

UPPER NILE UNIVERSITY

**THE IMPACT OF ENVIRONMENTAL CONFLICT AND EDUCATION ON
SOCIAL ECONOMIC DEVELOPMENT IN SOUTH SUDAN**

By Dr Gabriel Alier Riak PhD* and PhD Candidate Dut Bol Ayuel Bill
Upper Nile University

**Corresponding Author: -*

DEFINITION OF KEY TERMS

Environmental conflict: It is a contested incompatibility which concerns government and/or territory where the use of ethnic 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).

Education: It 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 (Smith, et al., 2011).

Socio-economic development: It is a process that involves socioeconomic structural changes which affect political, social and political spheres of the country. These changes are represented by improvements in living standards such as rising income and improving health and educational systems (Economic Development, 2009).

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 |

ABSTRACT

This study aimed at providing a broader understanding of how ethnic conflict and education affect social-economic development of South Sudan. The objectives of the study were to examine the relationship between ethnic conflict and Social-economic development of South Sudan, analyse the relationship between Education and Social-economic development of South Sudan and to study the factor structure of ethnic conflict and Education on Social-economic development 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; ethnic conflict and social-economic development ($r = 0.827$, $P\text{-value} < 0.01$), Education and Social-economic development ($r = 0.916$, $P\text{-value} < 0.01$) 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 ethnic 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 study recommends that there should be peace building measures that directly focus on how to combat ethnic conflict especially the fighters, a proper recommendable approach would be fostering Amnesty programs for fighters to ensure peace building, 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 and that peace building to end conflicts should be advocated for through all channels right from curbing ethnic conflict, engaging more organizations and most importantly with strong education systems.

TABLE OF CONTENTS

DEDICATION..... Error! Bookmark not defined.

ACKNOWLEDGEMENT..... Error! Bookmark not defined.

