

Effects of Ethnic Diversity on the Development of a Country: A Case of Zambia

Lufeyo Chitondo

Twin-Palm Leadership University

Thelma Chansa

Chanda

Abstract:

The purpose of the study was to investigate the effects of ethnic diversity on the development of a country. The study employed a mixed paradigm and descriptive survey design that sampled Institutions of higher learning, Political Parties with or without representation in Parliament, Government Ministries and Non-Governmental Organizations and interviewed, senior members of political parties, senior civil servants, university lecturers, university students and NGO members. Data was obtained from respondents by means of interviews, questionnaires and project observation schedules. The sample consisted of two hundred respondents. Frequency, percentages, tables, graphs and pie-charts were used to analyze the quantitative and qualitative data obtained. Data was then analyzed manually in some cases and also, a combination of software MS Access and MS Excel. The findings revealed that in Zambia, various factors such as work, education, religion and social settings play a crucial role in bringing people together from different cultures and the study recommended that the Zambian Government should encourage ethnic diversity as it leads to greater innovation and productivity which translates into national development.

Key words: Country, effects, ethnic diversity, development, productivity.

1. INTRODUCTION

Britain colonized Zambia from the late 1888 and was a British protectorate until 24th October, 1964 when it became an independent state (Walubita,2015). Zambia is a landlocked country at the crossroads of Central, Southern and East Africa and is between Angola in the West, Namibia, Botswana and Zimbabwe in the South, Mozambique, Malawi and Tanzania in the East and the Democratic Republic of Congo in the North. Zambia is mostly a high plateau 3,000 to 5,000 feet above sea level and is drained by two major river basins; the Zambezi/Kafue basin in the centre, east and south covering about three quarters of the country and the Congo basin in the North covering about one-quarter of the country.

Citation: Lufeyo Chitondo, Thelma Chansa, Effects of Ethnic Diversity on the Development of a Country: A Case of Zambia, *International Journal of Current Business and Social Sciences*. 9 (5), 01-13, (2023).

The vegetation of Zambia is categorized into four main types; closed forests, woodlands or open forests, termitaria and grasslands while the soil composition is silt, sand and clay plus humus. The annual rainfall in Zambia averages between 700mm in the South and 1,400mm in the North (Marja and Macola,2011). The current population of Zambia is 20,569,737 in 2023, a 2.7% increase from 2022 and Zambia comprises an amazing 73 different ethnic groups, most of which are Bantu-speaking with a wide cultural diversity. About 90% of the population falls into nine major ethnolinguistic groups: the Nyanja-Chewa, Bemba, Tonga, Tumbuka, Lunda, Luvale, Kaonde, Nkoya and Lozi while the largest ethnic group in Zambia are the Bemba (Central Statistical Office,2017). The 2020 census indicates that Zambia's most widely spoken languages are Bemba (spoken by 35% of the population), Nyanja or Chewa (20%), Tonga (12%) and Lozi (6%) while an urban variety of Nyanja (Chewa) is the lingua franca of the Capital, Lusaka and is used for communication between speakers of different languages.

Ethnic diversity is the existence of people from various ethnic and cultural backgrounds or identities. Diversity is about what makes each of us unique and includes our backgrounds, personality, life experiences and beliefs, all of the things that make us who we are. Diversity is a combination of our differences that shape our view of the world, our perspective and our approach (Anderson, Jensen and Keller, 2011) while ethnicity is the quality or fact of belonging to a population group or subgroup made up of people who share a common cultural background or descent and such people may come from the same country or live together in the same area. Further, ethnicity is a term that refers to the social and cultural characteristics, backgrounds or experiences shared by a group of people and these include language, religion, beliefs, values and behaviours that are often handed down from one generation to the next (Eide and Mmatli, 2016).

Development is a process that ensures good quality of life to all the people in terms of happiness, harmony and satisfaction of essential needs and it is related to improvement, progress and aspirations of the people (Bagnall and Truman, 2013). Development is a multidimensional undertaking to achieve a higher quality of life for all the people and the purpose of development is to enhance people's range of choices in the present and in the future in all areas of their life, economic, social political and cultural. On the other hand, diversity enhances creativity as it encourages the search for novel information and perspectives leading to better decision making and problem solving. Further, diversity can improve the bottom line of government and organizations and lead to unfettered discoveries and breakthrough innovations (AfD, 2012).

