

## Trivialised Strength? : An Investigation into the Social, Career, and Romantic Impact of High Interpersonal and Intrapersonal Emotional Intelligence (EI) in Adults

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### ABSTRACT

Emotional Intelligence (EI) has been repeatedly placed in psychological and organizational literature as a desirable and beneficial trait, linked to enhanced leadership skills, relationship satisfaction, and work performance. The most popular conceptualizations of EI have defined it as an assessable competency that predicts favorable outcomes. Nevertheless, the most popular strength-based approach might conceal the intricate experiences of people with high levels of interpersonal and intrapersonal emotional intelligence. This research aims to critically analyze the lived experiences of emotionally intelligent adults in terms of their social, career, and romantic lives, focusing particularly on whether high emotional intelligence can also lead to relational imbalances, emotional labor, lack of recognition, or psychological distress. While going beyond the psychometric and performance-related focus, this research uses a qualitative approach to investigate the participants' subjective processes of meaning-making, emotional regulation, and social relationships. Through this lived experience focus, this research aims to enhance the existing conceptual frameworks of emotional intelligence, considering it not only as an adaptive asset but also as a relational construct situated within the context of social expectations and power relations while using already existing groundwork.

**Keywords:** *Trivialised Strength, Social, Career, Romantic Impact, High Interpersonal, Intrapersonal, Emotional Intelligence (EI)*

Peter Salovey and John D. Mayer first introduced the concept of emotional intelligence, or EI. It involves recognizing, understanding, managing, and using emotions in yourself and others. Their model outlines EI as a set of skills that combine both thinking and feeling, enabling people to function effectively in life. Later, Daniel Goleman expanded on this idea by developing a broader model. He linked emotional skills to qualities such as effective leadership, job performance, and overall success in life. Since its popularization, EI has been linked to leadership success, occupational achievement, empathy, relationship quality, and psychological wellbeing. In both theoretical and practical circles, the emotionally intelligent person is often portrayed as socially skilled, emotionally controlled, and interpersonally effective. Consequently, EI has been widely touted as a major predictor of successful adaptation in social and occupational contexts.

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However, despite the vast amount of literature that has identified its benefits, the construct of EI remains largely strength focused. A vast amount of the literature on EI has operationalized it using quantitative methods, defining it as a set of skills associated with productivity, leadership success, and relationship satisfaction. Although this literature has made a major contribution to the understanding of emotional processes, it may be inadvertently suggesting that EI is an unequivocally beneficial construct.

Theoretical debates emerging on the topic propose that increased emotional awareness and sensitivity may also involve relational complexities. People with high interpersonal and intrapersonal intelligence may be more sensitive to the emotional states of others, more empathetic, and more able to manage conflict; yet this sensitivity may also place them in relational roles that involve emotional labor, the expectation of composure, and one-sided emotional exchange. In organizational settings, people with high emotional intelligence may improve group cohesion without necessarily receiving equal recognition. In romantic relationships, differences in emotional processing may lead to relational tensions rather than intimacy.

The current study, therefore, aims to critically examine the assumption that higher EI is always beneficial. By using a qualitative approach that focuses on lived experience, the current research aims to examine how emotionally intelligent adults make sense of their own emotional abilities in social, occupational, and romantic contexts. In this way, it aims to relocate the concept of EI from its current focus on individualized performance to a more relational and context-dependent construct. While EI may be associating with positive, the angle where it may have tangible rewards is still largely unexplored.

### ***Rationale***

The study is based on a gap in the existing research on Emotional Intelligence.

While there is a lot of evidence showing that high emotional intelligence is linked to good life outcomes, there has not been much attention given to how people who score high on this trait feel and experience their lives. This focus on outcomes might be missing the real-life challenges and experiences that these individuals go through.

Today, emotional intelligence is being promoted more in both social and work settings. However, this can sometimes lead to situations where emotionally intelligent people are expected to handle emotions, resolve conflicts, and build relationships without being properly acknowledged or rewarded for their efforts. Based on this information is why this study uses a qualitative approach to explore how emotionally intelligent people understand and make sense of their own experiences.

Instead of relying on standard tests or scores, the study focuses on the personal stories and perspectives of the participants. This helps uncover aspects of emotional intelligence that are not well covered in existing research, such as emotional burnout, difficulties in relationships, the development of personal identity, and feelings of being undervalued or seeing EI as a double-edged sword.