DEFINITION OF KEY TERMS i

LIST OF ACRONYMS AND ABBREVIATIONS..... i

ABSTRACT..... i

TABLE OF CONTENTS..... ii

LIST OF TABLES AND FIGURES iv

CHAPTER ONE 1

INTRODUCTION AND BACK GROUND TO THE STUDY 1

1.0 Introduction..... 1

1.1 Background to the study..... 1

1.2 Problem Statement..... 2

1.3 Purpose of the study..... 2

1.4 Research Objectives..... 2

1.5 Research Questions 2

1.6 Scope of the Study 2

1.6.1 Subject scope 2

1.6.1 Geographical Scope..... 2

1.6.2 Time Scope..... 2

1.7 Significance of the Study 2

CHAPTER TWO 4

LITERATURE REVIEW..... 4

2.0 Introduction..... 4

2.1.1 Ethnic conflict..... 4

2.2 The relationship between Education and Socio-economic development 5

2.2 Education..... 5

2.3 The factor structure of Environmental conflict and education on socio-economic development 6

CHAPTER THREE 7

METHODOLOGY 7

3.0 Introduction..... 7

3.1 Research Design 7

3.2 Research Population 7

3.3 Sampling Procedure..... 7

3.4 Sample Size 7

3.5 Sources of Data..... 8

3.5.1 Primary data..... 8

3.5.2 Secondary data 8

3.6 Research methods 8

3.6.1 Questionnaire 8

3.6.2 Interview method 8

3.7 Data collection instruments 8

3.7.1 Closed Questionnaire 8

3.7.2 Interview guide..... 8

3.8 Validity and reliability of research instruments..... 8

3.9 Measurement of Variables 9

3.10 Ethical Considerations..... 9

3.11. Data process and analysis 9

3.12 Anticipated limitations and problems encountered 9

CHAPTER FOUR..... 11

INTERPRETATION AND ANALYSIS OF STUDY FINDINGS 11

4.0 Introduction..... 11

4.1 Respondents’ Bio Data..... 11

4.1.1 Gender of respondents..... 11

4.1.2 Age Group of the Respondents 11

4.1.3 Marital Status of the Respondents..... 11

4.1.4 Respondents’ Number of Biological children 12

4.1.5 Respondents’ Number of Dependants 12

4.1.6 Respondents’ Level of Education 12

4.1.7 Respondents’ working experience 13

4.2 Relationship between Study Variables 13

4.2.1 The relationship between Armed conflict and Social-economic development..... 13

4.2.2 The relationship between Education and Social-economic development..... 13

| | |
|---|------------------------------|
| 4.3 Regression analysis | 14 |
| 4.4The factor loadings of Ethnic Conflict, Education and Social-economic development..... | 14 |
| 4.4.1Factor Analysis of Ethnic conflict..... | 14 |
| 4.4.2Factor Analysis of Education | 15 |
| 4.4.3Factor Analysis of Social-economic development..... | 16 |
| CHAPTER FIVE | 18 |
| INTERPRETATION OF THE FINDINGS..... | 18 |
| 5.0 Introduction..... | 18 |
| 5.1 Bio Data | 18 |
| 5.1.1 Gender of the respondents..... | 18 |
| 5.1.2 Age group of the respondents..... | 18 |
| 5.1.3 Marital Status of the respondents..... | 18 |
| 5.1.4 Number of children for the respondents | 18 |
| 5.1.5 Number of dependants for the respondents..... | 18 |
| 5.1.6 Education levels of the respondents..... | 18 |
| 5.1.7 Number of years the respondents have been working with the organisation | 18 |
| 5.2 The relationship between the variables | 19 |
| 5.2.1 The relationship between Ethnic Conflict and Social-economic development | 19 |
| 5.2.2 The relationship between Education and Social-economic development | 19 |
| 5.2.3 The factor structure of Ethnic Conflict and Education on Peace building | 19 |
| CHAPTER SIX | 20 |
| CONCLUSIONS AND RECOMMENDATIONS | 20 |
| 6.0 Introduction..... | 20 |
| 6.1 Conclusions | 20 |
| 6.2 Recommendations | 20 |
| 6.2.1 Objective one: environmental conflict and social economic development | 20 |
| 6.1.2 The relationship between Education and Social-economic development | 20 |
| 6.2.3 The factor structure of environmental Conflict and Education on Peace building..... | 20 |
| 6.3 Areas for further research..... | 20 |
| APPENDICES | Error! Bookmark not defined. |
| CITIZENS' QUESTIONNAIRE | Error! Bookmark not defined. |
| Section A: Bio data | Error! Bookmark not defined. |
| Section B:ARMED CONFLICTS | Error! Bookmark not defined. |
| Section C:EDUCATION..... | Error! Bookmark not defined. |
| Section D:SOCIAL-ECONOMIC DEVELOPMENT | Error! Bookmark not defined. |
| LEADERS' QUESTIONNAIRE..... | Error! Bookmark not defined. |
| Section A: Bio data | Error! Bookmark not defined. |
| Section B:Ethnic CONFLICTS..... | Error! Bookmark not defined. |
| Section C:EDUCATION..... | Error! Bookmark not defined. |
| Section D: SOCIAL-ECONOMIC DEVELOPMENT | Error! Bookmark not defined. |
| Appendix II: BUDGET ESTIMATES | Error! Bookmark not defined. |
| Appendix 3: WORK PLAN | Error! Bookmark not defined. |

LIST OF TABLES AND FIGURES

Table 3.1: Population size..... 7
 Table: 3.2: Proportionate Stratified Random Sampling..... 8
 Table 3.3: Reliability of the Instrument Variable 9
 Table 4.1: Gender by respondent distribution..... 11
 Table 4.2: Age Group of the Respondents..... 11
 Table 4.3: Marital Status of the Respondents 11
 Table 4.4: Respondents’ Number of Biological children 12
 Table 4.5: Respondents’ Number of Dependants 12
 Table 4.6: Respondents’ Level of Education 12
 Table 4.7: Respondents’ working experience 13
 Table 4.8 Pearson’s zero order correlation matrix 13
 Table 4.9 below shows the regression model for environmental conflict, education, social-economic development 14
 Table 4.10: Factor Analysis of Ethnic conflict 14
 Table 4.10: Factor Analysis of Education..... 15
 Table 4.11: Factor Analysis of Social-economic development 16

LIST OF FIGURES

Figure 1: Conceptual Frame Work **Error! Bookmark not defined.**

CHAPTER ONE

INTRODUCTION AND BACK GROUND TO THE STUDY

1.0 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 ethnic 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 ethnic 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 ethnic 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.

