach would be fostering Amnesty programs for fighters to ensure peace building. Much effort should be put into such programs for a faster peace building process which ultimately will lead to improved social economic development in the Country.

6.3. 2. The Relationship between Education and Social-Economic Development

The results indicated a significant positive relationship between Education and Social-economic development which implied that with effective education systems, social-economic development is easily and quickly attained; but with poor education systems, then social-economic development is hard to achieve. The study recommends that all counties, organizations and stakeholders should invest heavily in educating their staff and sensitizing their beneficiaries about the need for peace building and where need be, set up education programs for their staff in a bid to build their competence. Education, as discovered by the research, plays an important role in social-economic development thus it should be accorded much attention.

6.3. 3.The Factor Structure of Armed Conflict and Education on Peace Building

The results indicated (R= 0.644) as a combination of armed conflict and education in assessing the level to which they can predict the level of social-economic development in the County like Juba. Such that a unit change in a possibility of an armed conflict and education will contribute to a change in the possibility of social-economic development. The study recommends that;

Peace building to end conflicts should be advocated for through all channels right from curbing armed conflict, engaging more organizations that will help in responding to any circumstances that threaten peace and most importantly with strong education systems as it is the main determinant of how fast the social-economic development process can bear visible fruits.

6.4. Areas for Further Research

This study has identified the need to investigate and analyse the role of civil society organizations in restoring family links and reconciliation in rural area, this as will help establish how civil society organizations can help promote peace building in South Sudan.

7. List of Acronyms and Abbreviations

ANOVA   →   Analysis of Variance
CVR   →   Content Validity Ratio
DRC   →   Democratic Republic of Congo
FDI   →   Foreign Direct Investments
GDP   →   Gross Domestic Product
GMR   →   Global Monitoring Report
HDI   →   Human Development Index
HIV/AIDS   →   Human Immune Virus/ Acquired Immunodeficiency Syndrome
MDGs   →   Millennium Development Goals
SPSS   →   Statistical Package for Social Scientists
UN   →   United Nations
UNESCO   →   United Nations Educational, Scientific and Cultural Organization
USD   →   United States Dollar
WDR   →   World Development Report
WHO   →   World Health Organization

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Appendix

Questionnaire

Citizens' Questionnaire
Dear Sir/ Madam
I am   a student at Juba University pursuing a postgraduate diploma in International relations. As one of the requirements for the award of the above degree, I am required to carry out a research project. The research is to provide a broader understanding of how armed conflict and education affect social-economic development of South Sudan with Juba County as a case. These questions are intended to facilitate this study. You have been randomly selected as a citizen of the above county and you are kindly requested to spare some time and voluntarily respond to the following questions. All your responses will be treated confidentially.
Your input is highly appreciated.