The overall goal of this research is to provide a more complete and realistic view of Emotional Intelligence.

It aims to highlight not only its helpful qualities but also the emotional challenges that come with having a prominent level of emotional awareness.

## REVIEW OF LITERATURE

### *Emotional Intelligence: Theoretical Foundation*

Emotional intelligence (EI) broadly refers to the capacity to perceive, understand, regulate, and utilize emotions in oneself and others. Salovey and Mayer described It is a form of social intelligence that involves the ability to perceive one's own and others' emotions, in order to get ideas about those emotions and then do something based on such ideas (Salovey & Mayer, 1990). Their ability model conceptualizes us to sees EI as a set of cognitive-emotional skills, which include perception, understanding and regulation of emotions (Mayer, Salovey, & Caruso, 2004).

Through the course of time, other theorists built upon this concept. Goleman (1995; 1998), for instance, proposed a wider model that featured competencies like self-awareness, self-regulation, empathy relations management, and others. Similarly, Bar-On (1997) stressed intrapersonal and interpersonal skills as adaptability and stress tolerance. Later trait approaches suggested EI can also be perceived as part of personality by focusing on how people perceive their own emotional abilities (Petrides & Furnham, 2001). This variety of models can have quite different structures, yet all of them are rooted in the same supposition that being able to understand and to regulate one's emotions is a key to operate properly day to day. There is a large body of research that supports this assumption. Emotional intelligence has been linked with the use of better coping strategies, healthier relationships, improved workplace performance and overall psychological well-being (Brackett, Rivers and Salovey 2011). People with high EI seem to handle conflicts in a calmer manner and display more empathy during the conflicts' course (Lopes et al. 2004). However, EI seems to be an issue because there are no agreement on how it should be measured – between ability-based and self-report approaches especially – empirical evidence supports the view that EI is a distinguishable factor beyond traditional cognitive intelligence (Joseph & Newman 2010) What is particularly striking in the literature, however, is the uniformity of portrayal of EI as something useful. The construct is often depicted as a hidden asset in a positive light. Comparatively little attention has been given to whether high EI might also involve strain, imbalance, or under-recognition.

### *EI and Social Settings*

Within social contexts, it is expected that a high EI would correlate with the better outcomes. Individuals who have higher emotional intelligence scores are usually associated with reporting stronger friendships, greater perceived support, and higher life satisfaction (Lopes et al., 2004). They often are more in touch with subtle emotional cues and more capable of responding supportively (Brackett et al., 2011). In group settings they can naturally take on roles that involve mediating disagreements or keeping harmony. However, increased emotional sensitivity is not always clear; it can be a source of difficulties. Studies show that people who possess a highly developed ability to 'read' other people's emotions are more prone to 'suffer' under stress (Ciarrochi, Deane, & Anderson, 2002). It may feel harder for someone who has to be constantly concerned over other's distress to detach themselves from their surroundings. Some researchers have reported a positive relationship between high emotional vigilance and increase in anxiety during stressful situations (Thompson, 2016). Also, the ability to perceive emotions on a personal level can help one to manipulate emotions. Porter et al. (2011) established that people with higher level of EI were more persuasive when they intentionally used emotional expressions. It does not imply that EI is manipulative in nature, but it does complicate the point of it being merely prosocial.

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Emotional intelligence seems to enhance relationship, yet it can also heighten emotional exposure as well.

### ***EI in career and workplace contexts***

In workplaces, EI has been termed to be necessary in leadership and cooperation. A study indicates that EI is positively related to job performance especially when dealing with work that requires collaboration and communication (Joseph and Newman, 2010). EI employees are usually effective in conflict management at work and in the creation of positive organizational climates (Goleman, 1998). Nevertheless, emotional intelligence in the profession tends to be translated into emotional labour. Emotional labour as described by Hochschild (1983) refers to the effort we make in controlling our emotions in order to be able to conform to occupational expectations. High EI employees can be better placed to arbitrate conflicts, console co-workers, or soak clients. In the long term, emotional labour which is sustained may lead to burnout (Brotheridge and Grandey, 2002). Noting that, such labour is often invisible. Emotional contributions do not necessarily come in official reviews, promotions, and monetary compensation (Clarke, 2010). It has also been found out that women tend to do this kind of interpersonal emotional work more so (Erickson and Ritter, 2001). Consequently, high EI might make one more responsible to a team rather than make them more structurally recognized.