1.1 Background to the study

An environmental 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 labour markets, reductions in (or absence of) foreign and domestic investment, declining tax revenues and diminishing service-delivery capacities. In short, ethnic 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 about human rights) that were proposed by (Smith, et al., 2011).

Socio-economic development a process that involves "socioeconomic structural changes which affect political, social and political spheres of the country. These changes are represented by improvements in living standards such as rising income and improving health and educational systems (Economic Development, 2009). The basis of development is built on economic growth, political and social modernizations (Pieterse, 2001). And social development is the product of the application of the powers of mind to organize the physical materials, social activities and mental ideas of humanity to achieve greater material, social, mental and spiritual experience. In the widest sense, it refers as orderly arrangement of human activities to achieve greater productivity, efficiency, innovation and creativity (Lawal, 2011). According to Crafts, (2014) economic development involves proper and adequate utilization of a nation's resources in order to;

efficiently increase the productivity for the betterment of the people, with the use of application of modern technology and science, which involves mass education, reasonable political order and efficient management of resources. Socio-economic development is measured by attributes like; education levels, gender equality, access to medical & health, food security & income and employment status (Crafts, 2014).

1.2 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 (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.

1.3 Purpose of the study

The study aims at provide a broader understanding of how ethnic conflict and education affect social-economic development of South Sudan.

1.4 Research Objectives

- i. To examine the relationship between environmental conflict and Social-economic development of South Sudan.
- ii. To analyses the relationship between Education and Social-economic development of South Sudan.
- iii. To study the factor structure of environmental conflict and Education on Social-economic development of South Sudan.

1.5 Research Questions

- i. What is the relationship between environmental conflict and Social-economic development of South Sudan?
- ii. What is the relationship between Education and Social-economic development of South Sudan?
- iii. What is the factor structure of environmental conflict and Education on Social-economic development of South Sudan?

1.6 Scope of the Study

1.6.1 Subject scope

This study focused on how ethnic conflict and education on social-economic development of South Sudan. The research was restricted to armed conflict and education on social-economic development.

1.6.1 Geographical Scope

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

1.6.2 Time Scope

The study reviewed documents from 2008 to 2015 and it was conducted between March and July 2016.

1.7 Significance of the Study

- i. **Academic significance.**

The study can enrich on the existing body of knowledge on ethnic conflict and education and how they affect the Social-economic development of South Sudan. The results which will be gotten from the findings can bring light on the actual situation on ethnic conflict and South Sudan's education system and how it has affected her social-economic development 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.

ii. Industry significance

The study can be used by other counties and organizations to discover the strategies that can be used to improve on the social-economic development as a nation. Managements and other bodies can come up with new strategies on ethnic conflict and education for social-economic development.

iii. Policy makers

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 social-economic development in South Sudan. The study can also benefit the policy makers at both national and institutional levels through policy formulation and change of policy in regard to armed conflict and education and social-economic development.

Description of the Conceptual Framework.

The conceptual framework is self-developed with modifications from Todaro, (2010). ethnic Conflict is measured by attributes like destruction of infrastructure, unprotected protected human and property rights, Loss of lives and displacement of people basing on ethnic 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 Socio-economic development which happens to be the dependent variable is measured based on the model of Crafts, (2014) with attributes like; education levels, gender equality, access to medical & health, food security & income and employment status.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter reviews the existing literature put forward by different scholars and personalities on ethnic 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.

2.1 The relationship between Ethnic conflict and Social-economic development

2.1.1 Ethnic conflict

Ethnic 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 ethnic 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, ethnic 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). Ethnic conflict is measured by attributes like destruction of infrastructure, unprotected protected human and property rights, Loss of lives and displacement of people (Blattman, 2010).

- **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).

- **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 (Bandyopadhyaya, 2010).

- **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).

- **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 warring 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).