Please tick your selected option

Section A: Bio Data

1. Gender
Male ☐

Female ☐

2. Age Group

21 – 30 Yrs ☐

31 – 40 Yrs ☐

41 – 50 Yrs ☐

Over 50 Yrs ☐

3. Marital status
Single ☐

Married ☐

Divorced ☐

4. Number of biological children
None

1-3 ☐

4-6 ☐

6 + ☐

5. Number of dependents
None ☐

1-3 ☐

4-6 ☐

6+ Yrs ☐

6. Education level
Never Studied   1   ☐

Primary Secondary   2   ☐

Certificate   3   ☐

Diploma   4   ☐

Tertiary   5   ☐

7. Number of years spent in Juba County

Less than 1 Yrs

1-2 Yrs ☐

2-4 Yrs ☐

4-6 Yrs ☐

6+ Yrs ☐

Section B: Armed Conflicts

	Please indicate the degree to which you agree with the following statements. Tick the scale	No Extent	Small Extent	Moderate Extent	Great Extent	Very Great Extent Agree
		1	2	3	4	**5**
	Destruction of Infrastructure					
1	Assets were lost and destroyed through heavy fighting and looting.					
2	The efficiency of farm holdings is affected due to disruption of rural labour markets.					
3	Limits imposed on the operation of larger farms affects the business					
4	There was destruction of houses in the country					
5	Destruction of infrastructure affected sustainable development in the country.					
	Forced Displacement					
6	Armed conflicts are typically accompanied by large population movements					
7	Civilian populations are often targets for both armies and rebel groups trying to expand their territorial control					
8	Internal armed conflicts lead to cutting off large numbers of people from economic opportunities.					
9	Internal armed conflicts can lead to a vicious cycle of displacement					
10	Internal armed conflicts lead to destruction of social networks					
	Loss of Lives					
11	Violent armed conflicts kill and injure civilians and combatants					
12	Violent armed conflicts cause severe psychological damage to those involved in fights, to those living in war-torn communities and to displaced populations					
13	Civilians in war zones may also be subject to war atrocities such as genocide					
14	Loss of lives caused by violent armed conflicts affects sustainable development					
15	A number of people have lost their live during the armed conflict in South Sudan.					
	Unprotected Human and Property Rights					
16	The government has tried to refrain from certain acts in order to protect human and property rights					
17	The armed rebels respect both human and property rights					
18	More often human and property rights are infringed					
19	Persons that are not taking part in the conflict of those that can longer take part in the armed hostilities are respected					
20	There has been independency for the sake of protecting the innocent victims of conflict with their property					

Table 16

Section C: *Education*

	Please indicate the degree to which you agree with the following statements. Tick the scale	No Extent	Small Extent	Moderate Extent	Great Extent	Very Great Extent Agree
		1	**2**	**3**	**4**	**5**
	Change of Attitude					
1	Peoples' attitudes towards other groups have been changed and are more tolerant to each other					
2	Education has addressed the social and cultural issues related to fundamental freedoms within broader society					
3	structural inequalities are also addressed					
4	Education has addressed has identified the underlying causes for conflict related to social justice					
5	Education has helped the new generations understand why conflict took place and in dealing with its legacies					
6	There is independence of the media and media independence, religious freedoms and attitudes					
	Imparting Positive Values					
7	Education has imparted positive values and modes of behavior based on non-violence					
8	There has been respect for fundamental human rights					
9	There has been full participation of and empowerment of women, men and youth					
10	There has been a good atmosphere of understanding, tolerance and solidarity, sharing and free exchange of useful information,					
11	Nonviolent means of managing conflict and the replacement of violent competition with cooperation has been done					
	Enhancing Knowledge and Skills					
11	Education can provide protection from violence, particularly for girls					
12	Schools have been helping in protecting people from more recruitment and exploitation					
13	Education instills survival skills and knowledge such as landmine awareness and protection from HIV and AIDS					
14	Education provides opportunities for psychological, emotional and cognitive development					
15	Education is also the most powerful tool to develop the economic and social skills necessary to generate sustainable livelihoods for successive generations					
	Awareness about Human Rights					
21	Education has been aim at sensitizing women and the whole community on recognizing and enforcing their human rights					
22	Education has increased access to information by the population on available opportunities for increasing welfare					
23	The society is aware of their human rights					
24	Education has been aim at increasing awareness on income and land rights.					
25	Education has saved affected group more often than not is the women or children					

Table 17

Section D: Peace Building

	To what extent do you agree with the following statements? Tick the scale	No Extent	Small Extent	Moderate Extent	Great Extent	Very Great Extent
		1	2	3	4	5
	Freedom of Association					
1	There is awareness-raising strategy in freedom of association					
2	There is progress in the respect of fundamental civil liberties					
3	Changes are introduced in law, policy or practice to ensure that trade unions and employee organizations are registered and function without interference					
4	There are mechanisms to ensure protection against acts of anti-union discrimination or interference established or expanded					
5	Policies and mechanisms to promote collective bargaining are established or expanded					
	Economic Renewal					
6	The government and other international actors have improved employment opportunities for the generation in the transitional societies					
7	There are economic foundations for growth in the Country					
8	There has been development of the communities in the transitional societies					
9	Economic renewal improves the peace building process and livelihoods of the war victims					
10	People's incomes have improved because of the government's poverty eradication initiatives					
	Reconciliation					
11	There are shared commitment among citizens to the institutions and values of the state					
12	There is trust among people after the conflict					
13	People are united through diversity of innovative and creativity and possibility					
14	Some people believe and some disagree that a desirable South Sudan is out of all different groups					
15	Electoral preference are shared by a variety of factors, including priority issues and participation of inclusiveness					
	Normalcy and Rule of Law					
16	The leader rule in accordance with the law					
17	There is normalcy and all the citizens are equal before the law					
18	The law is published and it is known and understand by the ordinary people					
19	The law must is reasonably stable and this has favored the peace building and healing processes					

