PSYCHOLOGY, LEADERSHIP AND DEVELOPMENT: A TRUE PERSPECTIVE FOR EMANCIPATION

BY

NWAGBO EZE

UNIVERSITY OF LAGOS PRESS - 2005 INAUGURAL LECTURE SERIES
PSYCHOLOGY, LEADERSHIP AND DEVELOPMENT: A TRUE PERSPECTIVE FOR EMANCIPATION

An Inaugural Lecture Delivered at University of Lagos Main Auditorium on Wednesday, May 18, 2005

by

PROFESSOR NWAGBO EZE
B.Sc. (Howard), M.A. (George W. Univ.), Ph.D. (IIT Chicago)

Professor of Industrial-Organisational Psychology
Faculty of Social Sciences
University of Lagos

University of Lagos Press, 2005
1.0 INTRODUCTION

The theme of this inaugural lecture today is drawn from an academic discipline which, to us in the African part of the Third World, has not yet been well known, nor has it been recognised as an important field of study. That discipline is psychology. Exactly, what is it? What is its importance to human and national development? What are its uses and benefits to both the individual and the society? What roles does psychology play in enabling the society that understands and applies it to produce the right type of leadership, to emancipate itself and to become a developed nation? These questions are treated in the sections that follow, in such a way that, in the end, the value and benefits of this “strange” discipline will be fully appreciated. Full appreciation is expected to translate into actions to be taken by the Universities and other educational institutions, organisations and corporate enterprises, leaders and managers, and the general citizenry in the society.

1.1 Development and Psychology

Development in the title refers to the goal of development that must precede development actions, whether it is about people, or organisations, or nations. When it is about people or human beings, the goal is human development; when it is about institutions or organisations, the concern is organisational development; and, when it is about societies or nations, the goal is national development. In each of these, the goal of development must first of all be clearly set out in the form of directions, destinations and action plans, followed by implementation of the action plans, and finally by the realisation or otherwise of development itself. This whole process (Fig. 1.0), the goal-setting, action taking and development achievement, is an important psychological process among normal human beings. Indeed the process is development itself.

As it is clear in all developed nations, human development is the topmost priority goal of the leadership. Unless it is achieved first, all other development efforts will be a failure. That means that achievement of human development
is a crucial psychological requirement for, as well as a critical determinant of, organisational and national developments, or any other types of development for that matter. It is a priority responsibility of relevant people's leadership in any given society. Human development involves seeing practical quality education as the topmost priority need to be satisfied in the society, establishing and operating well-funded and well-equipped educational institutions, and fully applying the knowledge-skills-abilities (KSAs) psychology in training the citizenry. It is another term for the development of intelligence.

1.2 Perspective for Emancipation
Identifying and explaining a true perspective for human emancipation is the main theme of this lecture. That perspective involves a combination of psychological knowledge, skills, and abilities (KSAs), Leadership KSAs and the goal of development, as illustrated in Fig. 2.0.

Fig. 2.0: The Three-Factor Perspective for Genuine Development
These three factors must operate together for any human transformation or revolution to succeed. Studies have been done to explain this process (Eze 1987, 1988 & 1999). The psychological KSAs that need to be understood, learned and applied include psychological attributes or concepts, principles, theories and techniques. Knowledge and application of psychological attributes are crucial for any society to emancipate itself from the state of backwardness and underdevelopment to the status of a developed nation. These attributes are listed and explained in Table 1.0.

Table 1: Total Psychological Health

Awareness of, Normality & Positiveness in:

1. MIND - Set, Sight, Mentality, Mood, Psyche, Soul, Spirit, Conscience, Consciousness, Life.
2. INTELLIGENCE - IQ, Abilities, Ideas, KSAs, Capabilities, Problem-solving.
3. COGNITIONS - Thinking, Reasoning, Perception, Imagery, Remembering.
4. SELF - Structures & Functions, Id, Ego, Superego, Identities, Destiny.
5. SELF-AWARENESS - Components, Questions, Qualities, Virtues.
7. PERSONALITY - Traits, Character, Types, Styles, Normality.
8. BEHAVIOUR - Conduct, Manners, Habits, Performance, Productivity, Actions & Reactions.
9. MEMORY - Processes, Learning, Retention, Remembering, Language.
| 10. | EMOTIONS | Feelings, Attitudes, Controls, Passions, Sentiments, Tempers. |
| 12. | SENSATIONS | Processes, Receptors, Reactions, Perception, the senses. |
| 13. | PERCEPTION | The Senses, Selection, Schemas, Sets, Stimuli, Attention, Interpretations, Styles. |
| 14. | INSIGHT (INTUITION) / FORESIGHT | Planning, Decision Making, Problem-Solving, Forecasting, Prediction. |

A society that is characterized by psychological KSAs usually produces leaders who understand leadership psychology and who have acquired the leadership KSAs and qualities listed in Table 2.0. Such a society also produces managers who understand and apply managerial psychology in the efficient and effective management of societal resources. Historically, the goal that motivates leaders and managers such as these is freedom, progress and development. To achieve this goal, there must be a planned change, a transformation, and a total break from the oppressing past to a free and progressive future. Unfortunately, in the history of human existence, no society has ever been able to achieve this noble goal on a platter of gold. This is because there have always been powerful negative forces (masters) and enemies who work to suppress and thwart any transformation plan made by a given society. But if this society is of the type described above, its leadership will resort to the use of force to free themselves, to emancipate the people from the shackles of the past. In other words, people with psychological KSAs and leadership KSAs historically resort to revolution, to use of force, to achieve emancipation – freedom and independence which marks the first step towards national development.
Table 2: Essential Qualities of Relevant People's Leadership

A Relevant People’s LEADER must be:

<table>
<thead>
<tr>
<th>INTELLIGENT</th>
<th>*HUMAN RELATIONS ORIENTED</th>
</tr>
</thead>
<tbody>
<tr>
<td>*IST DEVELOPMENT ORIENTED</td>
<td>*EMANCIPATION-ORIENTED BRAVE</td>
</tr>
<tr>
<td>*SELF-AWARENESS ORIENTED</td>
<td>REVOLUTIONARY</td>
</tr>
<tr>
<td>PATRIOTIC</td>
<td>*KSAs-ORIENTED</td>
</tr>
<tr>
<td>NATIONALISTIC</td>
<td>*R&amp;D ORIENTED</td>
</tr>
<tr>
<td>*PEOPLE-CONCERNED</td>
<td>POSITIVE EXEMPLARY</td>
</tr>
<tr>
<td>*WELFARE-ORIENTED</td>
<td>INWARD-LOOKING</td>
</tr>
<tr>
<td>DEMOCRATIC</td>
<td>SELF-RELIANT</td>
</tr>
<tr>
<td>SELFLESS</td>
<td>ACCOUNTABLE</td>
</tr>
<tr>
<td>DISCIPLINED</td>
<td>*PRODUCTIVITY ORIENTED</td>
</tr>
<tr>
<td>FOREIGN-INDEPENDENT</td>
<td>EMPOWERING</td>
</tr>
<tr>
<td>*CAPITAL SENSES ORIENTED</td>
<td>CREDITWORTHY</td>
</tr>
</tbody>
</table>

*Key Relevant Leadership Orientations.

The above were true of the Industrial Revolution in the medieval Europe and the American Revolution of 1776 in the First World; the Communist Revolution of Soviet Union in the Second World; and, in the Third World, they were true of Pandit Nehru’s Indian Revolution, Mou Tse Tung’s Chinese Revolution, Fidel Castro’s Cuban Revolution and Mamman Gaddafi’s Libyan Revolution. Each of these nations had acquired and applied both psychological KSAs and leadership KSAs, which enabled them to produce revolutionary leaders that were successful in achieving emancipation for the people.

1.3 Why ‘Psychology of This, Psychology of That’

Most often and particularly in most third world countries where about 80% of the people do not know what psychology is all about, people get cynical and, in fact, angry whenever they read or hear what they call ‘psychology of this, psychology of that’. Let it be clear here that there is indeed ‘psychology of this, psychology of that’ in the lives of all human beings because every human endeavour is a psychological process, and all human actions and reactions are psychological acts or behaviours which comprise the subject matter of psychology. Everything a human being does in his or her one-day 24-hour
period of his or her life is a psychological act, because such an act or behaviour occurs as a consequence of the never-ending use and application of the essential psychological attributes that include the mind, intelligence, cognitions, self, self-awareness and other-awareness, personality, memory, emotions, motivations, senses, and perception (Table 1.0). These attributes make up the human system; they make up you and I; and, they are the abstract contents of every human being as illustrated in Fig. 3.0.

![Fig. 3.0: The Abstract Psychological Contents of a Person](image)

Therefore, there is the psychology of virtually everything we do, plan, think, dream, decide, implement, organise, coordinate, achieve, and so on. Hence, there is the psychology of racism, nationalism, ethnicity, colonialism, management, political psychology, business psychology, medical psychology, social psychology, organisational psychology, and the psychology of every human endeavour. In fact, the American Psychological Association (APA) today consists of 52 psychological Divisions, with International Psychology as the 52nd Division.
1.4 Learned Helplessness and Emancipation

The term “learned helplessness” came into psychological literature after the publication of the significant experimental studies conducted by Seligman (1975) to determine the effects of electric shocks on the behaviour of dogs. A brief description of these experiments here is considered necessary because it will throw light on why the psychological process of emancipation must be embarked upon by organisations and societies that have not yet achieved total freedom and total independence to take absolute control of their destiny. Seligman used two groups of healthy dogs; groups A and B. Group A was placed in a shuttle box with a hidden escape door while group B was put in another closed cage without an escape door. Equal terrific electric shocks were delivered to both groups. Initially, both exhibited exactly similar behaviour patterns: hysterically jumping, running up and down, barking, whinning, screaming, attacking each other, angrily scratching and biting the walls of the cages. Shortly, group A pushed out the hidden door and ran away, while group B, unable to find an escape route, became frustrated and started reducing their active behaviour patterns. The shocks were stopped and a recovery period was allowed after which the dogs were brought back to the cages for a second trial. When the shocks were delivered, group A immediately ran away through the escape door; group B continued with the initial behaviour patterns, but at a reduced rate, gradually losing the hope that they would ever escape from the shocks.

By the fourth trial, group A dogs could no longer wait to receive the shocks: they ran away before the shocks came up; group B dogs had stopped making further efforts to escape – they simply sat down absorbing the shocks, no matter how devastating, which they had learned over the past trials. Even in a later experiment when these dogs were placed in a new cage that had an open escape door, they still sat down and continued to absorb the devastating shocks, progressively getting weaker and weaker.

Thus, they had reached and remained in, a state of learned helplessness. The psychological stages through which these dogs had gone to reach this state include: 1. Aggression/self-directed aggression; 2. Hopelessness; 3. Resignation/Submission; 4. Psychological emasculation; 5. ‘Sit-down look’ immunity; and, 6. Degeneration. (Fig. 4.0).
The above results of Seligman's (1975) studies are very relevant to the psychological explanation of the situation in most third world countries, particularly the current situation in African countries. For these countries, the issue of control of destiny is of paramount importance. A society can only be in a position to control its destiny if it has been able to emancipate itself from the psychological stages identified by Seligman in Fig. 4.0. But a society in the state of learned helplessness cannot emancipate itself to control its destiny. This is because, just like the group B dogs in the closed cage, it is under absolute external control – under strict remote control and monitoring. For the dogs, the shock delivering devices include electrical and electronic equipment and tools; for the society in question, the shock delivering devices are more of humans than equipment. The most common of them are the external agencies and institutions, the external intelligence agents,
multinational organisations, creditor clubs, external debts and debt traps and debt servicing monitors. Internally, shock deliverers comprise foreign-installed local leaders and governments, and foreign-selected managers, fronts and collaborators. These local groups simply serve the external agencies in delivering recommended shocks to the people in the target society. Usually the recommended shocks are economic, political and psychological, which directly affect the people’s psychological health, education, culture and social life.

The purpose of the devastating shocks is not to make the target people die; rather, the purpose is to sustain the target people’s state of learned helplessness which they have attained through the centuries. The goal is to ensure that the people continue to remain in the six stages of learned helplessness without any escape to freedom and independence. That is why the target people cannot achieve emancipation, no matter how they make efforts. But historically, some target societies that have been cited earlier, have succeeded in achieving emancipation through the following psychological interventions:

- Emergent revolutionary leadership.
- Emotional awakening of the people.
- Psychological renaissance at a rapid rate.
- Sweeping practical revolutions at a fast rate.
- Quick self-reliant seizure and control of own destiny.

Through these quick counter-shock delivering interventions, the respective societies achieved freedom and independence, and emancipation from learned helplessness into the initial state of genuine development.

2.0 PSYCHOLOGY IN THE SERVICE OF SOCIETIES

So far, we have seen that psychology and its off-spring, leadership, are the most important factors for human emancipation and societal and human developments. The introductory questions of this lecture about the roles, meaning and benefits of psychology will be addressed in this section.
2.1 The Role of Psychology

The objective and modern definition of psychology is that it is that field of knowledge which is concerned with the scientific study of behaviour in general, and human behaviour in particular. It is the science of behaviour of all living things. But since human beings are the most dominant species, and since they control all other living things by virtue of their having intelligence and intellectual power, psychology becomes essentially the scientific study of human behaviour. Consequently, it belongs to a group of academic disciplines which are concerned with the general welfare and life styles of all human beings. These disciplines are collectively known as the social sciences. They comprise sociology, anthropology, economics, political science, psychology and mass communication. Among these, psychology is the only discipline that scientifically constructs tests and measuring instruments, designs genuine experiments to test hypotheses regarding human behaviour, administers the tests and other instruments to collect scientific data, and applies pure statistics to analyse and interpret data. It is through these scientific activities that psychologists analyse, interpret and predict human behaviour. Thus, the testing, analyses, interpretations and predictions of human behaviour by psychologists should meet the scientific requirements of rigour, reliability; validity, objectivity and freedom from all biases, including personal, cultural and racial biases.

The main role of psychology is the application of psychological concepts, principles, theories and techniques to:

1. The identification and solution of the psychological problems of human beings;
2. Conducting empirical psychological research on all the psychological attributes (intelligence, personality, cognitions, emotions, mental processes, and so on) of human beings;
3. The provision of psychotherapeutic treatments to people with psychological deficiencies, mental problems and adjustment problems;
4. The dissemination of psychological information through psychological writings and publications;
5. The imparting of psychological knowledge, skills and abilities (KSAs) through academic teaching, tutoring and postgraduate training;
6. The promotion of psychological growth and intellectual maturity among human beings;
7. The promotion of psychological and mental health among human beings; and,
8. The provision of psychological consultancy services to institutions, organisations, industries, governments, corporate bodies, and so on, for general efficiency, effectiveness, growth, harmony, discipline, and overall development.

2.2 The Meaning of Psychology
Psychology is a human subject; it is a living subject, not an abstract field as some people think, simply because its subject matter is behaviour.

Behaviour is the individual and the individual is behaviour. Behaviour or psychology is everything we do within the twenty four hours of our daily lives, from morning to night and to morning again. Think of all that you do within twenty four hours in everyday of your life; think of what make you do those things; think of why you do those things; and, think of the consequences of those things that you do to yourself and to others. All these things are about behaviour; they make up behaviour, the subject matter of psychology. As long as we live, we continue to do things; that is, we continue to behave. Therefore, behaviour is life itself and psychology is about life. If the meaning of psychology is not yet clear to you, it is because the meaning of life itself is not clear to us. You cannot see or touch life; yet life is real because we live – we experience life by living. But by studying psychology and by acquiring psychological knowledge, we will, to a large extent, understand the fundamental facts about behaviour in particular and about life in general. Such understanding will enable us to live meaningful lives. Thus, psychology is in the service of human beings. It is for the upliftment, emancipation and development of human societies. It has done so for the Whites, the Reds and the Yellows; but it is yet to serve black race.

2.3 Uses and Importance of Psychology
The study and understanding of psychology, as well as psychological knowledge have many uses and benefits both for the individual and for the nation at large.
For the Individual: Psychological study, understanding and KSAs enable the individual to develop, practice and achieve:

1. Developed intelligence: the individual becomes aware of the facts about human intelligence; takes practical steps to develop his own intelligence; and, applies his developed intelligence to conquer his environment, improve his living conditions and emancipate himself.

2. High Cognitive Abilities: With developed intelligence, the individual develops high cognitive abilities for abstract thought, deductive reasoning, accurate perception, sharp memory and vivid imagery.

3. Conceptual (Scientific) Thinking: This leads to the development of inquiring mind and insight, which, in turn, lead to discoveries, innovations and inventions.

4. Ability to Solve Complex Problems and Make Abstract Decisions: These twin abilities enable the individual to conquer his environment and emancipate himself.

5. Psychological Maturity and Growth: The individual becomes rational and operates at high intellectual, cognitive and scientific levels.