1.9.1.2 Social-economic development

A society develops economically a society is recognized as developed when its members increase jointly their capacity for dealing with the environment (Habasonda, 2013). This capacity is dependent on the extent to which they understand the laws of nature (science), and on the extent to which they put that understanding into practice by devising tools (technology), and on the manner in which work is organized (United Nations, 2011). Modern democratic societies rely on the power of education and the media to get the word around about what problems we collectively face. Those societies whose citizens are encouraged to engage in the fullest and most enlightened exercise of choice will have the greatest potential for development (Habasonda, 2013).

In other words, economic development demands and entails profound cultural change, including, often, transformation of political system, of individual behaviour and norms, of the culture of work and production, and most fundamentally, modifications in the manner in which society confronts, moulds, propels, and adapts itself to the requirements of technological progress that are found in economic growth and human development (Cypher and Dietz, 2009). Todaro and Smith (2011) postulated three components of economic growth that can be transformed to economic development if properly carried out: firstly, Capital accumulation, including all new investments in land, physical, equipment, and human resources through improvements in health, education, and job skills, secondly, growth in population and in

labour force. Thirdly, Technological progress which helps in accomplishing mass productions or tasks. Social-Economic development of the Country is measured by the following attributes;

• Education levels

Apart from introducing western education into the country, globalization has also opened doors for thousands of South Sudan students, researchers, professionals and academic staffs to receive best or quality education in other countries around the world, thus integrating South Sudanese into world class higher education system, increasing knowledge and competences for national development (Crafts, 2014).

• Gender equality

When we empower women, we empower communities, nations and entire human family” UN Secretary-General Ban Ki-moon. In line with the UN MDGs: Promote gender equality and empower women, has led the evolution of gender equality across the world over the past quarter century. There has been an improvement on many gender activities (United Nations, 2012). Many countries like South Sudan, than ever before 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 (World Bank, 2012a). Notwithstanding the progress so far, Gender inequality persists and it's remained pervasive in the Country where women continue to face discrimination in allocation of resources such as access to education, health care, nutrition, work and economic assets, and participation in government (UN, 2012, World Bank, 2012a).

• Access to medical & health

The World Health Organization (WHO) has, rather ambitiously, defined good health as not merely the absence of disease, but a state of complete physical, mental and social well-being (WHO, 2012). Good health enables people to participate fully in society and provides the “means by which people can pursue their goals in life” (Boulding, 2012). Generally, health service is among poor infrastructure issues in South Sudan. It's a pity that globalization has opened doors for political leaders who are supposed to build hospitals, and provide medical equipment for service delivery have failed due to large scale corruption, mismanagement and bad governance (UN, 2012, World Bank, 2012a). The leaders frequently with their families and associates seek expensive medical attention abroad at the expense of tax payers, making it difficult for the country to meet MDGs targets on health issues. Seeking medical attention abroad has become a norm for influential men and women in South Sudan.

• Food security and Income

Food security is an outcome of asset sufficient and resource sufficient system. The more food there is in the community the more will be available to raise income and therefore the more sustainable the livelihoods (Landvogt, 2009). A household earns income in various forms and through various means. Usually, the income of the household depends on the set of knowledge-skills-resources it has (Ashley & Carney, 2012). Further, the income of the household need not necessarily be in the form of wages, it can come in the form of produce/goods and services as well that may meet the needs of the household and/or could be converted into monetary income (Diagne, Zeller & Mataya, 2011).

• Employment status

Employment refers to the time or number of days a household is engaged in some activity or the other in the portfolio of livelihoods of the household (Shrestha, 2010). The employment depends upon its skill-set, resources available and the ecological and environmental context (Paudel, Tamang & Shrestha, 2014)

There is a relationship between armed conflict and socio-economic development because armed conflict decreases the probability of 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 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 (UN's MDG Review Summit, 2010). 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; Restoring basic service delivery supported by humanitarian action and satisfaction of basic needs, will create a climate that is favorable to peacebuilding.

2.2 The relationship between Education and Socio-economic development

2.2 Education

UN Secretary-General Ban Ki-Moon, in his 2009 report on peacebuilding for social-economic development in the immediate aftermath 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 peacebuilding that the education sector could make. However, the two reports differ in opinions on when educational interventions should be prioritised, 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).