### ***EI in romantic relationships***

Emotional intelligence has mostly always been associated with increased satisfaction and positive communication in romantic relationships aspects. Malouff et al. (2014) conducted a meta-analysis that revealed that there is a moderate positive correlation between EI and quality of relationship. High-EI people are more collaborative in conflict resolution, and more emphatic of partners (Lopes et al., 2004). Also, the presence of emotional labour is also present in close relationships. Studies have shown that emotional regulation and relationship maintenance behaviors are not always distributed equally with women more commonly responsible in the maintenance of harmony (Erickson, 2005). Unrequited emotional or unequal effort can result in minor resentment or emotional exhaustion. In such a way, EI seems to strengthen intimacy and stability, but at the same time, it can build expectations that are unarticulated but extraordinarily strong.

### ***Research Gap***

Despite the abundance of research on the positive side of emotional intelligence that has been conducted quantitatively, there is still a lack of qualitative understanding regarding how people with a high level of EI live their emotion-driven lives. To a large extent, the literature is concerned with quantifiable results, and not subjective interpretation. Emotional labour studies indicate that empathic consistency may result in exhaustion (Hochschild, 1983) but little research questions the emotionally intelligent people how they understand their functions in the various spheres of life. It has been suggested that EI should be examined with greater context and the introduction of more culturally aware and contextual studies (Jardine et al., 2022) to stop being limited to correlational research. Thus, the proposed study is qualitative in nature where a group of adults with high intrapersonal and interpersonal EI is going to be asked to talk about their experiences in social, career, and romantic situations. Instead of taking EI as a uniformly beneficial construct, this study aims at exploring the possibility that EI, too, can be a kind of a trivialized strength - it is a concept that is highly sought after in theory, but is not always recognized in practice.

## **METHODOLOGY**

### ***Research Design***

This study employs a qualitative research design to understand how an individual might experience emotional intelligence in the different areas of their lives. This design is appropriate as it aimed to explore a relative lived experience, their whole perception of the situation with awareness. Qualitative measure sometimes fails to fully capture the essence of how practically relevant of a concept we delve into.

### ***Participants***

Sample: The study includes 15 participants. This sample size is appropriate for thematic analysis as it allows us to fully capture the themes emerging across participants and allows variations in experience including social relationships, career context and romantic relationships. Participants aged between 25-35 i.e young adults are navigating relationships, professional developments and learning how to emotionally regulate themselves. Therefore, this age range provides us with appropriate information for examining how high emotional intelligence manifests across multiple life domains.

### ***Sampling***

Purposive sampling will be used to select participants because the study intends to include people who have comparatively high levels of emotional intelligence and are able to reflect on their interpersonal experiences. The Wong and Law Emotional Intelligence Scale will be used as a screening tool before participation to make sure that participants have quantifiable levels of emotional intelligence. Chi Sum Wong and Kenneth S. Law created the widely used WLEIS, a self-report test that evaluates emotional intelligence in four areas: self-emotion appraisal, others emotion appraisal, use of emotion, and regulation of emotion. To guarantee that the sample is made up of people with comparatively high emotional intelligence skills, participants who score higher on the scale will be asked to take part in the qualitative interviews.

### ***Measure***

A semi-structured interview schedule was used in this study to collect information from participants in a systematic yet flexible manner. A semi-structured interview consists of a set of guiding questions that are asked to all participants while still allowing them to elaborate on their experiences in their own words. This approach helps maintain consistency across interviews while also allowing participants to provide detailed and meaningful responses. Participants were given the choice to either respond orally through an interview or provide written responses to the same set of questions in a descriptive questionnaire format. This flexibility was provided to ensure the participants' comfort and encourage thoughtful responses while keeping consistency in the data collected.

### ***Demographic Data***

Collecting demographic information helps us provide background contexts about the participants and allow the researcher to interpret their experiences better. Understanding these characteristics can also identify whether perspectives differ across certain group and demographics.

Details taken in this study:

- Name/Identification Code
- Age

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- Gender
- City

### *About The Questionnaire:*

The questionnaire had 21 descriptive questions, which captured different aspects of life, work, love life, and personal thoughts about the emotional intelligence. First, a general topic guide with interview questions was drawn up in accordance with the research objectives (a) to know how people with high emotional intelligence considered their emotional capacities, (b) to consider how emotional intelligence served as a positive experience or a challenge in daily life.

