

The Impact of Armed Conflict and Education on Social Economic Development in South Sudan-A Case of Juba County by William Romano Ujika Ucon and Dr. Edward Kyambadde & Dr. Gabriel Alier Riak

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Abstract

This study aimed at providing a broader understanding of how armed conflict and education affect social-economic development of South Sudan. The objectives of the study were to examine the relationship between armed conflict and Social-economic development of South Sudan, analyst the relationship between Education and Social-economic development of South Sudan and to study the factor structure of armed conflict, 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 345, 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 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 armed conflict twill 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 armed 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 armed conflict, engaging more organizations and most importantly with strong education systems.

Keywords: Armed Conflict, Education and Social Economic Development

1.0 INTRODUCTION

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.

1.1 THEORETICAL REVIEW

The relationship between armed conflict and socio-economic development in Juba County can be effectively understood through several theoretical lenses. Three key theories provide valuable insights into the impacts of armed conflict on the region's socio-economic conditions: fragility theory, human security theory, and post-conflict reconstruction theory.

Fragility Theory

Fragility Theory highlights the role of weak state institutions in perpetuating conflict and hindering socio-economic development. In fragile states like South Sudan, political instability, corruption, and poor governance create conditions that both ignite and prolong conflict. In Juba County, these factors have led to a cycle where conflict weakens state institutions further, making recovery and development more difficult (Collier & Hoeffler, 2004; OECD, 2008).

Human Security Theory

Human Security Theory broadens security to include economic, social, and environmental factors. It argues that conflict disrupts people's ability to meet basic needs, such as access to education, healthcare, and employment. In Juba, ongoing violence and displacement have eroded these essential services, stalling socio-economic development. Human security measures are crucial for enabling individuals to contribute to the economy and ensure long-term recovery (UNDP, 1994; Galtung, 1996).

Post-Conflict Reconstruction Theory

Post-Conflict Reconstruction Theory focuses on rebuilding both infrastructure and institutions after conflict. It stresses the importance of restoring governance, addressing the root causes of violence, and fostering social cohesion. In Juba, the recovery process has been slow due to ethnic tensions, weak institutions, and resource shortages. A comprehensive approach to rebuilding is necessary for sustained economic growth (Collier, 2007; World Bank, 2011). These three theories provide a well-rounded understanding of the challenges Juba faces in achieving socio-economic development after conflict. An integrated approach addressing governance, security, and reconstruction is essential for long-term recovery.

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). Armed 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 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 ((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).

1.3 Problem Statement

The prolonged armed conflict in South Sudan has severely impacted both the education system and the broader socio-economic development of the country, particularly in regions like Juba County. Schools have been damaged, teachers displaced, and many children deprived of their right to education, leading to a loss of human capital essential for future development (Akol, 2014). The lack of access to quality education has worsened poverty and inequality, which are already widespread due to the ongoing violence (Brown, 2018). Furthermore, the destruction of educational infrastructure and the diversion of resources away from social services have compounded the economic stagnation, as rebuilding efforts remain stymied by the persistent conflict (International Crisis Group, 2020). According to UNICEF (2021), the situation has placed South Sudan’s children at the heart of the crisis, with education systems under constant threat. As noted by the World Bank (2022), addressing these educational disruptions is critical for the nation’s recovery and long-term prosperity, emphasizing the need for a resilient and reformed education system to foster economic and social development.

1.4 Purpose of the study

The study aims to provide a broader understanding of how armed conflict and education affect social-economic development of Juba County in South Sudan.

1.5 Objectives of the study

- (i) To examine the relationship between armed conflict and Social-economic development of Juba County in South Sudan.
- (ii) To analyse the relationship between Education and Social-economic development of Juba County in South Sudan.

1.6 Significance of the Study

The significance of this study lies in its potential to provide valuable insights into the interconnectedness between armed conflict, education, and socio-economic development in South Sudan, particularly in Juba County. By analyzing how the disruption of education affects the broader socio-economic landscape, this research can inform policy decisions aimed at rebuilding the education system, which is essential for human capital development and long-term stability. Furthermore, the findings could contribute to a deeper understanding of how conflict-induced educational setbacks can hinder social cohesion, economic growth, and poverty alleviation. Ultimately, this study will help guide the design of more effective interventions and strategies for post-conflict recovery, supporting the nation's efforts to foster sustainable development and improve the well-being of its citizens.

2.0 LITERATURE REVIEW

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 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 (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).

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).

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).

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).

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).

2.2 Education

UN Secretary-General Ban Ki-Moon, in his 2009 report on peace building for social-economic development in the immediate aftermath of conflict, places social services, including education, among the five recurrent priorities for peace building 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 peace building, 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 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 (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).

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).

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).

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).

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 peace building challenges that need to be initiated early and sustained over time.

3.0 RESEARCH METHODOLOGY

A case and descriptive design was used taking UN PoC (UN Protection of Civilian Sides) 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 (IDPs) 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.

3.1 Data Quality and Analysis

3.1.1 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)
Armed 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.

3.2 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 were applied. Descriptive statistics,

such as mean, frequency, cross-tabulation, and percentage was also be used when necessary. The results were presented in tables as appropriate. Using Pearson correlation coefficient of determination, inferential statistics like correlations were 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.

4.0 STUDY RESULTS

4.1 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 matrixes

	1	2	3	4
Armed 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).

4.2 The relationship between armed conflict and Social-economic development

The results in table 4.8 above indicate a positive relationship between armed 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 affected the social-economic development of any County like Juba and the whole Country at large.

4.3 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.

4.4 Regression analysis

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

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

Model	Standardized 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					

Results in table 4.9 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 social-economic development (R Square =.339). The most influential predictor of social-economic development was armed conflict ($\beta = .668$, Sig. 422). This is because the presence and absence of armed 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 contributed to a change in the possibility of social-economic development by (.668) while a one unit change in education systems contributed to a change in the social-economic development of the county like Juba and the whole Country at large (.408).

4.5 Factor Analysis of Armed conflict

Table 4.10: Factor Analysis of Armed conflict

Variables	Destruction of Infrastructure	Forced displacement	Loss of lives	Un protected and human
Assets were lost and destroyed through heavy fighting and looting.	.860			
The efficiency of farm holdings is affected due to disruption of rural labor 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

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 displacement 72%.

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 Sudan 63%.

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 property 61%.

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.

4.6 Factor Analysis of Education

Table 4.10: Factor Analysis of Education

Variables	Knowledge	Skills & Culture	Life & Quality	Culture & Income
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

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.

5.0 INTERPRETATION OF THE FINDINGS

5.1 The relationship between the variables

5.1.1 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 labor 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 peace building 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 peace building by helping to establish security.

5.1.2 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 Conclusion

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 lead to faster and steadiersocial-economic development in South Sudan.

5.3 Recommendations

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.

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.

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