During British colonial in Zambia from the late 1888 until 24th October, 1964 the main reasons for Zambia's colonization were mainly economic, political and religious and the objectives of colonialism was political domination, making possible the exploitation of the colonized country and also, the imposition of European religion. (Mulenga,2017). In the process, the native Zambians lost their political independence, some traditional political institutions were destroyed and replaced with foreign ones and foreign culture and languages were imposed on Africans without regard for their own culture and language.

The colonization of Zambia has contributed to economic, social and political underdevelopment by spurring ethnic-tainted civil conflict and discrimination and by shaping the ethnic composition, size, shape and landlocked status of the newly independent state (Walubita,2015). The negative effects of colonialism is degradation of natural resources, economic instability, ethnic rivalries, human rights violations, capitalism, urbanization, introduction of foreign diseases to livestock and humans, dehumanized Zambian labour force and traders, making Zambia as a British protectorate dependent by introducing a mono-cultural economy for the protectorate and also, by plundering Zambia's resources

and carving it up into an artificial state The British colonial power created vicious cycles of violence, poverty and authoritarianism that are playing out to this day (Burnell,2001).

Zambia is composed of the youngest population of the Sub-Sahara Africa and is one the richest in the region but with poor living conditions like other African countries and to change this paradox, education stands accused as the major instrument to break it. After Zambia's independence from Britain on 24th October, 1964, the country inherited the British type of education but immediately after independence, Zambia had to chart her own destiny in education provision. In 1965, English was officially prescribed as the medium of instruction throughout Zambia's formal education system and the Education Act of 1966 was meant to overhaul the whole system in order to meet the aspirations of an independent country (MOE 2011).

After independence in 1964, government realized that for development to be meaningful, all ethnic groups were to be involved and coined a slogan of "One Zambia One Nation" so as to bring all ethnic groupings together and that the driver of development was to be education. Government open opportunities to every child to access education that will allow them address challenges in the 21st century. In order to open up opportunities for school going children, government embarked on the construction of Primary schools and teachers' houses in nearly all big villages around the country as well as making Primary education free. In addition, government set up boarding secondary schools in all the rural districts and day secondary schools in urban areas, constructed teachers' houses and also recruited foreign secondary school teachers (Banda-Chalwe, Nitz and De Jonge, 22014).

The government of the newly independent Zambia set up Primary teacher training colleges in all provincial headquarters, opened Nkrumah College to train junior secondary school teachers and opened the University of Zambia school of education to train senior secondary school teachers. At Grade eight level, learners were sent to areas away from their home areas to learn the language and traditions and cultures of other ethnic groups. For example, learners from Luapula Province went to North Western or Western Province while those from Southern Province went to Northern Province and so on so as to appreciate other people's languages, life styles and culture at a tender age. On the other hand, teachers were also posted to areas different from their ethnic groupings, civil servants were sent to areas which were different from their ethnic groups and to crown it all, there was tribal balancing in the appointment of Cabinet and officers in the Civil service (Mulenga,2017).

1.1 Statement of the problem

In spite of Zambia comprising of an amazing ethnic diversity and using tribal balancing in the appointment of Cabinet and senior officers in the Civil service, the country still ranks among the countries with the highest levels of poverty and inequality globally (OECD,2014).

1.2 Purpose of the study

The purpose of the study was to investigate the effects of ethnic diversity on the development of a country

1.3 Research objectives

- 1.To investigate the effects of ethnic diversity on the development of Zambia.
- 2.To assess the negative impact of ethnic diversity on the development of Zambia.
- 3.To establish ways of using ethnic diversity in the development of Zambia.

1.4 Theoretical Framework

The study was guided by the instrumentalist theory first proposed by John Dewey drawing on the work of William James in 1896 and was introduced as a perspective by Pierre Duhem in 1906. This approach understands ethnicity as a device used by individuals and groups to unify, organize and mobilize

populations to achieve larger goals (Fitzgerald, 2010). Actually, in the philosophy of science, instrumentalism is the view that concepts and theories are merely useful instrument whose worth is measured not by whether the concepts and theories are true or false or correctly depict reality but by how effective they are in explaining and predicting phenomena. Therefore, instrumentalist theory are scientific theories which are essential structures that provide adequate predictions of what is observed and useful frameworks for answering questions and solving problems and helps by translating beliefs and ideas into action or practical entities (Alpher,2005).