Several stricter questions were then formulated and framed on these domains. These questions examined the role of emotional awareness in determining the relationship of the participants with their friends and family, the functioning of emotional skills in the workplace setting, the recognition or recognition of emotional skills in the workplace setting, and how emotional intelligence is applied to romantic relations and expectation of emotional support. They were also urged to consider the possibility of sometimes becoming emotionally attuned which resulted in emotional strain, relationship imbalance or heightened expectations. Lastly, questions were added to get to know the way people cope with the requirements of being emotionally sensitive and the way they look at the value of emotional intelligence as a whole in their life.

The explored lived experience of people with high emotional intelligence was investigated with the help of the following questionnaire:

1. Could you please share a few words about yourself and what your everyday life is?
2. What do you consider your emotional and social strengths to be? What are the implications of emotional intelligence to you in real life?
3. In what way have your feelings of emotional awareness or sensitivity assisted you during your communication with friends or family?
4. Have you ever been misunderstood or taken for granted or over relied on due to your emotional supportive nature?
5. Have people ever taken comments about your emotional nature either negative or positive? What is the impact of such reactions on your behaviour towards them?
6. What does the rest of your social group tend to say about you when there is an emotionally challenging situation?
7. Have you ever made an attempt to put yourself into the background as the emotional support person? How did it go when you did or did not?
8. What do you consider are the sources of expectations regarding emotional support or emotional work (such as culture, personality or social norms)?
9. What has been the impact of your reading and emotion management skills to the work or professional experience?
10. Is it possible to remember instances when you were required to demonstrate emotional understanding or empathy at work? What did those efforts get in return?
11. Have you tried to conceal or minimize your emotional sensitivity when in the workplace? If yes, why?
12. Do you believe the emotional skills are appreciated in the workplace in terms of recognition, promotion or appreciation?
13. Do other skills like technical or academic skills get more appreciation in the workplace than the emotional skills do you consider?

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14. What is the effect of your emotional awareness on your behaviours in romantic relationships?
15. Have the partners ever responded to your emotional openness in a way that shocked or offended you?
16. And is it possible that you sometimes modified the expression of emotions in relationships because of the reaction of the people on you?
17. Do you think you are emotionally supported in your romantic relationships, or do you sometimes feel that you are giving more than you are getting?
18. In general, can you consider your emotional intelligence a strength, a challenge or both? Why?
19. How do you cope with emotional exhaustion or save your emotional self?
20. What do you wish other people could more clearly appreciate about highly emotionally aware or emotionally intelligent persons?
21. Are there other aspects of your experience that relate to your emotional intelligence that you consider significant but have not mentioned?

### ***Procedure***

The respondents were allowed to give their answers during an oral interview or in a descriptive questionnaire at their convenience and availability. The same set of open-ended questions was posed to all the participants so that there is uniformity in the data obtained. The researcher followed the conversational and empathetic approach during the interviews to establish rapport and make participants share their experiences. The themes of these conversations were the effects of emotional intelligence on the social participants, work experience and romantic relationships. The respondents who used the written version gave descriptive answers to the questionnaire. The questionnaire was in written form, and it took about 40-50 minutes to be filled in, and the interviews used to last about 45 to 60 minutes. The interview sessions were also recorded with the help of field notes, which helped to record general impressions, emotional articulations, communication style, and issues addressed by the participants. The responses were thereafter interpreted based on these observations to help in uncovering repetitive themes during the thematic analysis.

### ***Data Analysis***

Thematic analysis was the qualitative approach that was employed to analyse collected data based on identifying and interpreting the meaning patterns, a set of concepts called themes, in a dataset. Virginia Braun and Victoria Clarke (2006) contend that thematic analysis assists researchers to study repetitive ideas, feelings and experiences that arise as a result of the narratives of the participants. Such an approach comes in handy especially when one wants to investigate how people rationalise their experiences and the existence of some pattern in some of the responses. The thematic analysis in the current research involved the analysis of responses of the participants regarding their experiences of emotional intelligence in the social life, workplace conditions, and in the relationship with a loved one.