• **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).

• **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).

• **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).

• **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.

3.3 The factor structure of ethnic conflict and education on socio-economic development

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 peacebuilding can contribute to long-term recovery objectives.

CHAPTER THREE METHODOLOGY

3.0 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.

3.1 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 were employed to get the information from the employees and beneficiaries of different backgrounds from the organisation. 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.

3.2 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 10 administrative staff, 35 operational staff, and 300 citizens of Juba County.

Table 3.1: Population size

| Institution | Target group | Population |
|--------------|----------------------|------------|
| Juba County | Administrative staff | 10 |
| | Operational staff | 35 |
| | Beneficiaries | 300 |
| Total | | 345 |

Source: Primary data

3.3 Sampling Procedure

Sampling is the process of selecting units (e.g. people, organisations) from a population of interest so that by studying the sample, a fairly generalised result can be traced 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.

3.4 Sample Size

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

A table showing sample size and their distribution

Table: 3.2: Proportionate Stratified Random Sampling

| Institution | Target group | Population | Sample size |
|--------------|----------------------|------------|-------------|
| Juba County | Administrative staff | 10 | 10 |
| | Operational staff | 35 | 32 |
| | Beneficiaries | 300 | 169 |
| Total | | 345 | 211 |

Source: Primary data

3.5 Sources of Data

The researcher used both primary and secondary data sources.

3.5.1 Primary data

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.

3.5.2 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.

3.6 Research methods

3.6.1 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 organisation 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).

3.6.2 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.

3.7 Data collection instruments

3.7.1 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.

3.7.2 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.

3.8 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 consistence 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 Lawshe 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.

Table 3.3: Reliability of the Instrument Variable

| Variable | Anchor | Cronbach Alpha Coefficient | CVR(Content Validity Ratio) |
|-----------------------------|---------|----------------------------|-----------------------------|
| Ethnic conflict | 5 point | 0.8350 | 0.8250 |
| Education | 5 point | 0.8125 | 0.8250 |
| Social-economic development | 5 point | 0.8325 | 0.8550 |

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.

3.9 Measurement of Variables

- **Ethnic 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 Ethnic 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.
- **Education:**The intervening variablewas 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 themodel of Smith, et al., (2011)using attributes like; change of attitude, imparting positive values, enhancing knowledge and skills and awareness about human rights.
- **Socio-economic development:**To test perceived social-economic development 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) basedthe is measured based on the model of Crafts, (2014) with attributes like; education levels, gender equality, access to medical & health, food security & income and employment status.

3.10 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.

3.11. 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.

3.12 Anticipated limitations and problems encountered

The researcher anticipates encountering the following limitations

- (i) 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.
- (ii) 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.
- (iii) 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.
- (iv) 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.

CHAPTER FOUR INTERPRETATION AND ANALYSIS OF STUDY FINDINGS

4.0 Introduction

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

4.1 Respondents' Bio Data

The response rate was 211 respondents.

4.1.1 Gender of respondents

Table 4.1 below presents the gender distribution of the respondents.

Table 1.1: Gender by respondent distribution

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

Source: Primary Data Computed

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

4.1.2 Age Group of the Respondents

Table 4.2 below presents the age of the respondents

Table 4.2: Age Group 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 |

Source: Primary Data Computed

The results in table 4.2 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.

4.1.3 Marital Status of the Respondents

The table below 4.3 presents marital status of respondents

Table 4.3: Marital Status of the 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 |

Source: Primary Data computed

The result in table 4.3 indicates that 59.2% of respondents were married, 28.9% were single, 8.1% had separated from their partners and 3.8% were divorced.

4.1.4 Respondents' Number of Biological children

The table below 4.4 presents the number of biological children for the respondents.

Table 4.4: Respondents' Number of Biological children

| Number of Dependants | 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 |

Source: Primary Data computed

The results in table 4.4 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.

4.1.5 Respondents' Number of Dependants

The table below 4.5 presents the number of dependants for the respondents.