1.5 Significance of the study

It is hoped that the findings of the study would be of help to all the stake holders interested in the development of Zambia. It would benefit the current government in power, opposition leaders, intellectuals, Non-governmental Organizations and the community members in continuously reviewing the programmes in human development and placement, organize ethnic diversity for national development and come up with appropriate interventions in order to revamp the economy of Zambia. The policy makers would benefit as the study would help them modify the economic system to make it more relevant to national needs. The findings would also help politicians and government officials to create favourable local policies for placement of human resource in government and private sector, strengthen legislature, executive and judicial systems to enhance effectiveness and efficiency in governance as well as awaken the citizens to hold leadership accountable to the electorates.

2. LITERATURE REVIEW

2.1 Ethnic diversity and ethnicity

Ethnic diversity is the existence of people from various ethnic and cultural backgrounds or identities. Diversity is about what makes each of us unique and includes our backgrounds, personality, life experiences and beliefs, all of the things that make us who we are. Diversity is a combination of our differences that shape our view of the world, our perspective and our approach (Anderson, Jensen and Keller, 2011) while ethnicity is the quality or fact of belonging to a population group or subgroup made up of people who share a common cultural background or descent and such people may come from the same country or live together in the same area. Further, ethnicity is a term that refers to the social and cultural characteristics, backgrounds or experiences shared by a group of people and these include language, religion, beliefs, values and behaviours that are often handed down from one generation to the next (Eide and Mmatli, 2016).

Broadly speaking, there are four types of diversity, internal, external, organizational and worldview

2.2 Internal and external diversity

Internal diversity refers to characteristics with which people are born such as their race, ethnicity and physical ability while external diversity refers to. Internal diversity is related to what a person is born into and these demographics are something a person is born with and area part of one's inner concept of self. (Akhtar,2009) Examples of internal diversity include race, ethnicity, age, nation of origin, gender identity, sexual orientation or physical ability. Internal diversity is important in a country like Zambia with different ethnic groups as a diverse and inclusive workforce both in government and private sector delivers ample depth and value (Anderson, Jensen and Keller, 2011). If government and organizations place an emphasis on diversity, not only become increasingly productive and competitive within their respective government departments and industries but also nurture a happier and more positive working environment.

2.3 Organizational and World view diversity

Organizational diversity refers to equality of opportunity and employment without and bias because of the traits like gender, race, ethnic and sexual orientation (Berzoff, 2011). Every level of the organization requires diversity to improve overall development within an organization. World view diversity on the other hand, is a person's world view and is a collection of attitudes, values, stories and expectations about the world around us which inform our every thought and action and is framed by an array of factors such as one's encounters, associations, knowledge of history and even personal reflections (Altman,2010). Instances of world view diversity are political beliefs, moral and ethical values and philosophical views thus, worldviews and therefore our cultural identities reflect multiple factors; ideology, race, ethnicity, language, gender, age, religion, history, politics, social class and economic status which influence how we perceive the place where we live and other parts of the world.

Organizational diversity is important because the more an organization is open to perspectives from people of different backgrounds the more creative and resilient it becomes and organizational diversity not only improves performance but also creates positive friction that enhances deliberation and upends conformity. Worldview diversity is important in that having a diverse worldview may influence how one sees the world and how he or she should live in it. This may then result in various methods of problem-solving and collaboration to build a better future. Worldviews may also be utilized to appreciate and comprehend other cultures and points of views (Akhtar,2012).

2.4 Culture and ethnicity

Culture is a set shared ideas, customs, traditions, beliefs and practices shared by a group of people that is constantly changing in subtle and major ways while ethnicity is a group of people who identify with one another based on shared culture (Baldwin and David,2016). Various factors such as work, education, religion and social settings play a crucial role in bringing people together from different cultures. Therefore, in modern society, cultural diversity plays various roles such as promoting respect for other people's cultures and their way of life. Working across cultures can be a truly enriching experiencing, allowing others to learn about perspectives and traditions from around the world. Bonding over similarities and differences can help an individual to become a global citizen, abandoning prejudices or an ethnocentric world view (La Manica,201). Cultural diversity is about appreciating that society is made up of many different groups with different interests, skills, talents and needs as well as recognizing and respecting ways that are different from ours so that we interact with others and build trust, respect and understanding. On the other hand ethnicity is beneficial because it is associated with less racism and discrimination, more social cohesion and stronger social support networks and it helps to dispel negative stereotypes and personal biases about different groups (Brubaker,2004).