6. Psychological Independence: This leads to self-efficacy and self-reliance in decision-making, goal setting, planning, and action taking.


8. Other-Awareness/Human Relations: This is the ability to work through and with others, which enables the individual to recognise, understand
and respect other people, as well as to share and cooperate with others. The ability enables him to practise the human relations virtues of democracy, meritocracy, discipline, equity, justice, human rights, co-existence, and the capital senses.

9. Human Rights Orientation: Orientation to human rights enables the individual to become aware of, understand, and seek the fundamental human rights that lead to meaningful social life, as well as guaranteeing these rights to others.

10. High-Level Conscience and Emotional Control: These two psychological qualities are the origins of high discipline and character among people.

11. Positive Higher-Order Motivations: The individual develops a life plan early in his life, which leads to developing life ambition, future orientation and a definite sense of direction. He strives to satisfy higher-order values and needs.

12. Positive Adjustments: The ability to adjust successfully to people, things and events in life is one psychological quality that leads to a successful life.

13. Control of own destiny: the individual seeks freedom and human rights; he develops self-awareness, exercises his free-will, determines his fate and future and achieves his life ambition.

14. Successful Adaptations: The individual develops the ability to adapt to environmental settings and situations.

15. Contributory Disciplined Behaviour: The individual develops the habit of making his best contributions, his best expert performance to building the “national cake” for humanity.

16. Achievement Orientation and Sense of High Productivity: These two psychological characteristics enable the individual to achieve his life ambition.
Psychological Health and Meaningful Life. The individual with the above psychological qualities achieves sound psychological health and lives a meaningful, successful life. If other members of his society have the same qualities as he has, they make up a normal society which, in turn, makes up a developed nation. (Fig. 5.0)

For The Nation

It is by now, and from the above, quite clear what psychology does for a society or a nation. The benefits of psychology to a nation are better seen in the forms of behaviours, personalities, habits, attitudes, emotions, motivations, levels of intelligence, and achievements being demonstrated by its citizens. Psychology enables the citizens to develop sound psychological health through the psychological qualities that have been described. Thus, psychological study, understanding, and knowledge jointly produce in a society:

1. Citizens and masses who are intelligent, scientific, self-aware, human relations oriented, positively motivated, patriotic, disciplined, and highly productive.

2. Citizens and masses who practise self-awareness qualities and virtues.

3. Citizens and masses who practise the human relations virtues.

It is from among these citizens and masses that the society produces its leaders, managers, workers, parents, teachers, educationists, decision makers, politicians, legislators, the judiciary, the police, the military, core professionals, civil servants, doctors and nurses, scientists, engineers, bankers, consultants and counselors, the clergy, industrialists, agriculturists, academicians, boards of directors, media practitioners, administrators, prison officers, security officers, advertising practitioners, business class, and other functionaries who move and develop the society. These functionaries must be good because the citizenry are good; they are good because they are psychologically healthy.

Therefore, a society gets the type of leadership it deserves, and psychology makes this possible. Leadership is a psychological factor, and whether a
society moves forward as a developed nation, or backward as an underdeveloped nation depends on its leadership. Leadership, therefore, is the greatest benefit of psychology to a nation. The overall benefits of psychology to a society are summarized in the psychological equation of national development in Fig. 5.0

DEVELOPED INTELLIGENT CITIZENS
PLUS
CONCEPTUALLY THINKING CITIZENS
PLUS
SCIENCE-ORIENTED CITIZENS
PLUS
SELF-AWARENESS CITIZENS
PLUS
HUMAN RELATIONS CITIZENS
PLUS
PATRIOTIC CITIZENS
PLUS
DISCIPLINED CITIZENS
PLUS
POSITIVELY MOTIVATED CITIZENS
PLUS
PRODUCTIVE CITIZENS
PLUS
PSYCHOLOGICALLY HEALTHY CITIZENS

A PRODUCTIVE NORMAL SOCIETY

A DEVELOPED NATION

Fig. 5.0 Psychological Equation of National Development

2.4 Psychology and Intelligence
Intelligence is the “image” of God in man. It was the most effective weapon given to man at creation with which he was ordered to “take dominion” over all God’s creations. It grows and develops and when it is developed, man
uses it to make discoveries, innovations and inventions, which he uses to
discover the laws and secrets of nature, to conquer his environment, and to
improve his living conditions.

Intelligence is therefore the most significant psychological factor in human
beings. As a result, psychology is almost synonymous with intelligence. As a
discipline, psychology focuses heavily on developing intelligence. Thus, it:

1. Studies and measures intelligence.

2. Teaches facts about intelligence, as follows;
   (a) Intelligence is inherited from our parents. We inherit three levels
       of intelligence: above average, average and below average
       levels.
   (b) It grows and develops;
   (c) Its growth and development are determined squarely by the
       environment.
   (d) There are specific foodstuffs for its growth and development
       (Fig. 6.0)
   (e) It is measured by a unit called intelligence quotient (IQ) with a
       psychological test called IQ test.

3. Assists in developing programmes (foodstuffs) for developing
   intelligence such as:
   - Balanced Diets, including iron and calcium
   - Stimulating, conducive environment
   - Teaching and Learning Activities
   - Reading and Writing culture
   - Making and Producing Culture
   - Existence of Heroes and Models

4. Develops interventions to maintain healthy intellectual functioning in
   discoveries, creativities, innovations and inventions.

In this way, psychology highlights developed intelligence as the springboard
and source of all scientific and technological accomplishments.
Fig 6.0: Foodstuffs for the Development of Intelligence
2.5 Psychological Universals and Differentials

There are, in psychology, psychological universals as well as psychological differentials. The former include (a) psychological concepts or attributes—these apply to all human beings all over the world; (b) psychological principles and objectively developed theories; (c) psychological ethics; (d) psychological processes; and, (e) psychological research and research methodologies. All these are relevant to all human beings, no matter where they live. But then, there are psychological differentials which comprise all the psychological attributes of human beings listed in Table 1.0 and the different kinds of factors that influence the attributes. Persons, nations, cultures and races differ in terms of the attributes and the factors. The two most important groups of factors are the hereditary factors (intelligence, cognitive ability, memory, emotions, physiological processes and physical characteristics), and the environmental factors (maternal, family, cultural, ethnic, national and racial backgrounds). The former grow and develop, while the latter determine the rate and level of the growth and development of the hereditary factors. The natural inevitable interaction between these two groups usually gives rise to the acquired factors - styles, attitudes, experiences, sets, motives, needs, goals, aspirations, expectations, values, beliefs, assumptions, prejudices, stereotypes, and so on. Again, here, persons, cultures, nations and races differ in this group of factors. And it is these differences that make a valid case for differential psychologies among cultures and races of mankind (Abraham, 1962). Thus, so far, we have European psychology, North American psychology, Russian psychology, and Asian psychology. But we do not yet have African psychology.

3.0 PSYCHOLOGY IN AFRICA VERSUS AFRICAN PSYCHOLOGY

Psychology as it exists in Africa today, 2005, is called “psychology in Africa”. If you travel to other continents, you will notice immediately that they do not have “psychology in”. For instance, there is nothing like psychology in Europe, psychology in America, psychology in Asia, or psychology in Australia. Rather, they have European psychology, American psychology, Russian psychology, Asian and Australian psychology. These specific continental psychologies were duly developed and sustained by the respective indigenous psychologists, not by foreign people. But the developed continents know very well that there is no African psychology in existence, because no one, either themselves or Africans, has ever made efforts to develop it. In fact, in Africa
itself, mention the term African psychology, and African psychologists themselves will ridicule you to death.

The term “psychology in”, applies only to Africa. It is used to indicate that any semblance of psychology in Africa is foreign, and is an off-shoot or a mixture of some foreign continental psychologies, such as European and American psychologies. It is not an authentic and original African psychology that is scientifically and academically developed by indigenous African psychologists. Therefore ‘psychology in Africa which is the type that is practised in the continent in this 21st century, is not valid for the African people. A genuine valid African psychology is urgently needed for the continent.

3.1 Psychology in Africa

However, ‘psychology in Africa’ is the ‘national psychology’ that is applied and practised in Africa today. It dated back to the first four centuries of the Afro-European trade (15th-18th centuries). It can be classified into three major categories (Eze, 1996):

i. The Unorthodox Precolonial European Psychology:
The first groups of Europeans who came to Africa in the 15th century and made initial contact with black Africans were mainly navigators, intellectuals, technicians and business men who were sailing around the world in search of raw materials for their industries and new markets for their manufactured goods. Although they were not orthodox psychologists, they were developed human beings, scientific thinkers and analysts who made significant, albeit, biased psychological observations of the black Africans they met. On the whole, their negative conclusions were based predominantly on their African inferiority – European superiority belief.

ii. The Colonial Psychology

There were two versions of colonial psychology:

1. Colonial Consultancy Psychology:
The colonial period covered the 19th and mid 20th centuries. During this period, the colonial masters invited European psychologists into Africa to provide needed psychological services that would assist them in controlling their colonized Africans and in exploiting the rich resources in the colonies
(Nwankwo, 1994). As such, the European psychologists came to Africa in the 19th century as consultants to serve their clients, the superior colonialists, not to serve the inferior black Africans. They operated from the European racist perspective and from the perspective of the African-inferiority-European superiority belief of the precolonial era. Consequently, their observations, conclusions, writings and recommendations were partly a continuation of those of their predecessors of precolonial period, and partly a justification for the colonial control and subjugation of the black Africans (Wilson, 1983; Rodney, 1972; Ihonvbere, 1989). Therefore, colonial psychology was not the scientific objective psychology that it was supposed to be. Rather, it was a consultancy psychology that was racist, prejudicial and biased against black Africans (Wilson, 1983).

2. Colonial Research Psychology: Towards the beginning of the 20th century, the colonial consultant psychologists became engaged in series of psychological research and assessments of the colonized black Africans, using various types of psychological tests to measure first the black African intelligence and mentality, then, his personality, and then later his endurance level and ability to perform at work. Thus, the early emphasis was on mental and personality assessments. Euro-American IQ tests and personality projective measures were used in the assessments.

iii. The Postcolonial Orthodox Western Psychology Gradually, European colonialism came to an end in the 1950’s and 1960’s when the Europeans voluntarily granted political independence to the Africans, not economic independence which they tactfully withheld. Before the end of colonialism, however, the colonial residues – the colonial wars, colonial slave trade, colonial rule, racism, ‘tribalism,’ economic manipulations, political control, colonial cultures and languages – all have completely psychologically emasculated black Africans and compounded their primordial psychological problems and deficiencies (Osei-Hwedie & Osei-Hwedie, 1994; Chinweizu 1988). These factors had so damaged black Africans that the colonized blacks have lost virtually every psychological quality that can make human beings intelligent beings: they have lost (a) self-awareness and its noble virtues of honour, dignity, esteem, prestige and human rights; (b) the three ‘capital senses’ – sense of direction, sense of
belongingness and sense of ownership; (c) their natural rights to freedom, independence, self-perpetuation, and control of own destiny; (d) self-identity, national identity and racial identity; and, (e) all traces and meanings of patriotism, nationalism, nation state and sovereignty (Eze, 1995). Colonial psychology did not do anything concrete about these tragic losses of black Africans, and today’s Africans are still characterized by the losses (Ihonvbere, 1989).

The end of colonialism was immediately followed by neo-colonialism which main branches comprised imperialism, multinationalism, black colonialism, and the foreign debt factor. These factors have heavily influenced, and are still influencing, the psychological make-up of black Africans (Egwuonwu, 1994).

The post-colonial orthodox psychology consists of (1) the Neo-colonial orthodox psychology which is a continuation of colonial psychology in the service of European development and African underdevelopment; (2) Western Science-Oriented Psychology in the 1970’s, which had started questioning some of the findings of colonial psychology; and, (3) Western-Oriented Academic Psychology mainly in the African institutions of higher learning, which is concerned with the teaching and dissemination of psychological knowledge mostly from the Western perspective. All the three subfields constitute the current psychology in Africa.

All the above three categories of psychology in Africa derived their psychological assumptions, perceptions, research studies and interpretations from their African intellectual inferiority-European intellectual superiority beliefs and theories, and their conclusions were reached from their Western psychological perspective. ‘Psychology in Africa’ has dominated and affected African intellectual tradition in psychology, just in the same way that the adoption and speaking of European languages as national languages by African countries have negatively affected African cultures and traditions.

### 3.2 African Psychology: A Priority Need

From the foregoing, it has become clear that the current psychology in Africa is an European psychology more in the service of the West than of black Africa. Its operations are based on the white superiority-black inferiority belief
and on the colonial and neocolonial assumptions about the black race. In referring to it, Wober (1975) said:

"Psychology in Africa has been Western psychology concerned with comparing the test scores of the Africans with those of the Europeans, and using the results to confirm Jensenism. The development of this type of psychology in Africa was due to the fact that those who have been involved in psychology in Africa have been either Europeans themselves using their own peculiar modes of thinking, or the whitewashed Africans who employ European methods and thinking modalities.

And looking ahead, Wober (1975) predicted:

"One may see in the 1970's as a time in which psychology in Africa turns a corner, in that it will be increasingly in the hands of new people, with their own outlooks, needs and direction of inquiry .... For much of the research done is only tentative, and there is some reason to think that some of it may even be misleading. We do not yet have definitely a psychology for the most Africans, not even comprehensively for a few most studied groups within Africa."

It is clear that Wober's prediction has not yet occurred, for it is 2000's going to 3000's and psychology in Africa has not turned a corner. It is still being operated by Europeans and "Whitewashed" Africans. Foreign tests and measuring instruments are still being used to study black Africans. Data analyses and interpretations by psychologists are made to satisfy orthodox psychology. Psychological research is scanty, gradually reducing in number and quality, and generally only glossing over the real problems and weaknesses of black Africans (Eze, 1994). Consequently, after operating in Africa for over a century, psychology in Africa has succeeded in leaving the primordial and traditional psychological weaknesses, deficiencies, problems and realities of the African people to the Africans themselves to handle. Indeed, handling these weaknesses, problems and realities of black Africans is the
responsibility of patriotic African psychologists and sympathetic social scientists who are committed to the cause of black Africans' emancipation and development (Eze, 1993 & 1995). The current psychology in Africa is definitely not committed to this cause. As such, Eweka (1985) has called for an urgent development of "a psychology of the Africans," and a need to change our third world whitewashed mentalities (colonial mentality, foreign mentality and international mentality) before we can begin to look for this type of internally developed psychology.

Therefore, there is an urgent need for an internally developed African psychology which will be dedicated to the cause of black Africans' emancipation, self-awareness development, self-perpetuation and national development, and which will stop comparing the test scores of black Africans with those of Europeans and concentrate on developing theories and formulae for correcting, emancipating and rehabilitating today's black Africans into the fold of self-awareness normal human beings.

THE CURRENT EFFORTS TO DEVELOP AFRICAN PSYCHOLOGY
Fortunately in recent years, there has been a good number of non-whitewashed indigenous psychologists and psychiatrists who are working hard in their writings and actions to create a true African psychology (Eze, 1981, 1986; Ogundowole, 1986; Laosebikan, 1986; Lambo, 1962; & 1969; Nduka, 1964; Akinpelu; 1983; Majoku, 1986; Eweka, 1985; Soetan, 1986, Akinwowo, 1986). For instance, Ogundowole (1986) has presented a thesis calling for a systematic identification and separation of the Nigerian (black African) "we" from the European foreign "they" as the first step towards the development of an African psychology and nationalism in Africa.

Lambo (1962 & 1969) has made successful attempts at refuting certain western conclusions about the black African, as well as clearing the way for an African perspective in psychology. Soetan (1986) in setting up what he calls the psychology of traditional Yoruba moral education, declares that:

"It is erroneous to think that the Africans because of the undocumented nature of their past do not have a laid down psychology for everyday living, and thus have to be studied through foreign theories and postulations".
Majoku (1986) has described the rationale and material sources for the development of Igbo traditional psychology of the child.

To complement these efforts in a more practical way, Eze has in collaboration with few industrial psychologists, established the Association of Nigerian Industrial-Organisational Psychologists (ANIOP) in 1983 and has written the first textbook on African industrial organisational Psychology in 2004. Also he has actually developed an indigenous psychology programme called African psychology in 1981, which was adopted by the Department of Psychology, University of Lagos, as a course of instruction in 1982, and which was officially approved by the University Senate in 1985. The first-year students of psychology in this department in the 1986/87 academic year were the first set of African students to enroll in this maiden course. Thus, the University of Lagos becomes the first University in black Africa to offer African Psychology as a course of instruction, and its Department of Psychology becomes the first in a black African institution to train African students in it. Eze taught this course for three years and until his preoccupations with the teaching and supervision of postgraduate psychology courses could no longer allow him the chance to continue teaching African psychology. Thereafter, no teaching staff was willing to teach the course at all. It was summarily rejected and the course died a natural death. But it can be revived since it is a senate-approved course, for it is the most relevant psychology course that a department of psychology in an African University should offer and teach. Owing to the crucial nature of this course as the first step towards revolutionizing psychology in Africa, it is considered pertinent to describe its scope, objectives and methods.