Table 4.5: Respondents' Number of Dependants

| Number of Dependants | 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 |

Source: Primary Data computed

The results in table 4.5 above indicate that 34.6% of the respondents were with dependants ranging from 1 to 3. In addition, 29.4% had 4 to 6 dependants, 25.6% had above 6 dependants and 10.4% had no dependants.

4.1.6 Respondents' Level of Education

The table below 4.6 presents the educational levels of the respondents.

Table 4.6: Respondents' Level of Education

| 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 |

Source: Primary Data computed

The results in table 4.6 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.

4.1.7 Respondents’ working experience

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

Table 4.7: Respondents’ working experience

| 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 |

Source: Primary Data computed

The results in table 4.7 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.

4.2 Relationship between Study Variables

Spearman correlation coefficient was used to determine the degree of relationship between the study variables as shown in the table 4.8 below.

Table 4.8 Pearson’s zero order correlation matrix

| | 1 | 2 | 3 | 4 |
|---------------------------------|--------|--------|-------|---|
| Ethnic conflict (1) | 1.000 | | | |
| Education (2) | .547** | 1.000 | | |
| Social-economic development (3) | .827** | .659** | 1.000 | |

**Correlation is significant at the .01 level (2-tailed).

Source: Primary data computed

4.2.1 The relationship between Ethnic conflict and Social-economic development

The results in table 4.8 above indicate a positive relationship between Ethnic conflict and social-economic development ($r = 0.827$, $P\text{-value} < 0.01$) 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 social-economic development of any County like Juba and the whole Country at large.

4.2.2 The relationship between Education and Social-economic development

The results in table 4.8 above indicate a significant positive relationship between Education and Social-economic development ($r = 0.916$, $P\text{-value} < 0.01$) which implies 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.

4.3 Regression analysis

Regression analysis was used to examine how ethnic conflict and education determine the level of social-economic development in a country.

Table 4.9 below shows the regression model for Ethnic conflict, education, social-economic development

| Model | Unstandardized coefficients | | Standardized coefficients | | |
|--|-----------------------------|------------|---------------------------|-------|------|
| | B | Std. Error | Beta | T | Sig |
| Constant | 5.433 | 22.087 | | .792 | .459 |
| Ethnic 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 | | | | | |

Source: Primary data computed

Results in table 4.9 above show (R= 0.644) a combination of ethnic 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 social-economic development (R Square =.339). The most influential predictor of social-economic development was ethnic conflict ($\beta = .668$, Sig. 422). This is because the presence and absence of ethnic conflict influences the social-economic development of a society. Education is less likely to influence social-economic development since it portrays low significance ($\beta = .408$, Sig. 146) in the model.

A unit change in a possibility of an armed conflict will contribute to a change in the possibility of 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).

4.4 The factor loadings of Ethnic Conflict, Education and Social-economic development

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.

4.4.1 Factor Analysis of Ethnic conflict

Table 4.10: 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 |

Source: Primary data computed

The results show the factor analysis results of Ethnic 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 lastUnprotected human and property 6.3% of the variance of Ethnic conflict.

The factor analysis results of ethnic 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 ethnic 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 ethnic conflict model by Blattman, (2010) which measures ethnic conflict with attributes like destruction of infrastructure, unprotected protected human and property rights, loss of lives and displacement of people.

4.4.2 Factor Analysis of Education

Table 4.10: 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 aim 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 |

Source: Primary data computed

The result in table 4.11 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 aim 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.

4.4.3 Factor Analysis of Social-economic development

Table 4.11: Factor Analysis of Social-economic development

| Variables | Education levels | Gender equality | Access to medical & health | Food security & income |
|---|-------------------------|------------------------|---------------------------------------|-----------------------------------|
| As leaders of the state, we promote good education programmes | .863 | | | |
| As leaders in the state, we have got enough skills to perform their duties appropriately | .849 | | | |
| Our competencies as leaders have increased because of the programmes in the state | .822 | | | |
| There are programmes for community empowerment, nations and entire human family | | .760 | | |
| 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 | | .739 | | |
| Women face discrimination in allocation of resources such as access to education, health care, nutrition, work and economic assets | | .716 | | |
| Good health enables us to participate fully in our state | | | .724 | |

| | | | | |
|--|---------------|---------------|---------------|--------------|
| Good health provides us the means to pursue our goals in life | | | .684 | |
| Our medical& health status affects our incomes and social-economic development | | | .668 | |
| The County leaders support us for our increased income level | | | | .701 |
| The state leaders carry out programmes for increased income levels of the people | | | | .651 |
| Income maintenance affects our social welfare and social-economic development | | | | .619 |
| Eigen Value | 1.880 | .997 | .904 | .220 |
| Variance % | 46.990 | 24.919 | 22.598 | 5.493 |
| Cumulative | 46.990 | 71.909 | 94.507 | 100 |