2.5 Ethnic diversity and development

Ethnic diversity brings about increased creativity as various cultures and backgrounds work together, the opportunity for increased creativity exists and this is because there are more people with differing perspectives and solutions to problems allowing for a greater chance of a workable solution to a workplace problem. Ethnic diversity reduce employ turnover, higher employee engagement, increased profits in organizations, better decision making, faster problem solving, higher innovation and increased creativity (Berzoff,2011).

Workplace diversity yields enhanced decision-making processes and outcomes and the decision making process and its overall outcome improves drastically when a diverse workforce is promoted.

2.6 Diversity and Equality

Diversity and inclusion is more than policies, programmes or headcounts. Equitable employers, government inclusive should outpace their competitors by respecting the unique needs, perspectives

and potential of all their team members. As a result, diverse and inclusive workplace earn deeper trust and more communication from the employees. Employers should employ equitably, promote pay equity, acknowledge holidays of all cultures as this motivates the workforce and increases productivity and innovativeness (Akhtar,2012).

Diversity promotes tolerance and understanding between cultures and enriches the country through shared experiences with different people. With diversity comes multiple perspectives. For example, when team members bring a variety of backgrounds, cultures and experiences in government department, public or private organization, they are more likely to solve problems and be innovative. This can then lead to more thoroughly vetted results and leaders are also more likely able to make better decisions based on facts (Berzoff,2011).

2.7 Development

Development is a process that ensures good quality of life to all the people in terms of happiness, harmony and satisfaction of essential needs and it is related to improvement, progress and aspirations of the people (Bagnall and Truman, 2013). Development is a multidimensional undertaking to achieve a higher quality of life for all the people and the purpose of development is to enhance people's range of choices in the present and in the future in all areas of their life, economic, social political and cultural. On the other hand, diversity enhances creativity as it encourages the search for novel information and perspectives leading to better decision making and problem solving. Further, diversity can improve the bottom line of government and organizations and lead to unfettered discoveries and breakthrough innovations (AfD, 2012).

Development can only come about or be achieved through diversity as diversity helps people in government and private sector to abandon prejudices and promotes respect for culture and other people's way of life. Government should create a positive working environment in which people from different cultural, religious, ethnic, gender, age groups and disabilities should learn from diverse colleagues and work together as a team (Brubaker,2004). Diversity brings about creativity and resilience, enhances motivation in a work place, decreases societal bias, reduces employee turnover thereby increasing productivity and in turn help with the development of any given country.

3. METHODOLOGY

3.1 Research design

The research design was descriptive survey with both qualitative and quantitative methods of data collection in order to attain the comprehensive results (Musonda,2009). Qualitative methods was appropriate to this investigation as it produced detailed data from a small group of participants, while exploring feelings, impressions and judgments. On the other hand, quantitative method made the use of questionnaires, surveys and experiment to gather data that is revised and tabulated in numbers, which allows the data to be characterized by use of statistical analysis (Martyn, 2008).

3.2 Research Sites

The study was carried out in four institutions of Political parties' secretariats, Government ministries, Universities, and Non-Governmental Organizations (NGO) offices from which respondents were also sampled.

3.3 Population, Sample and Sampling procedure

The population for the study was purposefully drawn from the Lusaka province of Zambia where all the respondents are found. Purposive sampling procedure was used to select the institutions (4) while the simple random sampling procedure was used to select the University lecturers (50); two from each institution, University students (50);two from each institution, Members of Political parties with or

without representation in Parliament (50); two from each political party, Senior Civil servants from ministries (24) two from each ministry and NGO executive members (26); two from each organization (Bickel, 2007). The sample size comprised of 200 respondents. Also, the primary data was complimented by the secondary data which was derived from government policy documents, ministerial reports and relevant literature on language use.

In the sampling of province and institutions, the study adopted the stratified cluster random sampling technique. Sampling of the province was done on the basis of concentration of respondents and institutions were then done zone by zone. Universities and other institutions were clustered by zones. Two zones were purposively selected based on the basis of concentration of respondents. The sampling was done at three levels: Sampling zones, universities and other institutions- level 1, Sampling University lecturers and Civil servants-level 2, Sampling Members of Parliament, Political party officials and NGO members-level 3.