Definition: African Psychology is defined as:

1. The psychological study of the major historical factors (cultures and traditions, religious Slavism, lower-order motivations, traditional indifference to science and technology, traditional inability to master environment and to control environmental resources, traditional poverty, colonialism, tribalism, colonial mentality, foreign domination, foreign dependency, the debt trap peonage system, psychological and economic emasculation, the capital inadequacies) that have influenced and are still influencing the lives and psychological processes of African people;
2. The experimental study of how these historical factors have affected the psychological growth of African people; their self structure; personality; motivational, emotional, behavioural, intellectual and cognitive developments; that is, the study of the psychological effects of the historical influences, and how they have determined the unique African experience;

3. The systematic application of psychology-its concepts, principles, theories, methods and findings – to (a) the unique African experience, (b) treatment of the psychological effects of the historical factors and (c) the promotion of healthy psychology functioning among African people;

4. The psychological training of African students of psychology in sound statistical reasoning, systematic experimentation, development of analytical and interpretive skills, research methodology, rigorous investigation of behaviour, and the proper construction of valid indigenous psychological tests and instruments; and finally,

5. The use of indigenously developed valid psychological tests and instruments to measure African people and their unique experience, and the development of African psychological literature based upon the measurements and studies of African experience, needs, problems and realities.

Objectives of African Psychology: These include:
1. To refute or uphold the conventional research studies, findings, interpretations, assumptions, theories and writings about African people’s psychological attributes by Western scholars.

2. To account for the historical influences that determine the unique Africa experience, and to promote general African awareness of the influences and their dynamics.

3. To explain fully the major components, strengths and weaknesses of the unique African experience.
4. To develop from within indigenous psychological instruments, research techniques, tools and equipment that are valid for measuring the psychological attributes of the Africans.

5. To apply psychology to the African experience by use of the indigenously developed instruments, techniques and tools.

6. To remove or correct the weak and inhibitive components of the African experience, and to encourage the favourable components.

7. To develop from within indigenously-derived theories, assumptions and interpretations about African people’s psychological attributes.

8. To develop indigenously African psychology literature enough to encourage adequate psychological research, training and acquisition of knowledge in Africa.

9. To enable African students of psychology to receive adequate scientific training and to achieve competence in carrying on the responsibilities of psychologists and in rendering psychological services to their communities.

10. To enlighten the African people’s minds so as to enable them to develop interest in and awareness of psychology in general and African psychology in particular.

11. To decolonise the black African mind.

Methods of African Psychology: The following techniques are considered essential:

1. Indigenous critical evaluations of foreign-Western psychological research studies, findings, interpretations, assumptions, theories and inclinations about African people.

2. Systematic indigenous investigations and naturalistic observations of the Africans’ behaviour patterns, motivational tendencies, emotional expressions, personality characteristics, attitudes, preoccupations, expectations, and other psychological variables.
3. Archival and field studies to determine the historical influences affecting the psychological attributes listed in number two above.

4. Systematic experimentations to test the results and findings of both the expatriate and indigenous studies.

5. Programmed interviews and surveys of today's African people to sample out current psychological attributes.

6. Development of indigenous theories and indigenous theoretical explanations and interpretations of the results of research studies.

7. Psychological applications to African priority areas for remedial, corrective and rehabilitation purposes.


9. Indigenous construction of psychological tests and measurements to assess the psychological attributes and requirements of African people and to conduct psychological research in Africa.

10. Thorough scientific training of African students of psychology to achieve competence in performing psychological functions.

3.3 The Continental Study: Its Significance
This study was undertaken in 1984 mainly to obtain vital information that would be used to determine how much progress that has been made in the teaching and propagation of psychology in Africa, as well as the current status and problems of psychology in black Africa. To achieve this objective, an instrument of 17 items was constructed and posted to 182 Senior Academic Staff of 34 universities in the English-speaking countries of Africa. Out of 124 returned questionnaires, 101 were correctly filled and therefore used in data analyses.
The nature of the data did not allow for direct comparisons between variables to be made. As such, the data were reported in terms of dates, numbers, percentages and ranks. For instance, Table 3.0 contains data for items 1 through 5 with a list of universities in English-speaking Africa teaching psychology either as a course or a department or both. The table shows that the first university to teach a course in psychology was the University of Ghana in 1949, followed by the University of Ibadan in 1960 and by both the University of Nigeria, Nsukka and University of Dar es Salaam in 1964. Furthermore, the first Department of Psychology was established by the University of Nigeria, Nsukka in 1964, the second was in 1967 by the University of Ghana; the third was in 1968, by the University of Zambia; University of Lagos was the fourth in 1969; and, the fifth was in 1974 by the University of Zimbabwe. The Universities of Ibadan and Jos took the sixth place in 1976. Thus, out of the 34 universities covered, only 11 or 32% of them have established a Department of psychology, and 15 or 44% teach some courses in psychology.

The responses for items 6, 7 and 8 are presented in Table 4.0 which shows that the degree being awarded by the 11 universities comprised Bachelor of Science, Master of Science, Master of Philosophy and Doctor of Philosophy. The data in the Table indicate the years the degrees were first awarded. As such, the University of Nigeria Nsukka was the first to award B.Sc. degree in psychology in 1967, followed by the University of Malawi in 1969 and the University of Ghana in 1970. Responses to the duration of this undergraduate degree showed that five universities (Lagos, Ibadan, Ife, Ghana and Zimbabwe) had a three-year programme for it, while the rest of them offered it for four years.
<table>
<thead>
<tr>
<th>Country</th>
<th>University</th>
<th>Course</th>
<th>Department</th>
</tr>
</thead>
<tbody>
<tr>
<td>NIGERIA</td>
<td>Univ. of Nigeria, Nsukka</td>
<td>1964</td>
<td>1964</td>
</tr>
<tr>
<td></td>
<td>Univ. of Lagos</td>
<td>1966</td>
<td>1969</td>
</tr>
<tr>
<td></td>
<td>Univ. of Ibadan</td>
<td>1960</td>
<td>1976</td>
</tr>
<tr>
<td></td>
<td>Univ. of Ife</td>
<td>1978</td>
<td>1980</td>
</tr>
<tr>
<td></td>
<td>Univ. of Jos</td>
<td>1976</td>
<td>1976</td>
</tr>
<tr>
<td></td>
<td>Univ. of Maiduguri</td>
<td>1979</td>
<td>No</td>
</tr>
<tr>
<td></td>
<td>Univ. of Sokoto</td>
<td>1979</td>
<td>No</td>
</tr>
<tr>
<td></td>
<td>Bayero University</td>
<td>1978</td>
<td>No</td>
</tr>
<tr>
<td></td>
<td>Ahmadu Bello Univ.</td>
<td>1975</td>
<td>No</td>
</tr>
<tr>
<td></td>
<td>Univ. of Port-Harcourt</td>
<td>1975</td>
<td>No</td>
</tr>
<tr>
<td></td>
<td>Univ. of Benin</td>
<td>1975</td>
<td>No</td>
</tr>
<tr>
<td></td>
<td>Univ. of Ilorin</td>
<td>1976</td>
<td>No</td>
</tr>
<tr>
<td></td>
<td>Fed. Univ. of Tech. Owerri</td>
<td>1980</td>
<td>No</td>
</tr>
<tr>
<td></td>
<td>Fed. Univ. of Tech Akure</td>
<td>1979</td>
<td>No</td>
</tr>
<tr>
<td></td>
<td>Ondo state University, Ado</td>
<td>1984</td>
<td>1984</td>
</tr>
<tr>
<td>KENYA</td>
<td>Univ. of Nairobi</td>
<td>1978</td>
<td>1982</td>
</tr>
<tr>
<td>GHANA</td>
<td>Univ. of Ghana</td>
<td>1949</td>
<td>1967</td>
</tr>
<tr>
<td>BOTSWANA</td>
<td>Univ. College of Botswana</td>
<td>1973</td>
<td>No</td>
</tr>
<tr>
<td>MALAWI</td>
<td>Univ. of Malawi</td>
<td>1965</td>
<td>1980</td>
</tr>
<tr>
<td>ZIMBABWE</td>
<td>Univ. of Zimbabwe</td>
<td>1970</td>
<td>1974</td>
</tr>
<tr>
<td>SIERRA LEONE</td>
<td>Fourah Bay College</td>
<td>1967</td>
<td>No</td>
</tr>
<tr>
<td>TANZANIA</td>
<td>Univ. of Dar es Salam</td>
<td>1964</td>
<td>No</td>
</tr>
<tr>
<td>UGANDA</td>
<td>Makerere Univ.</td>
<td>1965</td>
<td>No</td>
</tr>
<tr>
<td>ZAMBIA</td>
<td>Univ. of Zambia</td>
<td>1966</td>
<td>1968</td>
</tr>
<tr>
<td>MAURITIUS</td>
<td>Univ. of Mauritius</td>
<td>1968</td>
<td>No</td>
</tr>
<tr>
<td>SWAZILAND</td>
<td>Univ. of Swaziland</td>
<td>1973</td>
<td>No</td>
</tr>
</tbody>
</table>

*Data Collected as of 1984*
### Table 4.0: Departments of Psychology and Degrees Being Awarded

<table>
<thead>
<tr>
<th>UNIVERSITY</th>
<th>B.Sc Year Awarded</th>
<th>M.Sc Year Awarded</th>
<th>M.Phil Year Awarded</th>
<th>Ph.D Year Awarded</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 University of Nigeria Nsukka</td>
<td>1967</td>
<td>1979</td>
<td>+ No</td>
<td>** Yes</td>
</tr>
<tr>
<td>2 University of Lagos</td>
<td>1972</td>
<td>1979</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>3 University of Ibadan</td>
<td>1980</td>
<td>1982</td>
<td>No</td>
<td>Yes</td>
</tr>
<tr>
<td>4 University of Ife</td>
<td>1981</td>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
</tr>
<tr>
<td>5 University of Jos</td>
<td>1979</td>
<td>1982</td>
<td>No</td>
<td>1983</td>
</tr>
<tr>
<td>6 University of Ghana</td>
<td>1970</td>
<td>1979</td>
<td>No</td>
<td>Yes</td>
</tr>
<tr>
<td>7 University of Malawi</td>
<td>1969</td>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
</tr>
<tr>
<td>8 University of Zimbabwe</td>
<td>1977</td>
<td>1979</td>
<td>Yes</td>
<td>1982</td>
</tr>
<tr>
<td>9 University of Zambia</td>
<td>(BA) 1971</td>
<td>(MA) 1975</td>
<td>No</td>
<td>Yes</td>
</tr>
<tr>
<td>10 University of Nairobi</td>
<td>1984</td>
<td>Yes</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>11 Ondo State University</td>
<td>Yes</td>
<td>No</td>
<td>No</td>
<td>No</td>
</tr>
</tbody>
</table>

*Data Collected as of 1984

** Yes: The Degree is being offered but has not been awarded.
+ No: The Degree is not being offered.

Table 5.0 contains data for items 9 (areas of specialization), 10 (staff) and 11 (facilities). It shows that three areas – social, industrial and clinical psychology – are the main concerns of all the eleven Universities.
**Table 5.0: Departments of Psychology and Degrees Being Awarded**

*Areas of Specialisation, Staff Strength and Facilities*

<table>
<thead>
<tr>
<th>UNIVERSITY</th>
<th>AREAS OF SPECIALISATION</th>
<th>STAFF</th>
<th>FACILITIES</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Educational</td>
<td></td>
<td>UG</td>
</tr>
<tr>
<td></td>
<td>African Psychology</td>
<td></td>
<td>MSc's</td>
</tr>
<tr>
<td></td>
<td>Experimental</td>
<td></td>
<td>Ph.D's</td>
</tr>
<tr>
<td></td>
<td>Developmental</td>
<td></td>
<td>Expatriates</td>
</tr>
<tr>
<td></td>
<td>Social</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Counselling</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Psychometrics</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Individual</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Physiological</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Mathematical</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Environmental</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Clinical</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>MSc's</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Ph.D's</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Black Africans</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Expatriates</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Staff</td>
<td></td>
<td>Pay. Lab.</td>
</tr>
<tr>
<td></td>
<td>Pay. Lectures</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Pay. Professors</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Animal House</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Pay. Teachers</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Pay. Texts</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Pay. Specialists</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Pay. Seminars</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Pay. Audio</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Pay. Walls</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Pay. Projective</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>UNIVERSITY</th>
<th>AREAS OF SPECIALISATION</th>
<th>STAFF</th>
<th>FACILITIES</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1. UNN       | No No Yes Yes Yes Yes No Yes Yes | 5 6 11 1 | No No Yes Yes Yes Yes Yes Yes Yes |
2. Lagos     | No No Yes Yes Yes Yes No Yes Yes | 4 9 11 2 | Yes No Yes Yes Yes Yes Yes Yes Yes |
3. Ibadan    | No No Yes Yes Yes No No Yes Yes | 3 5 7 1  | No Yes No Yes Yes Yes Yes Yes Yes |
4. Ife       | No No Yes Yes Yes No No Yes Yes | 2 3 5 0  | No No Yes Yes Yes Yes Yes Yes Yes |
5. Jos       | No No Yes Yes Yes No No Yes Yes | 6 7 7 6  | Yes No Yes No Yes Yes Yes Yes Yes |
6. Ghana     | No No Yes Yes No No Yes Yes Yes | 1 3 4 0  | Yes No Yes Yes Yes No No No Yes Yes |
7. Malawi    | No No Yes Yes No No Yes Yes Yes | 4 1 3 2  | No No Yes Yes Yes Yes Yes Yes Yes |
8. Zimbabwe  | No No Yes Yes No No Yes Yes Yes | 2 3 1 4  | Yes No Yes No Yes Yes Yes Yes Yes |
9. Zambia    | Yes No No No Yes No No Yes Yes | 7 7 6 8  | Yes No No No Yes Yes Yes Yes Yes |
10. Nairobi  | Yes No Yes Yes No No Yes No No Yes | 3 4 4 3  | No No Yes Yes No Yes Yes Yes No No |
11. Ondo State | No Yes No No Yes No No Yes No Yes | 5 1 6 0  | No No No No Yes Yes Yes Yes No No |
Developmental psychology is next in importance with only Zambia and Ondo State not yet offering it in their programme. On the other hand, all but two of the universities in each case are not yet interested in educational, counseling and African psychology, and no university is specializing in mathematical psychology. With regards to staff strength, there were 49 Ph. D’s or 53% and 43 M.Sc.’s or 47% as well as 65 black Africans (71%) and 27 whites (29%) who made up the staff of the eleven Departments. It appears from the Table that valid indigenous tests are one facility which none of the Departments had developed, and while 10 of the Departments had not yet established an Animal House, six hadn’t got a psychology professor. However, all the Departments had psychology specialists in the areas being offered and ten of them in each case had psychology textbooks, journals and seminar rooms.

Items 12, 13, 14 and 15 were concerned with national statistics on first introduction of psychology, first department, number of institutions teaching psychology and number of psychologists in a particular country. Comments from the respondents showed a general ignorance of these factors. The data from item 16 concerning the major problems of psychology in Africa are contained in Table 6.0. The ranks of the 12 defined problems in the Table indicate that failure of African Psychologists to apply psychology to African experience and living conditions was the worst problem of psychology in black Africa, followed by non-existence of indigenous psychology literature and lack of proper understanding in Africa of the nature and role of psychology in national development. Ranks 4 to 12 show the position of other major problems.
### Table 6.0: Major Problems of Psychology in Africa

<table>
<thead>
<tr>
<th>PROBLEM</th>
<th>Score</th>
<th>Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td>Failure of African Psychologists to apply Psychology to African experience and living conditions</td>
<td>192</td>
<td>1</td>
</tr>
<tr>
<td>Lack of indigenous African Psychology literature</td>
<td>175</td>
<td>2</td>
</tr>
<tr>
<td>Lack of proper understanding in African of the nature and role of psychology</td>
<td>169</td>
<td>3</td>
</tr>
<tr>
<td>Inadequate number of indigenous African psychologists</td>
<td>168</td>
<td>4</td>
</tr>
<tr>
<td>Lack of adequate psychology laboratories in African institutions</td>
<td>167</td>
<td>5</td>
</tr>
<tr>
<td>Insufficient funds and grants</td>
<td>160</td>
<td>6</td>
</tr>
<tr>
<td>Westernization of psychology teaching and training in African</td>
<td>142</td>
<td>7</td>
</tr>
<tr>
<td>Lack of relevant up-to-date psychology textbooks and journals</td>
<td>141</td>
<td>8</td>
</tr>
<tr>
<td>Lack of psychological research technology and audio visual aids</td>
<td>128</td>
<td>9</td>
</tr>
<tr>
<td>Inadequate training of African Students of psychology</td>
<td>105</td>
<td>10</td>
</tr>
<tr>
<td>General African Student’s lack of interest in psychology as a field of study</td>
<td>102</td>
<td>11</td>
</tr>
<tr>
<td>Incongruence between African intellectual traditional and the demands of psychology as a science</td>
<td>97</td>
<td>12</td>
</tr>
</tbody>
</table>

The last item was on African Psychology. Thus, with the statement, African psychology should be introduced in African institutions', an overwhelming 94% of the participants agreed. Similarly, a large majority of 88% supported
the idea that African Psychology should be made a compulsory course for African students of psychology. It is therefore clear that African Psychology as a course of study in African institutions received substantial support from the participants. These respondents were however not clearly decided on the first and second priorities of psychology in Africa. But 84% of them agreed that African psychologists should develop indigenous psychology literature through the specified methods.

