



STRUCTURAL VS DYNAMIC-EVOLUTIONARY AND A METHODOLOGICAL OPTION RELATED TO PSYCHOLOGICAL INCIDENCE

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Abstract: *The study deals with the double incidence between a set of constitutive variables of emotional intelligence and another set of variables in the area of cognitive abilities (of general intelligence). The idea of double incidence is proper and necessary here due to the common factor underlying the two interactive psychological subcategories. The test resides in the multitude of high correlation coefficients between the investigated variables of the two psychological subcategories. As a result of the psychological incidence we believe we have to do with an interaction of the reciprocal maximizing type of interactional vocations. Hence, the test of such a supposition should be established as a confirmation according to the degree of simultaneous and autonomous implication in the configuration of the determining factors, in the extended area of cognitive abilities with their structural function in the whole personological profile.*

Keywords: *psychological incidence, navy personnel personological profile, cognitive abilities*

1. Three meanings of the incidence notion

General explanatory dictionaries, especially the psychological ones, e.g. *Le Dictionnaire de notre temps* (Hachette, Paris, 1988), *Petit Larousse Illustré* (Hachette, Paris, 1977), *Foreign Words Dictionary*, (F. Marcu, C. Manea, Editura Academiei, București, 1978) or *Psychological Dictionary* (R. Doron, Françoise Parot, Humanitas, București, 2006, the latest translated in Romania) explain the term incidence starting with the simplest aspects using attributes such as „encounter”, „touch”, „hitting”, „crossing” and resorting to physics where incidence refers to the impact of a light beam on the surface of an object which is able to reflect it, case in which one can calculate the *incidence angle* (between the beam inclination and the perpendicular on the incidence ... point). This narrow interpretation led to an elementary and superficial definition of the term.

A more complex meaning is revealed by attributes like „insertion”, „interpolation”, „intervention”, „impact”, by taking into consideration the fact that the frequently unavoidable encounter of two objects or contexts, produces certain effects, influences more or less meaningful. Thus, a suggestive illustration is *the linguistic incidence*, i.e. the insertion of some words in the structure of a sentence, or of a sentence in the structure of a complex sentence, through which certain meanings are clarified more suggestively or more subtly.

These two first meanings are governed by the interpretation of the term as by chance, by accident, as something that is related to something else but is not as important (*incidental remark, incidental imprinting*).

These interpretations/definitions are not unlikely for the explanation of some acts and/or psychological processes, but the reduction of the psychological incidence to these interpretations and levels of interactions would leave aside more profound cases and situations.

The third interpretation of the term incidence points to deeper and more complex impact situations. We can speak about *incidental learning* (for which we find restrictive and plain the emphasis placed on the unaware participation of the subject, the lack of intentionality, directions and procedures required by a behaviour aiming at a certain end). The particularity of incidence at the level of psychological activity can be described by attributes such as „binding”, „connection”, „repercussion”, „learning”, „impact”, „unilateral relation” and especially „bilateral relation”. There are a lot of psychological manifestations which, although imperiously claim a conscious elaboration, can not be efficiently assessed by the simple anticipative/prediction representation, the accomplishment being the moment and the compulsory condition of their axiological significance acknowledgment.

Therefore, from intention, by anticipative elaboration, until accomplishment, we ascertain how the prerequisites are influenced by the incident; creation, inspiration in science and art, where they have been carefully studied, are treated as having an incidental character not only in the initial stage, that of creative „explosion”/boom, but also in the process of transition from idea to outcome. Any moment-obstacle during

creation requires new adjustment restructurings which resort to subconscious and uncscious resources synergic with the most imbued rational lucidity. Almost anything considered under temporary uncertainty is the result of incidence; solutions may arise without a severe voluntary control, and later, besides the proven results, as a follow-up, new ways of topic approach are outlined with a view to the expansion of the investigating procedure within the possible level. Under these circumstances the psychological incidence moves from the area of the accidental occurrence to the presumable necessity as an alienable mechanism of the research procedure. Accepting this extension (or deepening) of the significance of the notion of (psychological) incidence we present the meaning underlying *the incidence of emotional intelligence in crystalising the navy personnel personological profile*. According to this meaning we cannot assume the task of working out a psychological (personological) profile exhaustively and irrevocably complete of the military personality in the field we are dealing with, because such a profile is and will be underway; we believe that we can add a modest contribution to what has been known about this profile: an experimental model capable of grasping with scientific fidelity the landmarks used until now; a reiteration (a sort of recomfirmation) of a large set of traits/features specific for the profession in question; finally a number of factors (validated by research) „endowed” with the significance of explanatory principles within the problematic area of the present paper.