3.4 Data Analysis

In this research, data was analysed qualitatively as in-depth interviews, questionnaires and observation schedules were used as data collection instruments. Thematic approach was used, where data analysis started with the categorization of themes from the structured interviews, questionnaires (Kombo and Tromp, 2006). Charts and graphs were used to analyse data. The data gathered was analysed according to the themes of the study and per the order of the research objectives. Data generated from the interview guide was analysed manually and also, a combination of software MS Access, SPSS and MS Excel was used to analyse data. Analysis was mainly descriptive, that is, mean, median, mode, range, and standard deviation. Related statistics were applied where possible. Statistical testing took the form of Analysis of Variance (ANOVA), correlation and regression both simple and multiple, (Buetow, 2010:123-125).

3.5 Ethical Issues

The researcher avoided pressuring respondents to take part in the research. Alternatively, permission consents, assents were obtained from respondents involved in the research and the research topic was strategically selected to ensure that there was no harm whatsoever to the research respondents. In this research, the researcher was fully conscious of the need to abide by the ethical rule of respecting the privacy of individuals taking part in the research. In the same way, all the respondents of the research were to remain unidentified to the public as all their valuable views, opinions and perceptions were only known by the researcher for use only in the research and participant's identities will forever remain hidden.

The Researcher got permission from the Vice Chancellors to interview lecturers and students, from the Party secretary generals to interview senior party members, Permanent secretaries to interview senior civil servants and Executive officers to interview NGO members. The names of respondents would remain anonymous for the sake of confidentiality, (Bryman, 2001) and (Diener and Crandall, 2008). However, the identity of respondents was concealed in the article but for identification in the article, the fifty lecturers were allocated numbers 1 to 50, the fifty students were allocated ordinal numbers 1st to 60th, the fifty Party members were allocated names of fifty Primary schools in Lusaka, the twenty-four Civil servants were allocated letters A to Y while the twenty-six NGO members were allocated names of twenty-six secondary schools in Lusaka and Zones and institutions used pseudo names.

4. FINDINGS AND DISCUSSIONS

4.1 Effects of ethnic diversity on development

According to study results, ethnic diversity has effects on the lives of individuals and families in any given community and hence the development of any given country: increases productivity and innovation (93.75%), enhances problem solving (87.5%) and enhanced motivation (93.75%) while creativity and resilience- points was at (93.75%). Study results also indicated that 81.25% of the respondents talked of bringing different skills to a workplace.

Data also showed that there was an association between ethnic diversity and development. According to data obtained, 81.25% said it decreases societal bias and diverse leadership build trust (76.9%) and helps with better decision making at workplace at 87.5% while reduction of employee turnover was at 81.25% as shown in Table 1 below.

Table 2: Effects of ethnic diversity on development

Effects of illiteracy	Actual	Percentage	
		Yes	No
Increased productivity and innovation	10	93.75	6.25
Enhances problem solving	20	87.5	12.5
Enhances motivation at workplace	30	81.25	18.75
Creativity and resilience	40	76.9	23.1
Brings skills to workplace	20	87.5	12.5
Decreases societal bias	30	81.25	18.75
Diverse leadership build trust	10	93.75	6.25
Better decision making at workplace	10	93.75	6.25
Reduces employ turnover	30	81.25	18.75

Source: Research findings 2023

On the effects of ethnic diversity on development, the study showed that as various cultures and backgrounds work together, the opportunity for increased creativity exists. This is because there are more people with differing perspectives and solutions to problems allowing for a greater chance of a workplace solution to a workplace problem (Airoldi et al,2013). Further, workplace diversity yields enhanced decision making processes and outcomes. The decision making process and its overall outcomes improves drastically when a diverse workforce is promoted and (Bagnall and Truman,2013:79) confirms this by saying, "it is no secret that a team of employees will make relatively better problem-solving decisions than a single employee will." This therefore entails that ethnic diversity in government, private and public organizations has a positive effect on the development of a country like Zambia with diverse ethnic groups.

A diverse team of leaders can help establish and build trust with many different employees in an organization as diverse leadership bring a wealth of knowledge and varying perspectives which can help improve the way leadership relates to those inside and outside the organization (Addis, Mc Leod and Raine,2013). Also, inviting a wider range of viewpoints promotes faster and more creative problem-solving while drawing in more ambitious employees. Diversity promotes tolerance and understanding between different cultures, it enriches communities through shared experiences with different people and the growth of different businesses (AfD,2012).

Diversity in the workplace destroys any societal bias as there is a decrease in gender and pay bias. Employees learn from their strengths and weaknesses and work together as a team, working together

maximizes productivity as there is no negative atmosphere that results in burnout. People from all backgrounds have different skills that they can provide and help to enhance productivity and innovation, business and bring about development (Berzoff,2011).