**FINDINGS AND COMMENTS**

The questions of low interest and slow progress in the teaching and propagation of psychology in Africa have been shown to be relatively true by the reported data. For instance, in the former British Africa, it was found that psychology was first taught as a course in 1949; a department of psychology was first established in 1964; the first undergraduate degree in psychology was awarded in 1967; a Master's degree in psychology was first awarded in 1975; and, a doctorate degree in this discipline was first awarded in 1982. Also, up to the period of the study, only 11 of the 34 Universities involved had established a department of psychology and only 15 of them were teaching psychology courses. This lack of interest in psychology among African institutions and attendant slow progress of psychology in Black Africa can be fully accounted for by the twelve major problems of the discipline in Table 6.0. The problems constitute the main obstacles to the effective propagation of psychology in Black Africa. Mundy-Castle, (1983) treated similar African problems and advocated the application of the total approach theory, a simultaneous attack on all problems coordinated according to a carefully conceived operational strategy, as the best solution to them.

It was further discovered that the few Departments of Psychology in African universities are mostly concerned with three major areas of specialization which include Social, Industrial and Clinical Psychology. This may be due to the fact that over 90 percent of African students of psychology choose to specialise in these three areas because they believe the latter to be employment generating and money making areas, not because of any special interest in acquiring knowledge in the areas. It is disturbing to find that African Psychology Departments do not specialise in Mathematical Psychology, the area that deals with statistics, experimental designs, quantitative analysis of data, probability and test construction. Perhaps this may be the reason for the discovery that valid indigenous tests are lacking in these Departments.
The Departments' lack of interest in African Psychology can be explained partly by Wober's (1975) perception of African psychologists as "white-washed" Africans operating from Western perspective, and partly by the much discussed colonial and international mentalities of some African scholars, which make these scholars reject anything that is strictly African and that deviates from international specifications. In fact, in the two universities that offer this course, (the author is familiar with them) a majority of their African Psychologists so openly resent the course that they swear not to have anything to do with it. Yet as data for item 17 have shown, the idea of introducing African Psychology as a compulsory course in African institutions received substantial support from African psychologists. Such support has been expressed by Mundy-Castle (1970) when he suggested a 'new psychology' that will be concerned not only with understanding and testing the applicability in Africa of Western psychology, but also with exploring the psychology of African cultures, indigenous institutions and philosophy. This has to be done before psychology can be functionally useful to the Africans.

3.4 Relevant Psychological Approaches and Interventions

The psychological issues, problems and realities of the black African people, which developed during the ancestral era, and which were compounded in the colonial periods and are sustained in the current era, seriously and urgently demand relevant psychological interventions. Therefore, African psychology must as a matter of urgency embark upon such crucial interventions as:

1. Development of psychological strategies for removing the imbibed ancestral and traditional fears, syndromes, hang-ups, phobias, superstitious beliefs and assumptions.

2. Initiating and carrying to a successful completion essential psychological revolutions in black Africa such as self revolution, emotional, intellectual, mental, perceptual and motivational revolutions; leadership revolution; language and cultural revolutions; educational and literacy renaissance, agricultural revolution; and, adaptive revolution.
3. Development of strategies for removing the socio-religious and artistic cultural inhibitions.

4. Creating a stimulating, clean, sanitary and healthy environment in black African countries.

5. Development of strategies for conquering and controlling the black African environment.

6. Development of strategies for getting out of the traditional intellectual and economic poverty.


4.0 LEADERSHIP AND DEVELOPMENT

Leadership is an essential psychological concept. It is the key to all human developments- the key to individual, corporate and national developments. At conception, the child is cared for, protected and guided by maternal leadership; and from birth, he goes through parental-family leadership, village, community, local government, state government, ethnic, national and racial leaderships. At no time in a person’s life does he stop functioning under one form of leadership or the other, or even a combination of leaderships. But national leadership happens to possess the essential elements of power and authority over all others.

All over the world, leadership is the most important number one factor that determines whether a nation can become developed or underdeveloped. Thus, no nation ever becomes developed unless it has the leadership that is free, intelligent, self-aware, brave, patriotic, people-oriented, action-oriented and destination-bound; the leadership that understands leadership psychology and applies it in moving people forward; and, the leadership that is relevant, democratic and self-reliant in all its activities. This is the type of a relevant leadership that made the developed nations of the world developed and occupy their super-power status in today’s global relations. In those
relations, black African countries occupy the most underdeveloped, poverty-stricken status because of the absence of the above defined relevant leadership in these countries since their inception.

4.1 What Is Leadership?
There have been diverse definitions of leadership in the literature over the decades. According to Burns (1979), 150 definitions of leadership have been reviewed and the different ideas generated by each of these have added to the confusion in clearly understanding the true meaning of the word. In his view, leadership is "nothing if not linked to collective purpose, and the effectiveness of leaders must be judged not by their press clippings but by actual social change measured by intent and by the satisfaction of human needs and expectations". In his own analysis of the definitions, Oworen (1984) indicates that some of them focus on the group process, some on the personality or behaviour of the leader, some on the nature and characteristics of the followers, and others on the exercise of influence and power, the attainment of group goals, the differentiation of roles, and the effects of interaction.

Since one objective of this lecture is to relate leadership to the national experience in black Africa, the position taken here therefore is that leadership is a combination of six interwoven elements:

a. **Leadership Psychology:** This topic will receive detailed treatment later in this section. Here it is introduced as the most important component of a full definition of leadership. It is a psychology that applies a wholistic approach towards adequate understanding of the essential psychological factors that contribute to leadership success in human, organisational and national developments. Leadership psychology is concerned with handling human beings as beings with needs, demands and expectations which must be satisfied to create a conducive human relations climate. Its KSAs are acquired through learning and practice, and by means of developed intelligence and self-awareness. For a leader to succeed, he must understand and apply leadership psychology in a continuous manner.
b. *Individual Legitimate Leadership:* This comprises the topmost leader, the position he occupies, his styles, characteristics and actions. The Head of State or the President of a nation as the captain of the ship represents this aspect of leadership.

c. *Collective Leadership:* This means the leaders of a people or those in positions of leadership and their respective styles, qualities and actions. Examples of the national collective leadership in the public sector in Nigeria, for instance, are the Governors, the Ministers, the Commissioners, the Directors-General, the Directors, the Chairmen, the Contractors, the Civil Servants, the Customs Officers, the Police, the University Lecturers, the Judiciary, the Sole Administrators, the National Assembly, Members of Professional Associations, and all others who are in positions of authority to influence others. In the foreign-owned private sector, they include the managing directors, the bankers, the board-chairmen, the managers, the supervisors, the clergy and the members of the Manufacturers Association of Nigeria. (MAN).

d. *Leadership Potential:* This is the ability, inherited or acquired, to lead others. Some scholars see leadership mainly from the perspective of ability (Bons, 1976; Gribbon, 1981). In particular, Gribbon (1981) defines leadership as the ability to gain consensus and commitment to common objectives, beyond organisational requirements, which are attained with the experience of contribution and satisfaction on the part of the work group. Ekpo-Ufot (1983) in his treatment of leadership has come up rather convincingly with methods of identifying and developing leadership potentials for national development. These potentials are usually demonstrated when a leader possesses high level intelligence, insight and foresight, and uses these psychological weapons selflessly to identify and attack problems and enemies, embark on revolutions and transformations, and through these means move his followers towards the desired destination. Thus, successes, achievements and positive results are the yardsticks for measuring leadership ability.
e. **Leadership Act:** It is by doing, by an act of leading that leadership is measured, and not necessarily by rhetorics. Burns (1979) lays great emphasis on leadership act more than on any other aspect of leadership. He believes that leadership over human beings is exercised when persons with certain motives and purposes mobilize, in competition or conflict with other institutional, political, psychological and other resources so as to arouse, engage and satisfy the motives of followers. Certainly, acts of leadership speak louder than its words and go great lengths towards rallying followers around the leader. For instance, when Mao Tse Tung expelled all foreigners in China and embarked on language-cultural and agricultural revolutions, he endeared the patriotic hearts of all Chinese people. Similarly, by the successful revolutions of Fidel Castro in Cuba, by the singling out of Western imperialism by Mamman Ghaddafi of Libya as his people’s enemy and his selfless internal reforms, and the drastic personal actions taken by Murtala Mohammed or the widely acclaimed War Against Indiscipline (WAI) of Tunde Idiagbon in Nigeria, the citizens of these countries were easily moved to identify with their leader and to pledge their patriotic support and dedication to the national cause.

f. **Leadership Freedom from external Domination:** This appears to be the only one element that is missing in all the definitions of leadership found in the literature. But it is undoubtedly the most crucial factor in defining leadership in Nigeria and other black African countries who have experienced and are still experiencing colonialism and neocolonialism. In these countries, the leadership is foreign-directed, foreign dependent and heavily indebted to foreign creditors. As such, no definition of leadership in these countries is complete if it omits the factor of leadership freedom from foreign domination, the self-reliant leadership and the freedom of the leader to act himself without undue external influence.

From the African perspective, therefore, an adequate definition of leadership must include an intelligent leader with leadership psychology KSAs, the individual legitimate leader occupying the topmost position of authority in the nation, the collective leaders or persons occupying positions of leadership
in both the public and private sectors of the economy, the ability of these leaders to lead the nation, the measurable acts of leadership performed by them, and the freedom of these leaders to act themselves without undue interference from external powers.

4.2 Leadership As Determinant of A Society Versus A Society Gets The Leadership Type It Deserves

These two propositions appear contradictory on the surface; yet they are both upheld as true in this lecture. It has been consistently found, believed and affirmed that in every human society, leadership determines whether the society will move forward, or move backward, or remain stagnant (Eze, 1983, 1986, 1987, 1988, 1989, 1994, 1995, 1999, 2004, 2005). From all these works, and to the best of our knowledge, no society ever moves forward unless leadership moves it. In the history of man, a leaderless society has not been found. Rather in man’s history, it has been found that nations which have successively emancipated themselves, transformed themselves and became developed are those led by relevant people’s leaders who are characterised by those qualities listed in Table 2.0. On the other hand, societies which are incapable of emancipating themselves and therefore remain underdeveloped have been controlled by foreign-installed, foreign-controlled, selfish and sadist dictators and leaders. These dictators lack the qualities in Table 2.0. They pursue selfish and external interests, continuously moving their countries backward at worst, or redundant at best.

Earlier in this lecture, it has been stated that a society gets the type of leadership it deserves, depending on whether or not that society is able to understand the meaning, significance and roles of psychology, and to apply this understanding to the acquisition of both the psychological KSAs and leadership KSAs. This statement did not actually contradict the above view that leadership determines the status of a society; it complements it. One way to resolve the apparent contradiction is to distinguish between what can be called predecessor leadership and successor leadership. The former can be described as the foundation leadership which founded the nation, while the latter is the subsequent sets of leadership that govern the society by following the legacies of their predecessor leaders.
PRACTICAL EXAMPLES

America and Nigeria can serve as examples here. Both countries were at different periods in history colonies of the same foreign master. Both had the same goals in their struggles against their master – to end colonisation and to win freedom and independence, but they differed significantly in:

- The level of exposure to psychological and leadership KSAs;
- The type of leadership that started the struggles;
- The types of freedom and independence demanded;
- The method used;
- The achievements realised; and,
- The post-independence status acquired.

While American people and their leaders had acquired high-level psychological and leadership KSAs in the 18th century, Nigerian people and their leaders in the 20th century had not achieved such acquisitions. Thus, the former were psychologically and intellectually better equipped and self-aware to understand the issues involved, and to know what they wanted and how to achieve them than the latter.

As the representative leaders of the original thirteen states of America that fought the war of independence were at home debating the issues and the methods to be used, George Washington, a clear brave revolutionary leader, emerged and volunteered to master-mind the war. Through his bravery and leadership, Americans openly revolted, issued a unilateral declaration of independence and declared a revolutionary war against Britain in 1776. They demanded non-negotiable total freedom and total independence and the right to control their own destiny. The war was fought and America won and achieved their goals. With a resounding victory, America changed everything British - language, culture, sports, form of government into American, and became a totally free and sovereign nation.

The Nigerian Case in the 1950s was different. No single brave leader emerged; rather regional and ethnic representatives with diverse interests were selected. These representatives shuttled from Lagos to London to attend what were called London (independence) conferences. What would one
expect from such conferences that were held at the master’s home and manipulated by the master himself? Therefore, throughout the Nigerian struggles for independence, the master-servant relationship that was unique with colonialism was strictly maintained. There was neither a revolution nor a war – there were concessions, resignations and submissions. The demands for total freedom and total independence were allowed to be negotiated. What they achieved was pseudo-political independence without economic independence on a platter of gold. The master is still in control of both the psychological and economic dependence of Nigeria even till today. In 1986, the Daily Times in its editorial opinion on “Nigeria at 26” has these to say about our leadership and post-independence status:

"Freedom from colonial rule has implicit in it the ability of a people to be masters of their own fate, not just in the exercise of sovereign political power but also in terms of appropriating and utilizing their resources- human and material- to increase their general economic well-being and social happiness. To what extent have we been able to realize these lofty goals? The story is sad but it has to be told. The people of Nigeria inspite of the enormous resources at their disposal, have not succeeded after 26 years of independence to realise the optimum benefits of the stupendous resources. The end result has been an annoyingly dependent economy which serves the purpose as determined by the industrialised but exploitative nations.

We have become a nation of consumers instead of producers. In desperation, we prevail on the multinationals to set up assembly plants here under the illusion that technology of production would be transferred to us...there is nothing like transfer of technology...Our technological progress is in our own hands... we have found ourselves where we are today because of lack of continuity... this is where the issues of political instability comes in. This negative factor seems to have made it possible for impressive blueprints for national development to be thrown overboard upon every change of government. This seems
to explain why we are always beginning from the beginning. Yet the problem of instability cannot be separated from the one of poor leadership or absence of enduring political culture. Some of our leaders have tended to lack the ability to divorce their selfish perception of societal issues from the lofty expectations and aspirations of Nigeria as a nation. More often than not, therefore, their individual whims and caprices were super-oriented over and above national goals. This explains why after two and half decades of political independence, Nigerians have not fully evolved enduring political ethos and ethics. There is no doubt that good and effective leadership is the most important factor in nation building. The leadership sets the tune and the followers pick the symphony” (Daily Times, October 1, 1986, p.8).

Thus, our leaders have not yet been able to set the tune, and as such, the followers have no symphony to pick up. The country is still a colonised slave country, after 44 years of pseudo-independence. Julius Nyerere of Tanzania speaking from experience as a retired African leader in 2000 has affirmed that all black African countries have lost their sovereignty as a result of rigid external control of these countries.

From the above examples, therefore, one can see that the respective legacies that the predecessor leaders established for their countries determined the routes and directions which these two countries followed and are still following. And maintaining and sustaining these legacies by the succession leaders have equally determined the unique experiences and characteristics of these two countries, which promote good successful leaders and prosperity in one country and bad failed leadership and poverty in the other country.

4.3 A Leader As A Driver, A Pilot, A Captain and A Servant
A relevant, people’s leader, therefore, is the driver of a commercial bus that moves passengers to their destinations; the pilot of a commercial aircraft that lifts passengers into the air and flies them to their destinations; and, the captain of the ship that propels passengers to wherever they are going. In each case, the passengers’ needs, welfare, comfort and safety are the sole
concerns of the driver, the pilot and the captain. As such, the latter are all the time preoccupied with the overall satisfaction of the former by providing safety precautions; determining the safest route to follow and following it; removing obstacles, solving problems and fighting enemies on the route; and, by moving the passengers safely to their destination. If these activities are not performed, accidents and crashes will be the consequence, and the passengers will suffer bruises, wounds, fractures and hardships, or they may perish. Thus, from the beginning to the end of the journey, the driver, pilot or the captain is faithfully serving the passengers; he is the dedicated servant of the people who, in turn, reciprocate by being obedient, cooperative, collaborative and constructive in making the journey safe to their destination. This is the psychology of leadership without which national development will never take place. It is the psychology that black African countries must learn, understand and apply to emancipate their people.