Table 18

Leaders' Questionnaire

Dear Sir/ Madam

I am, a student at Juba University pursuing a Postgraduate Diploma of Arts in International relations. As one of the requirements for the award of the above degree, I am required to carry out a research project. The research is to provide a broader understanding of how armed conflict and education affect social-economic development of South Sudan with Juba County as a case. These questions are intended to facilitate this study. You have been randomly selected as an employee of the above county and you are kindly requested to spare some time and voluntarily respond to the following questions. All your responses will be treated confidentially.

Your input is highly appreciated.

Please tick your selected option

Section A: Bio data

1. Gender

Male   ☐

Female   ☐

2. Age Group

21 – 30 Yrs   ☐

31 – 40 Yrs   ☐

41 – 50 Yrs   ☐

Over 50 Yrs   ☐

3. Marital status

Single   ☐

Married   ☐

Divorced   ☐

Others   ☐

4. Number of biological children

None   ☐

1-3   ☐

4-6   ☐

6 +   ☐

5. Number of dependents

None   ☐

1-3   ☐

4-6   ☐

6+   ☐

6. Education level

Never studied   1   ☐

Primary   2   ☐

Certificate   4   ☐

Diploma   5   ☐

Degree   6   ☐

7. Number of years working Juba County

Less than 1 Yrs

1-2 Yrs   ☐

2-4 Yrs   ☐

4-6 Yrs   ☐

6+ Yrs   ☐

Section B: Armed Conflicts

	Please indicate the degree to which you agree with the following statements. Tick the scale	No Extent	Small Extent	Moderate Extent	Great Extent	Very Great Extent *Agree*
		1	2	3	4	5
	Destruction of Infrastructure					
1	Assets were lost and destroyed through heavy fighting and looting.					
2	The efficiency of farm holdings is affected due to disruption of rural labour markets.					
3	Limits imposed on the operation of larger farms affects the business					
4	There was destruction of houses in the country					
5	Destruction of infrastructure affected sustainable development in the country.					
	Forced Displacement					
6	Armed conflicts are typically accompanied by large population movements					
7	Civilian populations are often targets for both armies and rebel groups trying to expand their territorial control					
8	Internal armed conflicts lead to cutting off large numbers of people from economic opportunities.					
9	Internal armed conflicts can lead to a vicious cycle of displacement					
10	Internal armed conflicts lead to destruction of social networks					
	Loss of Lives					
11	Violent armed conflicts kill and injure civilians and combatants					
12	Violent armed conflicts cause severe psychological damage to those involved in fights, to those living in war-torn communities and to displaced populations					
13	Civilians in war zones may also be subject to war atrocities such as genocide					
14	Loss of lives caused by violent armed conflicts affects sustainable development					
15	A number of people have lost their live during the armed conflict in South Sudan.					
	Unprotected Human and Property Rights					
16	The government has tried to refrain from certain acts in order to protect human and property rights					
17	The armed rebels respect both human and property rights					
18	More often human and property rights are infringed					
19	Persons that are not taking part in the conflict of those that can longer take part in the armed hostilities are respected					
20	There has been independency for the sake of protecting the innocent victims of conflict with their property					