At the end of the present paragraph, we would like to reiterate some general rules, i.e. the strategic steps of the research undertaken, insisting on the osmotic mixture between what we might call *way/mode or style of procedure* with *successive levels of investigation/interpretation*, from simple to complex:

➤ **Primary analysis** of data with its specific instrument – means and the significance of differences between them, deviation from standard and comparison with standards or several researches – in the central point of which there are the mean experimental „performances” of the subjects; the basic end of this procedure is to get performance indices within which a group may enroll on a cognitiv continuum of normality, also revealing some sides of originality;

➤ **The analysis of the intracorrelational disponibility** (or of the intradimensional correlativity) of variables introduced in the research depending on – in the first place – their gathering within a well-known investigation method, with a view to accede to the real degree of consistency of the personality of the subjects investigated.

Nota bene: *We considered it useful to combine these two modalities of analysis within which the intracorrelativity may appear as a corollary of primary analysis as it enhances the role of the (descriptive) analysis of means by its subordination to a fundamental end, namely, to point out the first signs of the personological profile consistency.*

➤ **The analysis of the intercorrelational disponibility** (or of the interdimensional correlativity) of the variables introduced in the research, with the view to accede to the



- degree of connection of the personological profile components, including some developing aspects through which consistency is preserved on longer terms as dynamic stability;
- **Factor analysis** designed to emphasize a host of complex determiners – *factors* – telling on the crystalization of the personological profile as a result of the global structure/evolution of the navy personality, professional formation included.

Nota bene: We considered it useful the combination of these two high level modalities intercorrelational analysis within which the factor analysis may appear as a corrolary since it enhances the role of the interaction analysis through the identification of some fundamental sources, determinant for the cystalization of the personological profile (within the limits proper to the projected experimental design) solely validating both the method and the interactionist/interaction system of significant variables.

In the general introduction of the paper we outlined the procedure used for carrying out this research. On presenting the data and the results at this stage of our paper, we consider it necessary to make some specifications on the methodology applied. Having in mind the coherence and cohesion of the paper, we hope that the mentioning/description, first and foremost, of the work already done, will not seem superfluous but on the contrary that it will smoothly pave the way to the strategic steps which follow towards the end of the paper. We will, certainly, deal almost exclusively, with the experimental part proper.

The first sequence of the paper, *primary analysis and intradimensional correlativity*, had as a purpose the prelevation of a **partial state portrait** of psychological dimensions within which it follows to be seen *the incidence of emotional intelligence*.

In this respect we dealt with **the cognitive dimension** represented by a set of intelligence abilities/capacities; **the personological dimention** represented by a set of 16 factors and by another including an 18 *scale-traits/features* and **the value dimention** represented by a set of 15 *professional values* and another set of 7 *empathic values*. The reason for which we proceeded in this manner is the fact that the purpose/aim of emotional incidence analysis/research can not be reached/attained without this first and inevitable „piece” which is *the actual state portrait* of the subjects examined. The main conclusions including the most relevant aspects of each dimension mentioned above are accounted for in the final *synthesis* of each chapter.

We stated in a *synthesis* the results of two micro-researches on emotional intelligence. The reason for which we proceeded in this way is approximately identical with the one meationed above, in the sense that the fact of psychological incidence we are following claims the study of another *state portrait*, namely, the one of the *incidental „agent”*, that is of an image-result of emotional intelligence. The incidence of the personological component is further on operated under this convergence or impact relationship between the emotional intelligence (10 profile components) and the sets of variables proper to each dimension mentioned, in the light of some adequate criteria of examination. In the first place, we are particularly interested in decelation of a table (static, in fact) containing the most relevant facts of relation between the two „agents” of incidence-in fact between two state portraits, in the perspective of which we hope to identify some significant landmarks if not determining a determining factor for the navy personological profile structure. An essential aspect has not deliberately been tackled until now. In the light of an investigation perspective mostly or almost totally oriented towards the *structure psi* as far as its consistency is concerned, the risk of being frozen in the project or the absolutization of the consistency aspect was very close. Therefore, we tried to find a way, even if indirectly, to combine the structural procedure with the evolutionary one. A methodological discussion followed by a concrete, solution”