THE ACT OF LEADING
While leadership is a psychological concept, leading is a psychological process, as well as a social event involving both the leader and the followers. Fig 1.0 shows two major processes of leading people. Process A is the relevant people’s leadership style, while process B represents the autocratic foreign controlled leadership style. Thus, where the leadership is the desired relevant type, leading involves the leader being in the forefront, identifying the right way to the defined destination, and carrying the people along with him as he progressively removes the obstacles, solves the problems and conquers the enemies on the way to the people’s destination. Leading therefore is a measurable psychological activity. It is purposive and directional. Where the leadership is the irrelevant type – autocratic, selfish, corrupt, inept and foreign-controlled, the reverse is the case: the leader is at the back (surrounded by external agents) mercilessly forcing the people backwards to either non-destination or to foreign destination.

NATIONAL DEVELOPMENT AND LEADERSHIP
From the foregoing, therefore, national development involves critical continuous and progressive activities of the leadership in serving people to enjoy the essential necessities of life. It is, for the black African leaders and their people:
• Bravely securing total freedom from all external influence and foreign control, and total independence - political, economic and psychological independence to control their own destiny and develop themselves;

• Continuously and progressively moving, lifting and propelling the people to their own defined destination;

• Transforming the people from their underdeveloped stage to the developing stage, to the developed stage of human civilisation; that is, emancipating the people;

• Continuously and progressively closing the existing gaps between the underdeveloped and developed nations in relevant leadership, intelligence development, conceptual thinking, self-awareness, enabling environment, education, science, technology, KSAs, health care delivery, information communication, agricultural development, and industrial development;

A  RELEVANT PEOPLE'S LEADERSHIP
B. BAD IRRELEVANT AUTOCRATIC LEADERSHIP

- Foreign-oriented & Foreign-controlled
- Self-centred
- Non-Destination
- Dictatorial
- Sees People as Enemies

Fig. 7.0 Two Major Leadership Styles

- Seriously and painstakingly constructing own new divides to match the developed nations’ existing divides in developed intelligence, science, technology, digital system and globalisation;

- Continuously and progressively satisfying people’s needs and aspirations, and guaranteeing their safety on their road to their destination;

- Continuously and progressively improving people’s living conditions and their access to essential necessities of life.

All these are essential leadership activities which constitute national development, and which derive directly from psychology. Hence the importance of psychology to national development.

4.4 Research Works on Leadership

Industrial-organisational psychology has, since its inception, a tradition of using different levels of management personnel as participants in experimental studies of leadership in industrial organisations, instead of using political leaders and actors. We followed this tradition in our various studies of leadership that stretched from 1975 to the present. Our area of concentration is leadership in Africa with particular reference to Nigeria. The time and space here will not allow detailed descriptions of the leadership
"Effects of Tribalism on Job Satisfaction and Need Fulfillment" (1975): This is the title of my Ph.D. thesis. It is a complex experimental study of the motivational and satisfaction levels of Nigerian leaders/managers operating in the oil companies in Edo state, as a function of ethnicity. Four psychological tests were administered on three ethnic groups. The results of data analysis showed that the three groups differed significantly in their levels of motivation, satisfaction and leadership practice and effectiveness; that the higher the level of ethnicity among these managers, the lower their levels of motivation, satisfaction and leadership effectiveness; that ethnicity as a need is more important to these managers than corporate and national goals; and, that ethnicity is a major determinant of leadership practice among the managers. It can be operationally defined and objectively measured in industrial organisations. The synopsis of this complex study was published in the Dissertation Abstracts International, Vol. 37, No.1, page 508, 1976.

Sources of Motivation Among Nigerian Managers (1985): (Journal of Social psychology, 125 (3), 241-345): This is another empirical study on leadership motivation to determine the major factors that motivate Nigerian leaders/managers. A new test of 120 items was constructed for this study. The items were of two categories: the social-religious –artistic (SRA) items and the intelligence-science-technology (IST) items. The test was administered to middle and top management personnel participating in management development courses at different occasions in similar situations. The collected data were statistically analysed and it was found that the managers were significantly more motivated to aspire to SRA factors than IST factors; that among the SRA concepts, the managers were most attracted by religious themes; and, that among the IST factors, intelligence has the greatest attraction while technology has the least impact on the leaders.

A Study of Leadership in Nigerian Organisations (1988) : (ASCON Journal of Management, 7 (1&2), 95-102). This study was designed to test Taylor's (1911) scientific management theory which assumed that the worker has by nature negative attitudes to organisational work, and is an economic man
who must be bullied to work and exploited to achieve targets. Leaders and managers who adopt this approach are said to belong to McGregor’s (1960) theory-X authoritarian leaders who use artificial powers of reward, punishment and legitimate authority (instead of natural powers of reference and expertise) to control, reward and punish workers at will. The study sought to determine if Nigerian leaders and managers were of this authoritarian type, and if they were, do they see the Nigerian worker as an economic man with an insatiable propensity to accumulate money at work? It used 102 managers and supervisors from the private sector: 72 from the foreign-owned private sector and 30 from the indigenous private sector. They were participants in different types of management training and development programmes. Twelve relevant items (Table 8.0) were developed out of statements, phrases and concepts which often come from Nigerian managers and leaders in both private and public sectors during discussions and interviews. All the items are negative with regards to effective leadership, and they were administered to two groups of the sample: the control group which had not gone through the development course, and the experimental group which took the test after it had taken the course. The data were “Yes” or “No” frequency data, and the results of their analyses are presented in Tables 7.0 and 8.0.

<table>
<thead>
<tr>
<th>Groups</th>
<th>Ss</th>
<th>Xy</th>
<th>Xn</th>
<th>% Y</th>
<th>% N</th>
<th>'t' =</th>
<th>tn</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sample Total</td>
<td>102</td>
<td>17.8</td>
<td>12.3</td>
<td>60.0</td>
<td>40.0</td>
<td>3.1</td>
<td>2.8</td>
</tr>
<tr>
<td>Group Exp.</td>
<td>52</td>
<td>14.0</td>
<td>18.1</td>
<td>33.8</td>
<td>66.2</td>
<td>2.6</td>
<td>2.7</td>
</tr>
<tr>
<td>Group Con.</td>
<td>50</td>
<td>16.3</td>
<td>13.6</td>
<td>53.1</td>
<td>46.9</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Level Managers</td>
<td>60</td>
<td>14.3</td>
<td>13.6</td>
<td>53.1</td>
<td>46.9</td>
<td>2.6</td>
<td>2.8</td>
</tr>
<tr>
<td>Supervisors</td>
<td>42</td>
<td>18.4</td>
<td>11.6</td>
<td>67.3</td>
<td>32.7</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sector Foreign-</td>
<td>72</td>
<td>17.5</td>
<td>14.8</td>
<td>64.0</td>
<td>36.0</td>
<td>1.4</td>
<td>1.8</td>
</tr>
<tr>
<td>Owned</td>
<td>30</td>
<td>16.8</td>
<td>13.9</td>
<td>61.3</td>
<td>38.7</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*All t's are based on 0.5 level of significance
The major findings of the study, therefore, comprise:

1. The Nigerian leaders in the sample are predominantly authoritarian in assumptions and practice (Table 7.0).
2. Exposure to information about effective leadership helps to reduce authoritarian views (Table 7.0).
3. The authoritarian leadership in Nigerian organisations is a function of leadership status (Table 7.0).
4. Sector has no effect on the authoritarianism of Nigerian leadership (Table 7.0).
5. Nigerian leaders believe that money is the only purpose of organisational work (Table 8.0).
6. Nigerian leadership has an internalised job insecurity (Table 8.0).

Table 8.0: Item Percentage Responses

<table>
<thead>
<tr>
<th>Item</th>
<th>% Yes</th>
<th>% No</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The average Nigerian worker is lazy</td>
<td>56.0</td>
<td>44.0</td>
</tr>
<tr>
<td>2. Nigerian workers do not like hard work</td>
<td>64.0</td>
<td>36.0</td>
</tr>
<tr>
<td>3. Nigerian workers are slow and reluctant to work</td>
<td>47.0</td>
<td>53.0</td>
</tr>
<tr>
<td>4. To make Nigerian workers work, you must be tough and strict all the time</td>
<td>58.0</td>
<td>42.0</td>
</tr>
<tr>
<td>5. To make sure that workers produce, you must be vigilant all the time</td>
<td>82.0</td>
<td>17.4</td>
</tr>
<tr>
<td>6. To be an effective manager, you must always give directives and make sure they are carried out</td>
<td>87.1</td>
<td>12.9</td>
</tr>
<tr>
<td>7. If you become soft and friendly, your workers will ride you</td>
<td>58.0</td>
<td>42.0</td>
</tr>
<tr>
<td>8. If you condescend low to the level of your workers, they will think you are weak</td>
<td>96.0</td>
<td>4.0</td>
</tr>
<tr>
<td>9. Nigerian workers come to work because of money</td>
<td>96.0</td>
<td>4.0</td>
</tr>
<tr>
<td>10. Money is the only means with which to motivate the Nigerian workers</td>
<td>21.0</td>
<td>79.0</td>
</tr>
<tr>
<td>11. If you become soft and sympathetic to your workers’ needs and feelings, they will think you have no power</td>
<td>31.0</td>
<td>69.0</td>
</tr>
<tr>
<td>12. If you allow your workers participation in decision-making, it will make you lose your authority.</td>
<td>36.0</td>
<td>64.0</td>
</tr>
</tbody>
</table>
This study was conducted in 1998 in Nigeria and the data were analysed and presented as a centennial colloquium lecture at De Paul University which published it in 1999. The focus was on an entirely new concept in leadership research literature. This concept is what we labelled leadership stress. It comprises those stressful and burnout behavioural patterns which characterise the followers but which radiate from the personality styles, attitudes, habits, expressions and practices of the leaders. Since every leader is characterised by all these stress-inducing factors, the physical presence of every leader, therefore causes stress in the followers. At every moment in leadership practice, the figure or personality of every leader is stress-inducing; that is, it is a stressor — a formidable stressor that significantly affects the performance of followers. If the leader is good, the stress radiating from him will promote positive relationship and increase performance, but if the leader is bad, the stress that radiates from him will bring about negative relationship and will lower followers’ performance. In other words, leadership stress is either distressful or eustressful in action. It is believed to be caused more by military leaders, dictators and tyrants than by democratic and people’s leaders.

It is in consideration of the above that the study was undertaken in 1998, towards the end of almost 30 years of military leadership in Nigeria. By that time, the military in Nigeria and other developing nations perceived itself as having two types of enemies: the internal enemy comprising the citizens with whom it is always at war, and the external enemy or foreign forces. It is the military’s perception of the citizens as enemies that makes it use harsh coercive strategies to turn the state into a police state and itself an army of occupation. The citizens of a police state with an army of occupation are usually characterised by monumental negative psychological attributes and abnormal behavioural patterns that collectively work to stifle the economy, demotivate the workforce, cause poor industrial and organisational performance, and sustain underdevelopment.

**THE PROBLEM**

This state of affairs in the developing countries is fraught with diverse types of stress and burnout factors in the workplace (Eze, 1994). It appears therefore, that the coercive military leadership and its partner, the autocratic
nondirectional management leadership, are the main sources of these stress and burnout factors. Exactly what are their respective contributions? So far, no studies have been conducted to address this question in the developing societies. The little research that has been done on leadership in third world volatile societies did not address the issue of coercive military leadership stress (Bourgeois, 1985). This study was concerned with this issue. The concern is justified by the fact that poor leadership in the state and industrial organisations has been a major factor in the persistent poor industrial organisational performance in the developing countries, particularly in Nigeria for the past 30 years. Within the past 13 years of that period, many industries have either closed down, or are operating under low capacity utilisation. In that same period, the already stigmatised frustrations, fears and phobias, anxieties, uncertainties and insecurities visited upon the masses by the military had increased so much that there was high-level stress among both the work force and management. Recently, interpersonal stress (Fiedler & Garcia, 1987; Leonova, 1998), managerial behaviour and situational variables (Eze, 1995; Rao & Rao, 1996; Yukl, 1998), coercive power and punitive capability (Lawler & Bacharach, 1987; De Dreu, 1995;), and burnout (Schaufeli, Bunt, 1996) have been found to be major determinants of both leadership and organisational effectiveness. But the effect of coercive military leadership stress on industrial performance has, so far, not been adequately studied.

The study reported here was therefore designed to determine the role played by coercive military leadership in the closing down and low capacity utilisation of many industries in Nigeria over a 13-year period. The state military leadership was believed to be the major source of high-level stress for both management leadership and followership in industrial organisations. Also the state leadership-derived stress was believed to be a major instrumental factor directly affecting management leadership, followership and situational variables. These three factors were believed to have collectively influenced the observed poor industrial performance. The second purpose of the investigation was to develop a model for explaining leadership performance in the developing nations, and for improving industrial-organisational performance.
METHOD
The study was conducted in two phases, and it used two types of samples. Phase I was the generation of instrumental items. The sample comprised 150 management personnel drawn from collapsed and skeletal services industries and from the Manufacturers' Association of Nigeria (MAN), who were participants in various entrepreneurship development workshops as follows: 40 from collapsed industries, 50 from skeletal services (low capacity utilisation) industries, and 60 from MAN. They were asked to list down ten things which they strongly believe are the major causes of the collapsed and low capacity utilisation of many industries in the country. The participants were so much in agreement that out of 1,500 responses generated, 64 items were selected on the basis of a minimum of 75% agreement.

In the second phase, 185 middle and senior managers were drawn from low capacity utilisation industries only, and were participating in management development programmes over a 2-year period. They were asked to rate the 64 items on a 6-point scale, from very strongly agree to very strongly disagree, to indicate how far they agreed that each item contributes to the closing and low capacity utilisation of many industries in the country. The questionnaire was administered during programme sessions in six training programmes held in a period of two years (1996-97).

DATA ANALYSES
Due to the nature of the hypotheses of the study, an exploratory factor analysis with varimax -rotated, vector-principal, component (PrC) solution was conducted on the 64 items to determine the factors that contribute to poor industrial performance. The analysis yielded six factors, as presented in Table 9.0. The highest loadings of the items under each factor were highlighted and fully illustrated in Fig. 8.0. The loadings for factor I were so outstanding that the items with their frequencies and loadings were presented in Table 10.0.
Table 9.0: Summary of Highest Loadings for the Six Factors

<table>
<thead>
<tr>
<th>FACTORS</th>
<th>I</th>
<th>II</th>
<th>III</th>
<th>IV</th>
<th>V</th>
<th>VI</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>.92</td>
<td>.89</td>
<td>.86</td>
<td>.89</td>
<td>.82</td>
<td>.85</td>
</tr>
<tr>
<td></td>
<td>.89</td>
<td>.89</td>
<td>.82</td>
<td>.84</td>
<td>.80</td>
<td>.81</td>
</tr>
<tr>
<td></td>
<td>.88</td>
<td>.86</td>
<td>.77</td>
<td>.82</td>
<td>.80</td>
<td>.81</td>
</tr>
<tr>
<td></td>
<td>.85</td>
<td>.79</td>
<td>.73</td>
<td>.80</td>
<td>.76</td>
<td>.67</td>
</tr>
<tr>
<td></td>
<td>.84</td>
<td>.75</td>
<td>.65</td>
<td>.73</td>
<td>.66</td>
<td>.54</td>
</tr>
<tr>
<td></td>
<td>.81</td>
<td>.62</td>
<td>.58</td>
<td>.71</td>
<td>.63</td>
<td>.51</td>
</tr>
<tr>
<td></td>
<td>.79</td>
<td>.58</td>
<td>.52</td>
<td>.66</td>
<td>.56</td>
<td></td>
</tr>
<tr>
<td></td>
<td>.78</td>
<td>.52</td>
<td>.51</td>
<td>.55</td>
<td>.52</td>
<td></td>
</tr>
<tr>
<td></td>
<td>.77</td>
<td>.51</td>
<td>.50</td>
<td>.50</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>.77</td>
<td>.50</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>.74</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>.69</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>.68</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>.65</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>.61</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>.58</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>.57</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>.56</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>.56</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>.55</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>.54</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>.53</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