Source: Primary data computed

The result in table 4.11 above shows the factor analysis results of Social-economic development, four factors were extracted, component one (Economic relations) explained 61.1%, followed by Cultural relations with 19.6% then Environmental relation with 13.6% and the last Political relations with 5.7% of the variance of Social-Economic development.

The factor analysis results of Social-Economic development under Education levels attribute were explained that; as leaders of the state, we promote good education programmes 86%, as leaders in the state, we have got enough skills to perform their duties appropriately 85% and that our competencies as leaders have increased because of the programmes in the state 83%.

Under Gender equality attribute, they were explained that; there are programmes for community empowerment, nations and entire human family 76%, 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 development 67%.

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 development 62%.

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.

CHAPTER FIVE

INTERPRETATION OF THE FINDINGS

5.0 Introduction

This chapter presents interpretation of the study findings.

5.1 Bio Data

5.1.1 Gender of the respondents

The results indicated that 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.

5.1.2 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.

5.1.3 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.

5.1.4 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 dependants that required a responsible individual, an indication that they care a lot about peace, a fact that makes them work hard towards creating it.

5.1.5 Number of dependants for the respondents

The results of the study indicate that 39.4% of the respondents were with dependants ranging from 1 to 3. In addition, 28.2% had 4 to 6 dependants, 25.4% had above 6 dependants and 7.1% had no dependants, 34.6% of the respondents were with dependants ranging from 1 to 3. In addition, 29.4% had 4 to 6 dependants, 25.6% had above 6 dependants and 10.4% had no dependants. 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 was attributed to the existence of wars in the country for a long time.

5.1.6 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.

5.1.7 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.

5.2 The relationship between the variables

5.2.1 The relationship between Armed Conflict and Social-economic development

The results indicated a positive relationship between Armed Conflict and Social-economic development ($r = 0.827$, $P\text{-value} < 0.01$) 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.

5.2.2 The relationship between Education and Social-economic development

The results indicated a significant positive relationship between Education and Social-economic development ($r = 0.916$, $P\text{-value} < 0.01$) 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.

5.2.3 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.

CHAPTER SIX

CONCLUSIONS AND RECOMMENDATIONS

6.0 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.

6.1 Conclusions

The study established that in general terms variables including ethnic 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 ethnic 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 impacts social-economic development in 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 steady social-economic development in South Sudan.

6.2 Recommendations

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

6.2.1 Objective one: ethnic conflict and social economic development

The results of the study indicated that ethnic 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.

6.1.2 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, organisations 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.

6.2.3 The factor structure of Ethnic Conflict and Education on Peace building

The results indicated ($R=0.644$) as a combination of ethnic 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 ethnic 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.