4.2 Negative impact of ethnic diversity on development

The study revealed that colonialism has a variety of effects on Zambia and its economic emancipation which among others are dependency syndrome (78.4%), Accumulation of debt (73.6%), Urbanization (69.7%), Distraction of culture (53.6) and Degradation of natural resources (49.6%) as illustrated in Table 1 below.

Table 1: Distribution of negative impact of ethnic diversity on development

Negative impact of ethnic diversity on development	Percentage	
	Yes	No
Hinders critical thinking and social skills	78.4%	21.6%
Lowers communication	73.6%	26.4%
Reduces team work	69.7%	30.3%
Enhances interpersonal conflicts	53.6%	46.4%
Increases social cohesion	49.6%	50.4%

Source: Research Findings 2023

On negative impact of ethnic diversity on development, the study revealed that ethnic diversity has contributes to economic, social and political underdevelopment by spurring ethnic-tainted discrimination and by shaping the ethnic composition, size, shape of a country like Zambia in its quest for development (Addis, McLeod and Raine,2013). The negative impact of ethnic diversity on development is degradation of natural resources, economic instability, ethnic rivalries, human rights violations, tension and dissatisfaction, low morale, unequal allocation of resources, economic instability, distraction of traditional social, political and economic structures, carving the country up into artificial ethnic boundaries and in this way, the government in power may create vicious cycles of hostilities among ethnic groupings, poverty and authoritarianism that leads to underdevelopment (Bagnall and Truman,2013).

Further, the study reviewed that by not supporting ethnic diversity, this decreases young children’s self-confidence and skills as well as children’s awareness, appreciation and inclusion of diverse beliefs and cultures which in turn affects the growth of industries in any given country. Ultimately, it decreases national political unity and political participation, friendships and partnerships of people from different ethnic groupings, thus impacting negatively on development (Eide and Mmatli,2016). Thus ethnic inequalities can hinder critical thinking and social skills, bring about interpersonal conflicts, lower communication, reduce team work, enhance social cohesion and reproduce existing inequalities between people of different ethnic groupings instead of helping develop the country and solve long-term economic problems. Lack of respect for ethnic diversity can create income and wealth inequalities, weak governmental structures and religious and cultural conflicts. To sum up, there are many barriers in the real world which may lead governments’ incapacity to organize resources to meet challenges and opportunities in all areas of people’s lives; economic, social, political and cultural aspects of human life and not being able to solve long term problems if ethnic diversity is not taken care of seriously. (Dinham and Francis,2015).

4.3 Ways of using ethnic diversity in development

On ways of using ethnic diversity in enhancing development, this study revealed that economic development and growth are influenced by human resources, physical capital, natural resources and technology and this can only be achieved when government promotes diversity. Diversity promotes variety of talents and inclusive practices in government and private sector not only support people with disabilities but creates a more accepting and supportive workplace for all employees and this therefore, is a recipe for positive development (Bennett and Daly,2017). Government and organizations should promote diversity as it keeps employees happy and motivated, prevents serious or legal issues arising such as bullying, harassment and discrimination. Diversity, including diversity of gender, religion and ethnicity has been shown to improve retention and reduce the costs associated with employee turnover which retards development. Further, diversity and inclusion is more than policies, programmes or headcounts as equitable employers outpace their competitors by respecting the unique needs, perspectives and potential of all their team members and thereby increasing productivity which leads to development (Bacchi,2017).

Also, the study reviewed that diversity helps to dispel negative stereo types and personal biases about different groups. In addition, cultural diversity and religious help recognize and respect “ways of being” that are not necessarily one’s own so that one can build bridges to trust, respect and understanding across cultures as well as significant differences in religious beliefs and practices. Therefore, having a variety of individuals with different ethnic backgrounds establishes a more inclusive environment and brings about new ways of thinking and being innovative. Ethnic diversity on its own does not have a positive impact unless the country’s environment is stable. Economic development can only be achieved by an honest, democratic, transparent and efficient government (Ciccia and Sainsbury,2018).

Ethnic diversity if well outlined by a government and organizations can help improve local social cohesion, reduce the threat of excluded social groups undermining social and economic stability, create economic opportunities, reduce the likelihood of public health problems and pandemics. Further, adherence to issues of ethnic diversity can assist in poverty alleviation which may be accompanied by a number of positive social impacts (Calnitsky,2019). These include improved access to food that results in higher nutritional and health levels, improved access to education due to higher income levels and ability to pay for fees and supplies and improved employment opportunities.