These presentations showed that factor I, coercive state leadership stress (CSLS) has 22 highest loadings; factor II, Distressed...
Management Leadership (DML), 10; factors III and IV, Situational Unfavorability (SU) and Distressed Followership (DF) have each 9; factor V, Subordinate Non-Commitment (SNC), 8; and, factor VI,
<table>
<thead>
<tr>
<th>No</th>
<th>Item</th>
<th>Freq.</th>
<th>Loading</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Total militarisation of industrial organisations.</td>
<td>150</td>
<td>.92</td>
</tr>
<tr>
<td>2</td>
<td>Military's insensitivity to rapidly declining economic activities and investments.</td>
<td>145</td>
<td>.89</td>
</tr>
<tr>
<td>3</td>
<td>Military control of management policies and activities.</td>
<td>150</td>
<td>.88</td>
</tr>
<tr>
<td>4</td>
<td>Military colonisation of the state and industrial organisations.</td>
<td>119</td>
<td>.85</td>
</tr>
<tr>
<td>5</td>
<td>Military's insensitivity to workers hardships and people's sufferings.</td>
<td>150</td>
<td>.84</td>
</tr>
<tr>
<td>6</td>
<td>General suppression and incarceration of labour unions.</td>
<td>148</td>
<td>.81</td>
</tr>
<tr>
<td>7</td>
<td>Total negligence of the national economy.</td>
<td>150</td>
<td>.79</td>
</tr>
<tr>
<td>8</td>
<td>Enthrone demonstrates &quot;settlement&quot; and all forms of corruption.</td>
<td>135</td>
<td>.78</td>
</tr>
<tr>
<td>9</td>
<td>Military &quot;lootocracy&quot; and massive monetary embezzlements.</td>
<td>150</td>
<td>.77</td>
</tr>
<tr>
<td>10</td>
<td>Elimination of all forms of freedom and democratic institutions.</td>
<td>150</td>
<td>.74</td>
</tr>
<tr>
<td>11</td>
<td>Excessive repression of the people.</td>
<td>138</td>
<td>.69</td>
</tr>
<tr>
<td>12</td>
<td>Massive use of coercive &quot;security agents&quot; to commit excesses.</td>
<td>130</td>
<td>.68</td>
</tr>
<tr>
<td>13</td>
<td>Massive use of force to suppress all opposition groups.</td>
<td>150</td>
<td>.68</td>
</tr>
<tr>
<td>14</td>
<td>Total intimidation of the people.</td>
<td>129</td>
<td>.65</td>
</tr>
<tr>
<td>15</td>
<td>Transformation of the state into a police state.</td>
<td>136</td>
<td>.65</td>
</tr>
<tr>
<td>16</td>
<td>Total suppression of information.</td>
<td>114</td>
<td>.58</td>
</tr>
<tr>
<td>17</td>
<td>Massive use of false propaganda.</td>
<td>146</td>
<td>.57</td>
</tr>
<tr>
<td>18</td>
<td>Daily demonstration of military might and power.</td>
<td>149</td>
<td>.56</td>
</tr>
<tr>
<td>19</td>
<td>Preoccupation with perpetuating self in power at all costs.</td>
<td>150</td>
<td>.56</td>
</tr>
<tr>
<td>20</td>
<td>Military's coup d'etat phobia and security alert syndrome.</td>
<td>147</td>
<td>.55</td>
</tr>
<tr>
<td>21</td>
<td>Military's paranoid personality and witch hunting.</td>
<td>117</td>
<td>.54</td>
</tr>
<tr>
<td>22</td>
<td>Military's enthronement of sycophancy.</td>
<td>115</td>
<td>.53</td>
</tr>
</tbody>
</table>

Socio-Economic Stress (SES), 6. The titles of the factors were based on the content manifestation and meaning of each item defining the factors. The
significant role played by factor I was further demonstrated in the magnitudes of the variances. It alone accounted for 51.3% of the variance in the prediction of poor industrial performance (PIP).

To test the interactions of the factors, hierarchical multiple regression analysis was performed, using four factors, DML, SU, DF and SNC as the main variables. SES was dropped because of its insignificant accountable variance. The main effects, second-order, third-order and fourth-order interaction values were entered as predictors in four steps into the regression equation. The results are contained in Table 11.0. An examination of this Table will show that there is a significant four-way interaction among DML, SU, DF and SNC, \( F(1, 137) = 9.82, P < .01 \), predicting PIP. The table also shows that the two three-way interaction terms were equally significant at \( P < .05 \) for both the DML, SU and DF, \( F(1, 136) = 10.25 \), and DML, DF and SNC, \( F(1, 136) = 8.69 \).

Table 11.0: Hierarchical Multiple Regression Analysis for the Four Intervening Variables

<table>
<thead>
<tr>
<th>VARIABLE</th>
<th>B</th>
<th>SEB</th>
<th>B</th>
<th>R2</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Step 1: Main Effects</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Distressed Management Leadership, (DML)</td>
<td>-4.27</td>
<td>2.04</td>
<td>-4.56**</td>
<td>.06**</td>
</tr>
<tr>
<td>Situational Unfavorability (SU)</td>
<td>-2.91</td>
<td>0.95</td>
<td>-2.49**</td>
<td>.04**</td>
</tr>
<tr>
<td>Distressed Followership (DF)</td>
<td>-2.83</td>
<td>0.82</td>
<td>-2.37*</td>
<td>.02</td>
</tr>
<tr>
<td>Subordinate Non Commitment (SNC)</td>
<td>-2.45</td>
<td>0.55</td>
<td>-3.31**</td>
<td>0.3*</td>
</tr>
<tr>
<td><strong>Step 2: Two Way Interactions</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Interaction of DML x SU</td>
<td>0.87</td>
<td>0.21</td>
<td>3.32**</td>
<td>.03**</td>
</tr>
<tr>
<td>Interaction of SU x DF</td>
<td>-0.76</td>
<td>0.43</td>
<td>-3.07*</td>
<td>0.1</td>
</tr>
<tr>
<td>Interaction of DF x SNC</td>
<td>0.81</td>
<td>0.45</td>
<td>4.15**</td>
<td>0.2</td>
</tr>
<tr>
<td><strong>Step 3: Three Way Interactions</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Interaction of DML x SU x DF</td>
<td>0.95</td>
<td>0.45</td>
<td>5.06**</td>
<td>.04**</td>
</tr>
<tr>
<td>Interaction of DML x DF x SNC</td>
<td>0.88</td>
<td>0.41</td>
<td>4.78*</td>
<td>0.3*</td>
</tr>
<tr>
<td><strong>Step 4: Four Way Interactions</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Interaction of DML x SU x DF x SNC</td>
<td>-0.32</td>
<td>0.08</td>
<td>-5.48**</td>
<td>.04**</td>
</tr>
<tr>
<td><strong>TOTAL R2</strong></td>
<td></td>
<td></td>
<td>.76**</td>
<td></td>
</tr>
</tbody>
</table>

**NOTE:**

\( N = 185; \ R^2 = \) Incremental Variance explained by each variable after other variables had been entered into the equation within each step.
R2 = .46 for Step 1; R2 = .32 for Step 2; = .23 for Step 3; R2 = 0.7 for Step 4 (ps<.01) • *p<.05; **p<.01.

SUMMARY
Both the sixty-four items generated by the experimental participants for the study and the six factors explained in the factor analysis clearly describe the true leadership situation as well as the true leadership problems in Nigeria and other developing countries. The statistically derived factors significantly explained the hypothetical variables. The first factor, the coercive state military leadership played the most significant role in influencing poor industrial performance by causing distress in both management leadership and followership and by creating situational unfavourability, as was predicted. Its more than 50% accountable variance and the overwhelming number of highest factor loadings are demonstrations of the predicted dominant role. A close examination of the 22 highest loaded items that explained this factor (Table 10.0) will show that all of them are formidable psychological stressors that are capable of rendering things, persons and processes non-functional in any industrial organisational setting. Thus, not only is the coercive military leadership factor both stressful and stress-inducing, it is in itself, an inherent destructive stressor. The concept of coercive state military leadership stress is therefore unique with this study and it requires further investigations to determine its comprehensive effects on industrial performance and organisational development, particularly in the developing nations where it operates to sustain underdevelopment.

The data also showed that management leadership played the second most significant role in causing poor industrial performance. This finding is not new in the literature on leadership studies. Similar data have been reported by Yukl & Van Fleet, (1982) and Yammarino & Bass (1990). What is new is that the management leadership in the current study was distressed by the coercive military leadership. The significance of the factor's role is demonstrated by its accountable variance ('13.5) and its status in both the three-way and four-way interaction results (Table 11.0). The issue of distressed management leadership is important here. It has been found that such leadership cannot transform an organisation (Fiedler, 1986). Under high stress, a leader is distracted, unable to focus on the task and he may withdraw and let the subordinates drift (Fiedler & Garcia, 1987); intelligence
and experience cannot be applied; and, there is often anxiety in the leader over protecting his self-image and reputation, which may lead to non-productive behaviour that disrupts the group process (Yuki, 1998). This may offer an explanation for poor management leadership performance in the developing countries.

The four-way interaction results (Table 11.0) indicate that the four factors in the regression equation are valid predictors of poor industrial performance in the developing societies, as predicted.

THE MODEL

A model based on the above data was therefore developed to account for poor industrial performance in the developing countries (Fig 9.0). The model is saying in effect that coercive state leadership stress (CSLS) leads to distressed management leadership (DML), situational unfavourability (SU), distressed followership (DF), subordinate non-commitment (SNC), and socio-economic stress (SES), which in turn lead to poor industrial performance (PIP). This means that in order to improve industrial performance and organisational development in the developing societies, relevant charismatic leadership should be substituted for CSLS. This would then bring about charismatic management leadership that recently came to be called superleadership (Manz & Sims, 1991) which would create favourable situations under which satisfied and committed followers would engage in high productivity efforts. The essential goals of an effective 21st century leadership that need to be pursued include the issues of discontinuous change that can lead to organisational transformation; organisational knowledge that needs to be consolidated as well as updated; increased organisational learning, now regarded as the most important means for organisational transformation and successful adaptation; rebuilding existing organisational capabilities, and developing effective strategies to sustain current competitive advantages and develop new ones; building globally competitive organisations; and, developing and/or acquiring information technologies that can play effective roles in global competitiveness. The
CSLS model is negative and therefore disruptive of any efforts at achieving these goals in the developing countries. As such, future research should aim at developing models and strategies to contain coercive state leadership stress in these societies.

4.5 Leadership Psychology and African Development

The results of the research studies reported above indicate beyond reasonable doubt that there are serious and complex problems of leadership in the developing and underdeveloped countries that make up the third world. We shall therefore begin to look for the appropriate ways and means of handling these problems. Leadership psychology appears to be the starting point. It is the psychology that applies psychological principles, concepts, theories and techniques to the development, acquisition and application of leadership KSAs for human and national developments. It is the most important factor that enables leaders in the developed nations to succeed in nation building. Leadership psychology is primarily concerned with the ability to move people to a destination on the basis of the people’s psychological attributes, the personal characteristics of the leader, and the situational climate. It therefore comprises the following psychologies:

SELF-AWARENESS PSYCHOLOGY

Self-awareness psychology is concerned with:

i. **Self-Types**—include personal self, defined in terms of corporate self which, in turn, is defined in terms of national self. The three must merge to define a person’s self-structure in nation building.

   ii. **Self-Awareness Questions**—The three selves must continuously and collectively answer these questions:

   - Who am I? – Personal, Corporate & National Identities
   - How do I get to where I am going? - Objectives, Goals & Actions to correct weaknesses and build on strengths.
Successful leadership depends on the ability of the leader to continuously answer these questions.


iv. **Self-Awareness Virtues** – comprise honour, dignity, prestige, esteem, confidence, freedom, independence, human rights and destiny.

v. **Other-Awareness – Human Relations** – Involves recognizing, respecting and understanding other human beings and developing good, workable relationships with them. It is therefore the ability to work through and with other people to achieve a common goal.

**Self –Awareness As A Determinant of Relevant Leadership**

Self-awareness means that an individual fully and adequately knows, understands and takes absolute control of himself, his destiny, his weaknesses and his strengths. He is proud of himself, and has full confidence in himself. He accepts and protects himself at all costs. He operates to:

- Maintain his honour, prestige and dignity at all costs;
- Maintain his self, corporate, national and racial identities;
- Find out the causes of his weaknesses and continuously makes efforts to correct them;
- Exercise his free-will and take absolute control of his destiny;
- Acquire the essential KSAs, and use his strengths and abilities to solve his problems, fight his enemies and improve his living conditions;
- Secure and protect his freedom, independence and human rights at all costs; and,
- Daily ask and answer self-awareness questions.

This is a self-awareness man. Such a man is not only aware of himself, he is also aware of his people, his nation and his race, and he extends the above qualities, virtues and activities to them. It is these qualities and activities that make leadership relevant to the followers’ needs, realities, problems, living conditions, nationality and race. Hence, a relevant leader is a people’s leader.
who operates from the people's perspective to satisfy himself, his people and his race. Such a leader fights to protect his people's interests, his fatherland and his racial interests. He never serves foreign interests or selfish interests. He never allows himself or his people to be manipulated or exploited by foreigners. This is a relevant leader, and a relevant leader establishes and runs a relevant government, a relevant organisation and a relevant independent economy. Through these means, he carries his people along with him as he moves continuously and progressively towards a popularly defined destination.

How To Achieve Self-Awareness: Self-awareness is achieved by:

i. Balancing Self-Concept and Other-Concepts.
   Self-concept is what an individual thinks he is, while other-concept is what other people think the individual is. It is by balancing these two concepts that the individual comes to know his true self.

ii. Continuously answering self-awareness questions

iii. Critical Self-examination to discover one's weaknesses/failures and strengths/successes.

iv. Self-corrections-(Self determination) to remove one's weaknesses, attack one's enemies and convert failures to successes.


vi. Continuous application of KSAs psychology.

FREEDOM PSYCHOLOGY AND CONTROL OF OWN DESTINY
Freedom psychology is concerned with free-will and choice behaviour given to man at creation; one's freedom to make his own decisions and implement them; one's freedom to control his own destiny and determine his own future; and, total freedom from all forms of external control, domination and manipulation. These are fundamental human rights that God gave man at
creation, which make leadership effective and national development possible.

A leader who does not seek and fight for these inalienable human rights is psychologically not normal, and a society that does not seek these rights is equally psychologically not a normal society. Also, a leader who, like group B dogs, allows himself to be manipulated, exploited and controlled by external powers, and to be entrapped in heavy external debts and debt traps, a leader who has been reduced to the status of a slave who simply exists to obey orders, commands, directives and conditionalities from external masters, is not a normal human being. Such a slave leader is usually characterized by fears, anxieties, phobias, submissive and dependent personality, low self esteem and low self-confidence, inferiority complex, learned helplessness, absence of self-initiative, and a drifting orientation.

On the other hand, a leader who enjoys his natural freedom from all external control is generally emotionally strong and stable, purposive, assertive, aggressive, creative, innovative, inventive, and is intellectually and productively superior. He controls his own destiny, determines his own fate and future, and makes his own decisions and carries them out at his own pace. Destiny is not the same thing as predestination. It is a psychological concept as well as a natural motivational goal of all normal human beings. Destiny is the sum total of a person's future, a person's pregnant future containing his or her unknown predestinations and unknown fate.

At creation, God gives every human being the freedom and right to determine and control his own destiny. This divine freedom is called free-will or free-choice. It is implied in the saying that every man is the architect of his own fortune or misfortune. There are individual destiny and collective destiny. The divine freedom to exercise one's free-will, to determine and control one's destiny is an important psychological need that every normal human being seeks to satisfy as well as a natural inalienable right with which every normal leader does not compromise. Such a leader always fights to ensure that the control of collective destiny is in the hands of his people. He has the will and determination to pursue his people's goals and aspirations. In exercising his free-will and free-choice, this leader is not afraid of any external powers; he dares them. Unlike the foreign-controlled leader, he works to
satisfy the needs and aspirations of his people without fear of anyone; and, like the driver, pilot and captain, he is preoccupied with moving his people safely to their defined destination. Unfortunately, the black African people have not yet understood the psychology of free-will – the psychology of freedom, and it is this psychological deficiency that is the major cause of leadership problem in Africa today.

**PUBLIC SERVICE PSYCHOLOGY OF LEADERSHIP**

This psychology relates to:

1. The definition and perception of democracy as the government of the people by the people for the people.

2. The Satisfaction Question - whose responsibility it is to satisfy the needs, wants, aspirations, demands and expectations of the people?

3. The Destination Question - whose responsibility it is to move, lift and propel the people steadily and safely to their desired destination?

4. The Welfare Question - whose duty it is to cater for the welfare and safety of the people?

5. The Living Conditions Question - whose responsibility it is to improve the living conditions of the people, and make them have access to the essential necessities of life and benefits of democracy?

6. The Promises, Pledges and Manifestoes of the Leader-will-be- By these, the prospective leader has accepted the above responsibilities, that is, to be the people's servant if given the mandate.

7. The People's Mandate to The Leader- The people elect the person they perceive that will be their most faithful servant in carrying out the above responsibilities.

8. The People's Expectations of Their Leader- The people always expect their elected leader-servant to carry out the above responsibilities faithfully. This is central to the national psyche according to which the leader must always operate.
9. The Leader As The Servant of the People- If the elected leader carries out the above responsibilities faithfully, he becomes the relevant people's leader-servant—the type of leadership that has eluded black African countries for centuries. If he fails, the people will reject him.