related to this requirement belongs to M. Golu (2004, p. 29-35). We believe that we have been helped in this undertaking, first and foremost, by a complex quality such as the research lots. In our case, it happens that during an average time period, university preparation/education (in the Naval Academy), training, specialty and civic education/instruction, the social and moral integration, taking into account the important results obtained in time, have the power to form high level specialists, strong and enduring characters and personalities with a high integration coefficient. We would also like to add the virtues of the not sufficiently emphasized entrance examination with highly psycho-pedagogical and psycho-social valences through which the formative process of expected competences is facilitated by an essentially scientific selection. On these grounds we tried to confer a verisimilitude coefficient to the methodological hypothesis according to which the three sample subjects, two of navy students, the former being in their first year of university study – hardly involved in a semester of university activity, the latter *graduates* of the Naval Academy and a thid sample comprising *officer-instructors*, can constitute three state references, in three essential or crucial time sequences – the undergraduate period, the graduation and the embarking upon the officer profession.

The fact that the officers can represent a reference – a developmental/formation model, „product” of high quality in the military (navy) life is undoubtly true; the fact that the junior students represent the beginner partrait as a result of the entrance examination selection is also obvious, the fact that the best graduate students could represent the level-image of half way – could be sustained less by evidence arguments but more by risk centring (however, the evidence would gain a greater significance if we knew the percentage of „failures” on a longer term). From the point of view of the researcher aware of the fact that the successive states investigated are not belonging to the same subjects scritinized longitudinally, there remains the subjective belief that they are to find, in the end, that the three samples have a set of essential common traits/features, and a set of specific traits wholly justified in accordance with each other’s „statute” The confirmation of this hypothesis is meant to confer to this methodological coordinate the touch of verisimilitude. This is not a personal invention. The procedure has already been employed by the Psychology Institute, with three similar „step” samples of age/qualification, as for instance junior and senior students at polytechnics compared to inventors (Beatrice Balgiu, 2003, in a creativity research); pupils in the final year at the pedagogical high school, fourth year students at pedagogy/psychology faculty compared with school advisers/counsellors (Rodica Buraian, 2000, in a research on counselling competence) or with selected teachers (A. Harrati, 2001, in a research on didactic competence). In all cases there have been obtained the most convincing results. It goes without saying, that the only fact that things developed „in favour” of the researcher might place this procedure in its own right. On the other hand, we have not found another chance to obtain a number of results under the sign of the possible if not the probable. We reiterate the fact that the choice/trial is tightly/strictly dependent on at least one main exceptional quality of reference samples in each research.

Proceeding in this manner, as we have already seen, in the primary analysis, we started the research project, we cautiously followed the first part of the results analysis and we have kept our optimism for the validating moment (corner stone) through factorial analysis confirmation.

To sum up, the **incidence of emotional intelligence – general intelligence**, substantiates as follows:

- Their common fundamental factor, namely their cognitive essence, expressed in propositions enhanced by significant intercorrelations;
- The probability demonstrated enough (if not the certitude) of a process of configuration from the genuine portrait of junior students, through the „explosive” stage of the senior students, towards the most probable state of



- organization - more ballanced, hierarchically levelled and open (guaranteed attributes of efficiency and effectiveness) for officer-instructors;
- The particular affinity of the emotional intelligence component with two and the most characteristic abilities of the general intelligence – verbal intelligence and intellectual vivacity, under which the structural function of cognition in the more general domain of personality is enhanced;
- The elevated consonance, as latent disponibility (for junior students) between the two variants (variables, components) of empathy – one for each emotional intelligence „test” - and the abilities of the general intelligence mentioned above, consonance consolidated for the senior students and particularly for the officer-instructors, as elective affinity or complementarity within the inner plan and determined by the degree of socialization on the formation plan.
- The effect of the psychological incidence studied here appears as one of reciprocal „enhancement” of the interactional „vocation” significant insertion in the area of the personological profile of the subjects.

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