5. CONCLUSION

A number of conclusions were drawn from the study:

Ethnic diversity is the existence of people from various ethnic and cultural backgrounds or identities. Diversity is about what makes each of us unique and includes our backgrounds, personality, life experiences and beliefs, all of the things that make us who we are. Internal diversity is important in a country like Zambia with different ethnic groups as a diverse and inclusive workforce both in government and private sector delivers ample depth and value. If government and organizations place an emphasis on diversity, not only become increasingly productive and competitive within their respective government departments and industries but also nurture a happier and more positive working environment. Every level of the organization requires diversity to improve overall development within an organization. World view diversity on the other hand, is a person’s world view and is a collection of attitudes, values, stories and expectations about the world around us which inform our every thought and action and is framed by an array of factors such as one’s encounters, associations, knowledge of history and even personal reflections.

Various factors such as work, education, religion and social settings play a crucial role in bringing people together from different cultures. Therefore, in modern society, cultural diversity plays various roles such as promoting respect for other people's cultures and their way of life. Working across cultures can be a truly enriching experiencing, allowing others to learn about perspectives and traditions from around the world. Also, ethnic diversity brings about increased creativity as various cultures and backgrounds work together, the opportunity for increased creativity exists and this is because there are more people with differing perspectives and solutions to problems allowing for a greater chance of a workable solution to a workplace problem. In addition, diverse and inclusive workplace earn deeper trust and more communication from the employees. Employers should employ equitably, promote pay equity, acknowledge holidays of all cultures as this motivates the workforce and increases productivity and innovativeness. Nevertheless, ethnic diversity on its own does not have a positive impact unless the country's environment is stable and economic development can only be achieved by an honest, democratic, transparent and efficient government.

6. RECOMMENDATIONS

The following recommendations were proposed for effective implementation of report intervention:

1. Government must open opportunities to every citizen in work and education which help promote respect for other people's cultures and their way of life.
2. Government should take the burden of promoting various factors such as religion and social settings which play a crucial role in bringing together from different cultures.
3. There is need for government to acknowledge the validity of different cultural expressions and contributions as well as empowering people to strengthen themselves and others to achieve their maximum potential.
4. The state should encourage diversity to improve the bottom line of government and organizations which would lead to unfettered discoveries and breakthrough innovations.
5. Government must eliminate corruption, politics and discrimination and come up with intelligent and transparent arrangements to those placing officers and other employees in government and private sectors so that wealth is created on behalf of the people and is used in the development of the country.
6. Changes in government policies could impact the political equality, political diversity, rights and freedoms of individuals and influence the availability of jobs and people's security and do away with dissatisfaction and low morale.
7. Government and organizations should insist on providing training or classes or workshops designed to help people understand and appreciate the disabilities of others and apply inclusive practices at workplaces as well as educate them on sex or gender diversity and age diversity.
8. Every level of government ministry and public or private organization requires diversity to improve overall development within government ministry and any given organization as team members bring a variety of backgrounds, cultures and experiences to help with development programmes.
9. A team of diverse leadership in a workplace can help bring about a wealth of knowledge and varying perspectives which can help improve leadership relations, build trust and increase productivity and innovation
10. Governments should come up with improved local systems that help strengthen institutions by providing educational and technical support aimed at building strong legislature, executive and judicial system to enhance effectiveness and efficiency in governance and to further improve governance and respect for the rule of law and promotion of democratic governance.

11. Promotion of cultures that make up citizens of their knowledge bases, knowledge of tradition and pride in culture and do away with some high points of European influence that impact on the civilizing mission, cultural alienation and colonial mentality.
12. Government to help citizens change their mind set which makes them be more proud of Western culture, which result in the degradation of the sense of belonging to local culture and leads to the loss of national identity