6.3 Areas for further research

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

REFERENCES

- [1] Agunias, Dovelyn. (2012). "Remittances and Development: Trends, Impacts and Policy Options.
- [2] Anand, P.B. (2009). Infrastructure Development in Post-Conflict Reconstruction'. In T.
- [3] Blattman, Christopher and Miguel, Edward (2010). "Civil War," *Journal of Economic Literature*, vol. 48(1), pages 3-57, March.
- [4] Barakat, S., and F. Hardman, (2010). Programme Review and Evaluability Study, UNICEF's Education in Emergencies and Post-Crisis Transition (EEPCT) Programme, Post-War Reconstruction and Evaluation Unit, University of York, United Kingdom.
- [5] BouJaoude, S., and G. Ghaith, (2012). 'Educational Reform at a Time of Change: The case of Lebanon', in *Education Reconstruction in Transitional Societies*, edited by J. Earnest and D. Tragust, Sense Publishers, the Netherlands, pp. 193–210.
- [6] Bourdieu, Pierre. 2013. *The Social Structures of the Economy*. Cambridge: Polity Press. 1980/1990. *The Logic of Practice*. Stanford, Calif.: Stanford University Press.
- [7] Bush, K., and D. Salterelli, eds., (2009) 'The Two Faces of Education in Ethnic Conflict', UNICEF Innocenti Research Centre, Florence.
- [8] Chen S., N. V. Loayaza, and M. Reynal-Querol (2012). The aftermath of civil conflict'. *The World Bank Economic Review*, 22(1): 63-85.
- [9] Dahl-Ostergaard, Tom, Sue Unsworth, Mark Robinson, and Rikke Ingrid Jensen. 2011. *Lessons Learned on the Use of Power and Drivers of Change Analyses in Development Cooperation*. Paris: OECD DAC Network on Governance. *The Politics of Economic Adjustment*.
- [10] Del Castillo, G. (2008). *Rebuilding War-Torn States: The Challenge of Post-Conflict Economic Reconstruction*. New York: Oxford University Press
- [11] Dupuy, K. E., (2010). 'Education for Peace: Building peace and transforming armed conflict through education system', International Peace Research Institute, Oslo.
- [12] Habasonda, L. (2013). *Globalization and Socio-economic Development in the Small Economies of Africa*, Workshop Proceedings, Lusaka. 28 p
- [13] Ibrahim, M.J. (2015). *The Effect of Globalization on the Development of Underdeveloped Economies*
- [14] Lawal, G., (2011). *Globalization and Development. The Implications for the African Economy*, *Humanity & Social Sciences Journal* 1 (1): 65-78, IDOSI Publications, 2006MAATHAI, W., *Bottlenecks to Development in Africa*, 4th UN World Women's Conference; Beijing.
- [15] Novelli, M., (2013) UNICEF Research Project on the Role of Education in Peace-building in Crisis and Post-Conflict Contexts: Sierra Leone case study, United Nations Children's Fund, New York, forthcoming.
- [16] OECD, (2009). *Conflict and Fragility: Armed Violence Reduction, Enabling Development*.
- [17] Oslo Conference on Armed Violence Achieving the Millennium Development Goals 20-22 April 2010
- [18] Smith, A., (2010). *The Influence of Education on Conflict and Peace Building*, background paper prepared for the Education for All Global Monitoring Report 2011: *The hidden crisis – Armed conflict and education*, United Nations Educational, Scientific and Cultural Organization, Paris.
- [19] Smith, A., et al., (2011) *Education and Peace building in Post-Conflict Contexts: Literature review*, United Nations Children's Fund, New York, forthcoming.
- [20] The UN in South Sudan. *Helping South Sudan during its First Two Years*. 2011. Available at: http://www.un.org/en/ecosoc/julyhls/pdf11/has_lise_grande.pdf [Accessed: 2012/12/01].
- [21] Timothy D. Sisk. *Democracy, Conflict and Human Security: Pursuing Peace in the 21st Century*. Stockholm: International IDEA, (2010).
- [22] Todaro, Michael P, (2010). *Economic development / Michael P. Todaro, Stephen C. Smith. Sustainable Development and Environmental Accounting* 467.
- [23] Tribe M, Nixson F, and Sumner A (2010). *Economics and Development ... for development economics is Economic Development*.
- [24] United Nations. (2012). *The Economic Development in Africa, Fostering Industrial Development in Africa in the New Global Environment*, New York and Geneva, United Nations Publication, 135 p ISBN: 978-92-1-112825-3
- [25] World Bank (2010). *World Development Indicators CD-ROM*. World Bank, Washington DC.
- [26] World development report, (2011). World Bank, 2011, 'The Effectiveness of World Bank Support for Community-Based and -Driven Development', an OED Evaluation, World Bank, Washington.
- [27] Zakharia, Z. (2013). UNICEF Research Project on the Role of Education in Peace-building in Crisis and Post-Conflict Contexts: Lebanon case study, United Nations Children's Fund, New York, forthcoming.