**KSAs PSYCHOLOGY**

The psychology of knowledge, skills and abilities (KSAs) is considered the most important determinant of leadership success. This is because without the basic leadership KSAs, a leader may not be able to move his people successfully and safely to their destination. Also, KSAs psychology focuses on such crucial leadership success factors as:

1. **Adequate Formal Education** – is usually acquired from well-equipped, well-staffed and well-funded schools and educational institutions.

2. **Learning Behaviour** - It is through school learning that we acquire education and the KSAs for every life endeavour, develop literacy and self-awareness, and achieve the growth and development of our inherited intelligence. This is human development.

3. **Literacy** – Through learning and education, we become literate and engage in the literate activities of reading, writing and publishing. Prolific publishing requires the establishment of heavily subsidized publishing houses to produce adequate, relevant reading materials for the people. Literacy obliterates ignorance in a nation.

4. **Self-Awareness** – It is through learning, education and literacy that we develop self-awareness, other-awareness or human relations and self-efficacy.

5. **Development of intelligence** – As has been stated earlier, our intelligence is inherited at conception. It grows and develops, and its growth and development depend on the environment, and on learning, education, literacy and other specific foodstuffs for intellectual development. A leader without developed intelligence cannot move his people to the desired destination.
6. Science Development – The development of own science is possible only when freedom, independence and developed intelligence are achieved by both the leader and the people, and only when laboratories, research and development (R&D) institutes and science villages are established in the society. In Nigeria today, for instance, there ought to have been over 10,000 R&D institutes since independence if we had been able to achieve freedom and developed intelligence.

7. Technology Development – This is possible only when freedom, developed intelligence and science are achieved by the leadership and the people of a society.

The above seven leadership success indices of KSAs psychology constitute national development. They are the responsibilities of relevant people’s leadership.

GROUP (NATIONAL GROUP) PSYCHOLOGY
A full understanding of group psychology enables a relevant people’s leader to succeed. It is the psychology that lays serious emphasis on:

- Elected (chosen,) leader as one among equals.
- Public Service Psychology of leadership.
- Common Goal – Collective (national) needs, wants, aspirations & expectations.
- Common (collective national) psyche - group mood, morale, mental state, emotions, feelings & attitudes.
- Group Decision-making and group problem-solving.
- Group Dynamics – Group Behaviour Patterns –attractions, obedience, conformity, cooperation, perception, altruistic behaviours, cohesiveness and groupthink.
- Group Relationships - interpersonal and intergroup relationships- including biases, prejudices and stereotypes.
- Communication and information dissemination and processing.
Other-Awareness - Human-Relations-recognition, respect, understanding, sharing, trusting, managing conflicts and managing relations.

DEMOCRACY PSYCHOLOGY
This is an integral part of group psychology. Democracy psychology is concerned with collective freedom, equality, equity, justice, fairness, stability, human rights, relevant people's leadership, patriotism, nationalism, liberty, free-will, sovereignty and national development. Full understanding and effective application of this psychology depend mainly on the successful application of both the public service and KSAs psychologies to leadership. It includes:

(a) Mob Psychology: Mob psychology is caused by leadership failures and inabilitys which lead to frustrations, sufferings and hardships, and is characterized by instantaneous and spontaneous reactions, negative emotions, negative behaviours, protests, resistances, civil disobedience, sabotage activities, massive destructions, chaotic conditions and wild outbursts by continuously disappointed, angry and suffering people.

(b) Cooperation Psychology: This is another aspect of group psychology caused by leadership successes, charisma, positive exemplary behaviours, measurable achievements and advancements, practice of true democracy and adequate satisfaction of people's common goals, needs and expectations. When these happen, the people will reciprocate by demonstrating the positive group behaviour patterns specified above.

ENABLING ENVIRONMENTAL PSYCHOLOGY
This psychology demands that a relevant leader must work to establish an enabling and conducive national environment that leads to a safe stable internal climate for national development activities to be successfully performed. No national development as defined earlier can take place in the absence of an enabling, stable internal environment. Such an environment includes:
i. An Enabling Internal Governmental Environment; that is:

- A relevant people’s leadership.
- Patriotic, disciplined innovative, human relations-oriented and quality management.
- Patriotic, disciplined, human relations and meticulous monitoring and law enforcement.

ii. Enabling Civil Society Conditions – These are:

- Total freedom from all external powers.
- Psychological, political & economic independence.
- Practice of self-awareness psychology.
- Practice of KSAs psychology.
- Practice of patriotism and nationalism.
- National, corporate and individual discipline.
- Practice of democracy psychology.
- Practice of public service psychology.
- Social, political and economic stability.
- Improved living conditions.
- Practice of motivation-satisfaction psychology.

iii. Conducive Organisational Climate- The emotional expressions, attitudinal demonstrations and overall relationships among leadership and citizens must be stimulating, positive, conducive, patriotic, high-level motivating and human relations-oriented for development to take place.

MOTIVATION –SATISFACTION PSYCHOLOGY
Motivating and satisfying followers, the citizens who elected him, are the twin responsibilities of a relevant people’s leader. They are continuous and progressive and without them, the leader has failed. You satisfy people if what they receive are equal, or very nearly equal, to what they expect. But you motivate people if their needs, wants, goals, aspirations and expectations are continuously and progressively being satisfied. To succeed in doing these, the relevant leader must develop, apply and practise:

- Self-awareness psychology  
- Democracy psychology
Can any relevant leader practise all these psychologies? Certainly yes – President Clinton of America practised them successfully for eight years.

NATIONAL DEVELOPMENTAL PSYCHOLOGY
This is the combination of all the above psychologies of leadership psychology upon which national development depends.

RELEVANT PEOPLE'S LEADERSHIP
All along, relevant people's leadership has been the focus of this lecture. A leader is relevant with respect to:
- The National Developmental Psychology; and;
- The National Development Goals and Activities

To be able to practise the national developmental psychology and carry out the development activities, the relevant leader must possess the 25 characteristics listed in Table 2.0. Again, can one person possess these 25 qualities at a time? The answer is yes, because in leadership practice, they overlap and one quality begets another. It is now clear that leadership psychology is synonymous with national developmental psychology, and that both jointly define a relevant people's leadership which alone possesses the critical qualities that make national development possible in a country. This type of leadership has eluded black African countries who, therefore, have a great deal of lessons to learn from leadership psychology. The sooner African leaders learn and apply these lessons in emancipating black African masses, the better for the people.

5.0 EMANCIPATION AND DEVELOPMENT
Emancipation is the last of the most critical psychological factors to be discussed in this lecture. Indeed, as far as the underdeveloped countries of the third world are concerned, it is the most formidable psychological
challenge which has so far proved impossible for these countries to overcome. Just like the group B dogs in the shuttle box cage, these countries have for so long gone through the stages of learned helplessness, and have for so long remained in the miserable state of learned helplessness that they no longer ever think of emancipation. Their intelligence is dulled, their minds are numbed and their eyes are closed to anything called emancipation, freedom or independence.

These ideas are both alien and frightening to them. The psychological situation is so bad that the leaders of these countries regard any citizens who come up with these ideas as enemies. But no matter what it will take, the undeveloped intelligence of these people must be developed, their sleeping minds must be awakened and their blind eyes must be opened for them to come to understand and appreciate the meaning and importance of both emancipation and leadership psychology.

5.1 **Emancipation as A Psychological Transformation**

Emancipation is a drastic psychological transformation of a people from the state of learned helplessness into a state of total freedom, total independence and productivity development. It is psychological because it comprises:

- Application of leadership psychology
- Application of self-awareness psychology
- Strong emotional awakening
- Strong motivational empowerment
- Swift revolutionary actions
- Achievement of freedom, independence and sovereignty
- Self-assertion, self-reliance and productivity development.

These psychological activities represent important steps in the emancipation process. Thus, successful emancipation dovetails into initial productivity development (Fig. 2.0), which comprises genuine application of KSAs psychology, genuine development of intelligence, science and technology (IST), and genuine establishment of multiple R&D institutes all over the society for continuous innovations, inventions and productivity. This is not a theory, nor is it a wishful thinking; it is a practical reality that has been successfully demonstrated by such nations as America, China, India, Libya and Cuba in
their emancipation struggles, revolutionary wars and victories. Thus successful emancipation is never achieved on a platter of gold; it is achieved through drastic revolutions.

5.2 Emancipation From What?

For the above cited nations that had achieved emancipation through revolutions, emancipation is from foreign-delivered shocks such as colonialism, imperialism, foreign control and exploitation, and absence of freedom and independence to full control of their own destiny. These nations did not allow these their predicaments to degenerate too long into the state of learned helplessness before they took revolutionary actions because they had been able to acquire both psychological and leadership KSAs early in their lives.

But for the underdeveloped countries of the third world in this 21st century, emancipation is from centuries of protracted learned helplessness which, like a malignant cancer, has tragically and dangerously metastasized into series of predicaments that include both foreign-delivered shocks and internally self-imposed shocks as listed in Table 12.0 to freedom. Careful observation of this Table will show that emancipation should flow from the shocks on the left to the states of freedom, independence and development on the right side. The asterisks on the left indicate the major areas of shocks which have collectively enslaved and imprisoned these countries for so long that they no longer remember that there is anything called emancipation, freedom and independence. The listing in Table 12.0 therefore started with the area of non-awareness – absence of self-awareness and other-awareness. Next is the area of poor leadership shocks, which covers numbers 3 to 7. Then there is the issue of irrelevant, non-viable cultural heritage in numbers 8 and 9. Next is the poor, low-quality and irrelevant education that covers numbers 10 to 16. Finally, there are the societal deficiencies and weaknesses in number 23, dependent economy in number 24, and the underdevelopment characteristics that cover numbers 25 to 35. Learned helplessness (No.36) and underdevelopment (No. 37), are the current never-ending shocks that have created inherited immunity.
<table>
<thead>
<tr>
<th>FROM:</th>
<th>TO:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Non-Self-Awareness</td>
<td>Self-Awareness</td>
</tr>
<tr>
<td>2. Non-Other-Awareness</td>
<td>Other-Awareness</td>
</tr>
<tr>
<td>3. Foreign-Controlled, Non-Patriotic</td>
<td>Relevant, Revolutionary People's Leadership</td>
</tr>
<tr>
<td></td>
<td>Patriotic, Innovative Quality Management</td>
</tr>
<tr>
<td>4. Non-Patriotic, Inefficient, Corrupt Management</td>
<td>Total Freedom</td>
</tr>
<tr>
<td>5. Foreign Domination, Foreign Control</td>
<td>Total Independence</td>
</tr>
<tr>
<td>6. Foreign Dependence</td>
<td>Democracy</td>
</tr>
<tr>
<td>7. Dictatorship</td>
<td>Intellectual, Scientific, Technological Culture</td>
</tr>
<tr>
<td>8. Irrelevant Leadership</td>
<td>Research &amp; Development (R&amp;D)</td>
</tr>
<tr>
<td>*9. Socio-Religious Artistic Culture</td>
<td>Productive Culture</td>
</tr>
<tr>
<td></td>
<td>Education</td>
</tr>
<tr>
<td></td>
<td>Practical Scientific Education</td>
</tr>
<tr>
<td>10. Illiteracy</td>
<td>Use of Own National Language</td>
</tr>
<tr>
<td>11. Theoretical Low Education</td>
<td>Human Development</td>
</tr>
<tr>
<td>12. Use of Foreign Language</td>
<td>Knowledge/Information</td>
</tr>
<tr>
<td></td>
<td>Developed Intelligence</td>
</tr>
<tr>
<td>13. Human Non-Development</td>
<td>Developed Science &amp; Technology</td>
</tr>
<tr>
<td>14. Ignorance</td>
<td>Patriotism, Nationalism</td>
</tr>
<tr>
<td>15. Undeveloped Intelligence</td>
<td>Freedom, Liberty</td>
</tr>
<tr>
<td>16. Non-Developed Science &amp; Technology</td>
<td>Self-Assertiveness, Revolutions</td>
</tr>
<tr>
<td>*17. Non-Patriotism, Non-Nationalism</td>
<td>Selflessness, Public Service</td>
</tr>
<tr>
<td>18. Slavery, Enslavement</td>
<td>Discipline, Transparency</td>
</tr>
<tr>
<td>19. Resignation, Submissiveness</td>
<td>Productivity Focus</td>
</tr>
<tr>
<td></td>
<td>Mechanized All-Season Agriculture</td>
</tr>
<tr>
<td>20. Selfishness, Self-Centeredness'</td>
<td>Self-Reliant, Productive Economy</td>
</tr>
<tr>
<td>21. Indiscipline, Corruption</td>
<td>Exporting Economy</td>
</tr>
<tr>
<td>22. Consumption Appetite</td>
<td>Wealth</td>
</tr>
<tr>
<td>*23. Primitive Manual Agriculture</td>
<td>Sufficiency</td>
</tr>
<tr>
<td></td>
<td>Rule of Law</td>
</tr>
<tr>
<td></td>
<td>Time-Consciousness</td>
</tr>
<tr>
<td></td>
<td>Creditor status</td>
</tr>
<tr>
<td></td>
<td>Health</td>
</tr>
<tr>
<td></td>
<td>Cleanliness/Order</td>
</tr>
<tr>
<td></td>
<td>Debtors' status</td>
</tr>
<tr>
<td></td>
<td>Diseases</td>
</tr>
<tr>
<td></td>
<td>Filth/Disorder</td>
</tr>
</tbody>
</table>
5.3 Emancipation and Genuine Development

From all that have been discussed so far, it is quite certain that a society in a state of learned helplessness cannot meaningfully embark on genuine national development without first achieving successful emancipation. Such a society is like a slave in his master's entrapment or a prisoner in a prison cell, or from our own example, the group B dogs in the shuttle box. In each case, devastating shocks are continuously being delivered on the victims, absolute control and manipulation are meted out and there are no freedom and liberty to act oneself.

While successful emancipation is a function of psychological KSAs, leadership KSAs, leadership psychology and development as the motivating goal, genuine modern development is a function of developed intelligence, developed science and developed technology (IST). The former therefore is the required condition for the latter which, in turn, is defined in terms of intellectual, scientific and technological accomplishments. Both IST developments and their respective accomplishments cannot take place in a society that is in a state of learned helplessness. The undeveloped intelligence, numbed minds and closed eyes, which characterise citizens of such a society constitute formidable obstacles to IST developments. The leapfrogging and catch-up ideas and strategies with which these people are often treated by their masters, are equally major obstacles to national development. You cannot leapfrog or catch up while you are in a state of learned helplessness; you may be able to perform these feats after you have achieved successful emancipation.

But leapfrogging and catch up ideas are totally deceptive ideas meant to sustain underdevelopment. None of the successfully emancipated and developed nations cited earlier ever bought the ideas. Genuine national
development goes through natural stages, just like every other human
development. It is like a hurdle race: if you miss one single hurdle, you cannot
win the race. It is also like a baby in development process – he has to learn
to sit, crawl, stand, walk and then run. Nation building has similar stages and
hurdles, and to go through them successfully is possible only after successful
emancipation has been achieved.

6.0 CONCLUSION AND RECOMMENDATION
At last, we have come to the conclusion that a true perspective for successful
emancipation should be drawn from a combination of learning, understanding
and application of psychology to the solution of human problems; acquisition
and application of both psychological KSAs and leadership KSAs to provide
conducive environment for human upliftment and motivate followers towards
control of their own destiny; full understanding and application of leadership
psychology to evolve relevant people's leadership and normal citizenry
critically needed to achieve emancipation; and setting up the goal of genuine
development and continuously pursuing it all the time.

In this lecture, vivid images have been invoked to show that psychology is a
living subject and that its subject matter, behaviour, is about you and I –it is
about life. Therefore, to live a meaningful successful life, we must understand
and apply psychology. Its explained importance, roles and uses have proved
that psychology is in the service of human beings- it is the key to both individual
and national developments, general human development and development
of intelligence, science and technology. The psychological factors that lead
to psychological health have been identified, and the possession of
psychological health defines normality among human beings and human
societies. In another vein, there are psychological universals as well as
psychological differentials. The former make psychology a science discipline
that applies to all human societies, while the latter give rise to differential
psychologies that are valid for respective continental unique experiences.

All the continents have their own valid psychologies. Africa is the only
exception. The only semblance of psychology in it is called "psychology in
Africa," a foreign western orthodox psychology, which has been shown to
have many deficiencies and problems.
The need to develop, teach and learn an African psychology that will be valid for African unique experiences has been emphasized in this lecture. Its definition, objectives, methods and contents have been provided.