7. REFERENCES

1. Addis, R., McLeod, J. and Raine, A. (2013). **"IMPACT-Australia: Investment for social and economic benefit."** March Canberra: Development of Education, Government of Australia.
2. AfD, ADB, EBRD, EIB, IDB, IFC and WB (2012). Joint Report on MDB Climate Finance 2012, November.
3. Akhtar, S. (2012). **The African American Experience: Psychoanalytic Perspectives**, Lanham, MD: Jason Aronson.
4. Altman, B.M.(Ed.) (2016). **International measurement of disability: Purpose, method and application, the work of the Washington group**. Social indicators research series 61. Switzerland: Springer.
5. Bacchi, C. (2017). **'policies as gendering practices: Reviewing categorical distinctions,'** Journal of Women, Politics and Policy, 38, 1:20-41.
6. Banda-Chalwe, M, Nitz, J.C and DeJouge, D. (2014). **Impact of inaccessible spaces in community participation of people with mobility limitations in Zambia**. African Journal of Disability, Vol. 3(1), 3-17.
7. Banks, L.M, Hameed, S., Alghaib, O.A, Nyariki, E., Olenga, J., Kulsum, U., Karim, R. and Shakespeare, T. (2021). **"It Is Too Much for Us."** Direct and Indirect Costs of Disability Amongst Working-Aged People with Disabilities in Dhaka, Bangladesh and Nairobi, Kenya Journal of Human Development and Capabilities. In press Pages: 1-24/DOI:10.1080/19452829.2021.1932774.
8. Bakey, Karen. (2017). **'Political Legitimacy and Islam in the Othman Empire: Lessons Learned;** Philosophy and Social Criticism, 40.4-5 (2017), 469-477.
9. Berrey, Ellen. (2015). **The Enigma of Diversity: The Language of Race and the Limits of Racial justices** (Chicago, IL: University of Chicago Press, 2015).
10. Bormann, Nils-Christian, Manual Vogt and Lars-Erk Cederman. **"The Arab Spring and the Forgotten Demos."**NCCR Democracy 21. Working Paper NO. 52(2012). Democracy.uzh.ch/publications/working paper/pdf/WP_52.pdf.
11. Cederman, Lars-Lars-Erk, Andrews Wimmer and Brian Min. **"Why Do Ethnic Groups Rebel? New Data and Analysis."** World Politics 62, no. 01 (2010):87.
12. Census of Population and Housing **National Analytical Report 2010**, Archived 14 November 2017 at the Wayback Machine Central Statistical Office, Zambia.
13. Ciccia, R. and Sainsbury, D.(2018). **'Gendering welfare state analysis:Tensions between work and care;** European Journal of Politics and Gender, 1,-2;93-109.
14. Cuza, A., Sabariego, C., Beckenbach, T., Chatterji, S. (2018). **Rethinking Disability**, BMC Med. Vol. 16 (1):14.doi:10.1186/s12916-017-1002-6. PMID:29370847; PMCID: PMC 5785824.
15. Clarkee, V. (2014). **"Investment governance in the Tripartite Free Trade Area,"** in Cape to Cairo: Exploring the Tripartite FTA agenda Stellenbosch, South Africa: Tralac.
16. De Roche, Andy, Kenneth Kaunda, **the United States and Southern Africa**. London: Bloomsbury, 2016.
17. De Jong, S. (2014). **Diversity Politics and the Politics of Difference**. In: Vieten, U.M(eds.). Revisiting Iris Marrian Young on Normalisation, Inclusion and Democracy. London: Palgrave Pivot.

18. Dinham, A. and Francis, M.(eds.). (2015). **Religious Literacy in Policy and Practice**, Bristol, Policy Press.
19. Eide, A.H. and Mmatli, T. (2016). **Living conditions among people with disability in Botswana**. SINTEF Health Research, Oslo, Norway.
20. Fitzgerald, F.S. (2010). **The Great Gatsby**. New York, N.Y: Infobase Publishing.
21. Friedman, R.C. and Downey, J.I. (2012). **Sexual Orientation and Psychodynamine Psychotherapy: Sexual science and Clinical Practice**. New York, NY: Columbia University Press.
22. La Mauia, Christopher. **Local Government Matters: The Case of Zambia** (Lambert Academic Publishing,2010).
23. Sewell, H.(2011). **Ethnicity and Spirituality**. In Gilbert, P., editor. Spirituality and mental health. Brighton: Pavilion Publishing; 2011, pp. 137-53.
24. UNDP (2014). **"Governance for Sustainable Development: Integrating Governance in the Post-2015 Development Framework"**; March 2014, www.undp.org.
25. World Bank (2013b). **"Long term investment financing for growth and development,"** Umbrella Paper, February. Washington, D.C: World Bank.

AUTHORS' BIOGRAPHIES

1. Lufeyo Chitondo specializes in Language Education and is currently lecturing at Twin Palm Leadership University in the Department of Literature and Languages.
2. Thelma Chansa Chanda specializes in Civic Education and currently, she is a senior lecturer in the field of Civic Education at Rockview University.