Table 19

Section C: Education

	Please indicate the degree to which you agree with the following statements. Tick the scale	No Extent	Small Extent	Moderate Extent	Great Extent	Very Great Extent
		1	2	3	4	5
	Change of Attitude					
1	Peoples' attitudes towards other groups have been changed and are more tolerant to each other					
2	Education has addressed the social and cultural issues related to fundamental freedoms within broader society					
3	structural inequalities are also addressed					
4	Education has addressed has identified the underlying causes for conflict related to social justice					
5	Education has helped the new generations understand why conflict took place and in dealing with its legacies					
6	There is independence of the media and media independence, religious freedoms and attitudes					
	Imparting Positive Values					
7	Education has imparted positive values and modes of behavior based on non-violence					
8	There has been respect for fundamental human rights					
9	There has been full participation of and empowerment of women, men and youth					
10	There has been a good atmosphere of understanding, tolerance and solidarity, sharing and free exchange of useful information,					
11	Nonviolent means of managing conflict and the replacement of violent competition with cooperation has been done					
	Enhancing Knowledge and Skills					
11	Education can provide protection from violence, particularly for girls					
12	Schools have been helping in protecting people from more recruitment and exploitation					
13	Education instills survival skills and knowledge such as landmine awareness and protection from HIV and AIDS					
14	Education provides opportunities for psychological, emotional and cognitive development					
15	Education is also the most powerful tool to develop the economic and social skills necessary to generate sustainable livelihoods for successive generations					
	Awareness about Human Rights					
21	Education has been aim at sensitizing women and the whole community on recognizing and enforcing their human rights					
22	Education has increased access to information by the population on available opportunities for increasing welfare					
23	The society is aware of their human rights					
24	Education has been aimed at increasing awareness on income and land rights.					
25	Education has saved affected group more often than not is the women or children					

Table 20

Section D: Peace Building

		To what extent do you agree with the following statements? Tick the scale	No extent	Small extent	Moderate extent	Great extent	Very great extent
			1	2	3	4	5
		Freedom of Association					
1		There is awareness-raising strategy in freedom of association					
2		There is progress in the respect of fundamental civil liberties					
3		Changes are introduced in law, policy or practice to ensure that trade unions and employee organizations are registered and function without interference					
4		There are mechanisms to ensure protection against acts of anti-union discrimination or interference established or expanded					
5		Policies and mechanisms to promote collective bargaining are established or expanded					
		Economic Renewal					
6		The government and other international actors have improved employment opportunities for the generation in the transitional societies					
7		There are economic foundations for growth in the Country					
8		There has been development of the communities in the transitional societies					
9		Economic renewal improves the peace building process and livelihoods of the war victims					
10		People's incomes have improved because of the government's poverty eradication initiatives					
		Reconciliation					
11		There is shared commitment among citizens to the institutions and values of the state					
12		There is trust among people after the conflict					
13		People are united through diversity of innovative and creativity and possibility					
14		Some people believe and some disagree that a desirable South Sudan is out of all different groups					
15		Electoral preference is shared by a variety of factors, including priority issues and participation of inclusiveness					
		Normalcy and Rule of Law					
16		The leader rule in accordance with the law					
17		There is normalcy and all the citizens are equal before the law					
18		The law is published and it is known and understand by the ordinary **People**					
19		The law must be reasonably stable and this has favored the peace building and healing processes					

Table 21

No.	ITEM	Quantity	Cost/Unit(USSP)	Total cost (USSP)
1.	Stationery	1 (ream)	100	100
2.	Printing & Binding	-	500	500
3.	Communication	-	2000	2000
4.	Transport	-	3000	3000
5.	Lunch	10 days	50	500
6.	Research Assistants	2	1000	2000
7.	Miscellaneous	-	1500	1500
8.	Data analysis		2000	2000
TOTAL				12500

Table 22: Budget Estimates

STAGE	MONTHS							
	March	April	May	June	July	July/ Aug	Aug	Aug/ Sept
Concept Paper Writing	■							
Proposal Writing	■	■	■	■				
Data collection					■			
Data Analysis						■		
Report Writing							■	
Submission								■

Table 23: Work Plan