Emphasis on the importance of leadership runs throughout the lecture. We have maintained that no society moves forward or backward except leadership moves it. Forward movement of a society (development) is achieved by relevant people's leadership, while backward or redundant movement of a society (underdevelopment) is caused by foreign-controlled, selfish dictatorial leadership. The results of research studies presented indicate that leaders and managers of the underdeveloped countries are predominantly authoritarian and dictatorial in practice; that they are motivated more by lower-order extrinsic needs – ethnicity, socio-religious artistic cultural factors – than by higher-order needs of developed intelligence, science and technology, and that leadership stress is a major cause of poor performance in these countries. To handle these deficiencies and weaknesses, leadership psychology comprising eight related psychologies is presented in detail. Understanding and application of leadership psychology are believed to bring about the desired emotional awakening and motivational empowerment that will prepare the ground for successful emancipation by the underdeveloped countries.

Emancipation itself is described as a drastic psychological transformation of a society from the state of learned helplessness to the state of freedom, independence and development. An experiment on the factor of learned helplessness is explained to account for reasons why the underdeveloped countries of the third world are unable to date to emancipate themselves. That factor is squarely responsible for the stigmatised inability. Because of centuries of remaining in the state of learned helplessness, these countries can achieve successful emancipation only through drastic revolution of the type executed by most emancipated and developed nations and only by relevant people's revolutionary leadership.
6.1 RECOMMENDATIONS

In view of all that have been presented and discussed in this lecture, the following recommendations are considered essential:

1. Leaders, managers, governments and citizens of the underdeveloped countries of the third world should learn, understand and know that psychology is a living subject - it is about behaviour, about all that we do 24 hours of every day of our lives, about living and about life itself.

2. To live a meaningful and successful life, we should develop psychology awareness, and acquire and apply psychological KSAs to the solutions of life problems.

3. Psychology identifies, supplies and sustains factors that lead to and promote psychological health, and it is these factors that characterise and define normal human beings and normal societies. People in underdeveloped societies should begin to develop and imbibe these psychological factors to become normal. Ignorance of these factors sustains remaining in the status of non-normal underdeveloped societies.

4. Psychology provides leadership KSAs and leadership psychology - the two factors that hold the key to successful emancipation and genuine development. People in underdeveloped societies should begin to develop and apply these two psychological factors in order to embark on active emancipation and genuine development. Ignorance of these two factors sustains underdevelopment.

5. Psychology is in the service of human beings and human societies. Leaders and people of underdeveloped societies should, as a matter of necessity, understand this hidden fact, and should begin to make psychology serve them as it has served the developed nations. Ignorance of this historical fact sustains perennial underdevelopment.

6. African Psychology has been defined as the most valid psychology that will serve Africa, not 'psychology in African.' Indeed, the first most crucial reason why psychology is not known in Africa is the inability
and failure of African psychologists to apply psychology to the unique African experience. This is a great challenge to individual African psychologists, Departments of Psychology of tertiary institutions, and National Psychological Associations. Each of these should, as a matter of urgency begin to confront this challenge by pursuing the goals and objectives of African psychology presented earlier in this lecture; by applying the methods of African psychology suggested; by ensuring that the required equipment, tools, materials and facilities for teaching and learning psychology are adequately supplied and utilized; by keeping faith with regular psychology seminars, workshops and conferences mostly on issues and contents of African psychology; and by regularly developing and running relevant psychological programmes, consultancy services and professional academic courses for the benefits of the larger society.

7. Intelligence, a key subject matter of psychology, is given to man at creation for him to use to control all God’s creations. Leaders and people of underdeveloped societies should understand this primordial fact and should understand the fundamental facts about human intelligence and human development. They should begin to learn and apply the eight psychologies of leadership psychology; begin to provide and eat the essential foodstuffs for the development of intelligence; and begin to develop their intelligence so that the dulled intelligence will begin to grow, the numbed mind will begin to think, and the closed blind eyes will begin to open and see the truth and Laws of Nature. These actions however are not possible until successful emancipation is achieved.

8. Developed intelligence is the key to the development of science and technology. IST development marks the beginning of genuine development which has never been known to take place in an underdeveloped society that is in a state of learned helplessness. It occurs in a successfully emancipated society.

9. The learned helplessness experiment is presented to enable the leaders, governments and people of underdeveloped societies to begin to understand the nature and seriousness of the historical
predicaments that have been their lot for centuries. In particular, they should understand the well-designed shuttle boxes and cages into which they are placed under sophisticated monitorings, controls, and manipulations, the internal and external shocks being delivered to them, and the six stages through which they have gone to reach their present state of learned helplessness. It is hoped that awareness of a problem is the first step towards its solution.

10. Leadership psychology, with its eight psychologies, when fully applied, constitutes the main psychological intervention through which a society in a state of learned helplessness can be emancipated. Such emancipation is possible only if the leadership is a relevant, revolutionary people's leadership, who is characterised by leadership KSAs and qualities, and who has mastered the full significance of freedom psychology, self-awareness psychology, KSAs psychology and public service psychology of leadership, among others. Leaders equipped with these KSAs are strongly motivated to engage in drastic revolutionary actions needed to emancipate their people from their state of learned helplessness. Leaders of underdeveloped societies are strongly encouraged to learn, understand and apply leadership psychology in their governance simply because ignorance of leadership psychology sustains perennial underdevelopment.

11. Relevant people's leadership is the focus of this inaugural lecture, and emphasis on it runs through the lecture. Table 2.0 contains its essential qualities, while Fig 7.0 contains its roles in achieving successful emancipation and genuine development. It is therefore strongly recommended for the underdeveloped societies of the Third World. It is the leader that applies leadership psychology in his operations, fights for freedom and liberty for his people, asks and answers the self-awareness questions regularly, and takes revolutionary actions to emancipate his people from their state of learned helplessness. He comes into existence through volunteer emergence, not by election, selection or appointment. Ignorance and absence of relevant people's leadership sustains remaining in a permanent state of learned helplessness, permanent backwardness and permanent underdevelopment.
12. The results of the leadership studies presented have brought to the surface the major deficiencies, weaknesses and problems of both the leadership and management in the underdeveloped countries of Africa. These weaknesses and problems are formidable, and as such, the development of the explained psychological perspective, and particularly the application of leadership psychology should form the appropriate psychological interventions for resolving them successfully.

13. A true perspective for successful emancipation has been fully illustrated and described in this lecture. It comprises psychological KSAs and psychological health, leadership psychology and leadership KSAs, and the goal of development as the motivational focus. Leaders, governments and people of the underdeveloped societies should avail themselves of this perspective and should begin to operate from it to emancipate themselves.

14. Emancipation itself is a psychological transformation of a people from the states of complete psychological emasculation and learned helplessness to the states of total freedom, liberty and independence. Historical events have shown that such transformation can only be achieved through drastic revolutions and only by brave relevant people's leaders. This is a great lesson for leaders and people of the underdeveloped countries who have not yet been able to achieve emancipation. They should also learn the lesson that no meaningful productivity-development can take place in a society until successful emancipation is achieved by that society.

15. Finally, genuine development – whether it is human, corporate or national – is a psychological process that follows normal psychological stages from the lower to the higher stages. As such, it takes place in a normal society that has achieved successful emancipation, total freedom and total independence; it does not take place in a slave country that is in a state of learned helplessness. Another lesson to be learned is that successful emancipation marks the first initial stage of development. Therefore development is a hurdle race – to win it, a given society must jump all the hurdles in a record time schedule; if it
skips a single hurdle, it automatically loses the race of development. This means that the deceptive ideas of buying development, leapfrogging and catch-up strategy cannot lead to any genuine development and they should be treated as such. Also, genuine productivity development comprises intellectual, scientific and technological (IST) accomplishments which take place only in a normal society that has achieved successful emancipation; and IST development is the psychological criterion of emancipated societies.
7.0 ACKNOWLEDGEMENTS
Let me first of all thank the Almighty God for sparing my life till this day of my inaugural lecture and for making it possible for me to stand here before you to deliver this lecture. It is one event that I consider to have the most significant impact on my life so far, and it wouldn’t have been possible without the blessings of the Almighty God. To Him be the honour and glory.

Vice-Chancellor Sir, I want to thank you in a special way for giving me the opportunity and the necessary assistance to deliver this inaugural lecture today. I am equally grateful to all the principal officers of the University and the University of Lagos as a whole for their wonderful cooperation and directives that made this presentation possible.

Today you listened to a lecture by a man born to poor illiterate parents in one of the remotest villages of Imo state, and who therefore started life from a very humble beginning. My parents, Chief Idiemeruo Eze and Madam Nweze Eze, both of blessed memory, raised me up in a harsh disciplinary way. From them, I acquired the virtues of discipline, hardwork, responsibility, perseverance and ambition, all of which enabled me to reach my present academic status. To this great couple, I owe all that I am today, and may the Almighty God rest their souls in perfect peace.

At present, I am left with a senior sister, Mrs. Felicia Ihezuo, a devout Christian with a successful family, and a second junior brother, Mr. Paul Eze, former General Manager of a Cosmetics Factory in Orlu, Imo state, who also has a good family with seven children. Currently, I am taking care of some of the seven children of my late immediate brother, Aloysius Eze whose third daughter, Chinero Eze, is now a student of the University of Lagos.

I recognise today the late noble sons of Eze family, my uncles and cousins, who were role models for me and who played significant roles that made my University education and academic pursuits possible. They were my most senior uncle, Chief Idinnorom Eze who became my step-father after my father’s early death in 1953, and who gave me the protection and encouragement I needed to pursue my education; Chief Francis O. Eze, another uncle and an educated, very intelligent man who indeed was my true role model in academic ambition and scholarly accomplishments; and,
Chief Christopher 'Columbus' Eze, my concerned and compassionate cousin, mentor and sponsor of my going to Howard University USA in 1965. I am greatly indebted to these role model family heroes.

I recognise with deep respect and high sense of self-fulfillment the great academic Thrio of Ihitenansa, the "Doctue Doctorum" group of three great intellectuals who eventually became the pioneers of professoral education in Ihitenansa. They are in leading order, the late Professor Nnabuenyi Ugonna who was the first Igbo Professor not only of the University of Lagos but also of Africa as a whole; then my humble self, a pioneer professor of Industrial-Organisational psychology; and, Professor Ajapurumba Ezikeojiaku who obtained his Ph.D here at the University of Lagos in 1996 and later became the third Igbo Professor in Nigeria.

All my University education and my three academic degrees were obtained in America, and for that, I thank all my American Professors and Lecturers, course advisers, and theses' supervisors. I want to give special recognition to my academic adviser at Howard University, Professor Hicks for setting me up on a clear and straight-forward route to my psychology education and training; my Master's thesis supervisor at George Washington University, Professor Mozail, for his liberal non-racial direction and supervision of my academic work; and, my Ph.D. thesis supervisor at the Illinois Institute of Technology Chicago, Professor Ira Salsiburvy who is singularly remembered for allowing an African psychology issue to be my doctoral thesis topic, and for providing adequate direction and supervision of the thesis through to a successful defence of it in 1975.

I acknowledge the good scholarly works done by my fellow psychologists and colleagues at the local front, who share my African psychology views in their individual efforts to apply psychology to the unique African experience. In this regard, important names such as Prof. Abel Ekpo-Ufot, Dr. Okonji and Dr. Obi-Keguna, all of blessed memory are vividly remembered. Among those publishing relevant works are that of Prof. A. A. Olowu (OAU), Prof. Amaechi Nweze (UniJos), Prof. D.C.E. Ugwuegbu, (UI) and Prof. P.O. Ebigbo (UNN). All of them represent good models of true African psychologists for future generations of African students to emulate.
The teaching employments I have received over the years constitute one crucial avenue through which I have followed to reach my present academic status, and for that, I am highly grateful to all my good employers and to all those who assisted me in one way or the other to secure those employments. I thank Rev. Fr. Gilsinan for giving me my first teaching appointment as a probationary teacher in 1954 at St. Charles school, Ihitenansa; the principal of Isu Grammar School for giving me appointment as a tutor in 1964; and, the city colleges of Chicago Director for my employment as an instructor at Kennedy-King College in 1973. I also thank Prof. A. C. Mundy-Castle, the Head of Department of Psychology, University of Lagos, who recommended my appointment as lecturer I in 1980, which enabled me to return home and join the Department in that year. My visiting professor appointment to the Department of Psychology, De Paul University Chicago in 1998 came as a result of the strainous efforts of Prof. George Michel, the then Head of the Department, and I am greatly indebted to him.

Here, I want to thank all the good personalities who helped to make me a member of the University of Lagos: Prof. Mundy-Castle and the then Dean, Prof. Oloko brought me to the Faculty of Social Sciences. The present Dean, Prof. Lai Olurode, is magnanimous and liberal enough to appoint me the current coordinator of Master of Public and International Affairs (MPIA) of the Faculty.

At the international level and as a member of American Psychological Association, International Association of Applied Psychology and International Association of Psychological Science, I have been able to establish strong working relationships with eminent world psychologists for international research studies particularly in the area of leadership. At the 26th International Congress of Psychology in Montreal Canada in 1996, I personally interacted with Prof. Bandura of Stanford University USA, Prof. Raven of UK, Prof. U. K. Malkova of Russia, Prof. W. T. Zhang of China and Prof. Len Holdstock of the Netherlands. During my sabbatical leave period at De Paul University Chicago, (1998-1999) I established joint research plans with Prof. George Michel, my employer, Prof. Clement Adike, my old teaching colleague Prof. George Christakes, and my old but regular doctoral colleagues: Prof. Don Keppner, Prof. Allen Wollack and Dr. Pete Rotchford. These relationships surely put me on the right path to international psychological practice and application.
I want to acknowledge and recognize with nostalgia the memorable loving relationship that developed in 1966 at Washington D.C. between my family and my best American family friend of Mr. & Mrs. Albert Verbits of blessed memory. The relationship was closely and effectively maintained throughout my 15 years of studies, teaching and academic work in America (1965-1980) and is now being sustained by our children. Indeed, the Verbits family is the best family friend I have had in my life. The Verbits were at our wedding in 1969, at each of my three graduations in 1969, 1972 and 1975, and at my wife’s graduation at Chicago State University in 1979. To this great family in Silver Spring, Maryland, Nwagbo Eze family is truly indebted, and remains strongly attached.

It has been a thing of joy to me when I remember that I have successfully supervised a good number of Ph.D candidates who have distinguished themselves very well in the academic world: Prof. A. Nweze (Ph.D. 1988) has served as Head of Department of Psychology, University of Jos, as well as Dean of the Faculty, and Dr. Ije Ogbalu-Jidemna (Ph.D 2002) is successfully engaged in professional corporate consultancy. Others like O. J. Koyi, M. I. Oluoma, O. Ufoegbune, O. A. Lawal and G. A. Oyedele, are dedicated Ph.D candidates who will soon graduate.

The tedious job of typing, rearranging and retyping this lecture was carefully and patiently performed by Miss Joy Okolie. I thank her for a job well done. I also recognize all those who made useful contributions to the publication of the lecture.

Now to my own nuclear family which came into being with my wedding my singularly unique loving wife, Oyibogalu Eunice, on Dec. 27th, 1969 in Washington D.C. U.S.A, after a five-year period of engagement. That our joyful wedding was both the symbolisation and materialisation of the predictive name, OYIBOGALU (your marriage will be in a whiteman’s land), given to my wife at birth by her parents.

Oyibo bravely and courageously found her way to Washington D.C on Dec. 6th 1969 at the most critical period of the civil war. I count myself as one of the luckiest men for me to be blessed with a wife like Oyibo – highly intelligent, highly aggressive, highly academically ambitious, very compassionate, a
dedicated, faithful and supportive wife and a very caring loving mother with B.Sc (Nursing) Chicago State University and M.Sc (Psychology) Unilag. These qualities endeared her to me, and immensely assisted in creating a unique and conducive family environment which greatly enabled not only my humble self but also every member of my family to achieve his or her academic ambition. We are blessed with five intelligent children: My first daughter, Ifunanya, graduated B.Sc. (Hons) (Computer Science) at this University in 1994 and married an engineer Ben Ekwueme, and they have three boys. Emaka Eze, my first son, is a US-based resident medical doctor and consultant with a wife and a son. Nkeiruka, my second daughter, is also a medical doctor, after graduating from University of Lagos College of Medicine in 2001. She is happily married to Ken Dara (MBA), with two children and they are US-based. My second son, Chijioke Eze, is a Computer Science B.Sc. graduate of the University of Lagos, and is also US-based. The baby of the house, and my third son, Uchechukwu Eze, is a final year Pharmacy student of the University of Lagos. Altogether, I have six grand-children and I thank the Almighty God for His blessings.

I want to recognise and thank all the Chairmen and women, and all the members of town Unions of all the autonomous communities of old Ihitenansa, Assah-Ubrielem and Amaruru, who took time off their busy schedules to attend this inaugural lecture. I appreciate your presence as well as the presence of my dear Uhuala village people and I will ever remain one of you for life. I also thank those from other parts of Imo state, from other states of the Federation and from other nations, who are here present. Indeed, I thank all my wonderful students of psychology both past and present, for their demonstration of interest, assistance and solidarity.

And to all of you members of this distinguished audience, I say thank you immensely for listening.
REFERENCES