The idea was to find out repeated patterns that represented the perceptions of the participants on the benefits and difficulties of being emotionally attuned. Topics in qualitative data can be overt or covert; in the case of the former, an interviewee will articulate a particular concept, whereas in the latter, one will derive a meaning based on how an interviewee narrates his or her experiences. On the one hand, both of these meanings can be considered in order to develop a more detailed interpretation of the phenomenon under study.

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In line with the strategy suggested by Braun and Clarke (2006), the analysis was conducted in six major stages. These phases are not necessarily linear because researchers can go back and forth between different of them as they narrow down the interpretation of the data.

1. Familiarization with Data- The researcher read and re-read transcripts of interviews and written responses to get a general picture of data and make first impressions
2. Coding Significant areas of the data used in the scope of the research were distinguished and assigned short codes
3. Searching of Themes- Related codes were clustered to create bigger patterns or possible themes.
4. Checking of Themes-The reviewing themes were analyzed and polished to make sure that they reflected the information given by the participants
5. Defining and Naming Themes- Every theme was defined and named to reflect the main idea which was described in the data.
6. Analysis writing- The last themes got structured and were discussed with supporting arguments in order to come up with a coherent meaning of the findings. In this way, the researcher managed to find out common patterns and experiences involving emotional intelligence, which were subsequently addressed in the discussion on results and interpretation sections thereafter.

### ***i. Domains explored in the study***

<b>Domain(s)</b>	<b>Description</b>
Social relationships	Friendship experiences, family experiences, and how emotional awareness contributes to the perception of the feelings of others
Professional Context	relation to the role that emotional intelligence plays in workplace communication, teamwork and professional expectations
Romantic Relationships	Romantic Relationships Emotions awareness experiences, communication experiences, and emotional-support experiences in intimate relationships
Personal Reflection	reflections on the advantages and challenges associated with having high emotional intelligence.

### ***ii. Themes appearing from the participants' responses***

<b>Theme</b>	<b>Description</b>
<b>Social Advantages of Emotional Intelligence</b>	Participants described how emotional awareness helped them interpret others emotions and maintain positive social relationships with mutual support
<b>Emotional Responsibility and Emotional Fatigue</b>	Participants reported feeling like they are responsible for helping others manage situations which sometimes emotionally exhausted them
<b>Limited Tangible Rewards in Professional Settings</b>	Emotional Intelligence was perceived really useful for effective communication and teamwork but was not associated with concrete materialistic rewards/financial benefits.
<b>Unequal Emotional Awareness in Relationships</b>	Participants recognized that their perception of emotional dynamics is clear than others which creates imbalance in efforts sometimes.
<b>Emotional Intelligence as a double edged sword</b>	Participants reflected on the function of EI as both strength and strain.

## **DISCUSSION**

### **Social Advantages of emotional intelligence**

Several participants talked about emotional intelligence as a positive impact on their relations with other people. The participants tended to describe that their sense of emotion recognition and the capacity to comprehend the emotions of others contributed to their successful relationships with friends and family members. It was also noted that the emotional awareness of the participants allowed them to be more sensitive towards others which more frequently bonded them to others.

PF1 explained:

“I like being close with everyone who matters to me. I can tell when they need support, affirmation and care which helps me take care of them. And I know immediately when a person needs to be heard in a situation”

PM3 continued on the same note stating that he finds it easier to bond with people because of emotional awareness.

“I enjoy people asking me for advice on situations as it makes me feel like they can trust me and I can easily empathise with them in their experiences”

Another respondent PF6 explained she could deal with conflicts better

“My observations of when something can turn into misunderstandings have helped! I immediately aim to solve them before there are conflicts where people get hurt.”

These reactions heavily implied that emotional intelligence tend to make favourable comprehension and interpersonal connections in social settings.

### **Emotional Responsibility and Emotional Fatigue**

The other theme that came out as a response of the participants was the emotional responsibility that is usually involved with high emotional intelligence. Most participants talked about instances in which they would be called upon to offer emotional support or assist other people to manage emotional challenges. Although the respondents tended to appreciate the power to empathise with others, some of them also indicated that the role could be emotionally exhausting especially when there is lack of boundaries to be followed in any instance.

PM2 stated,

“Sometimes the overall experience is not because I can’t process these things that are being told to me but it’s the frequency. If it’s too often it feels like I start to get easily exhausted”

Similarly, PF5 explained the significant energy needed to be emotionally involved,

“I naturally gravitate towards people when they are having a hard time and when I am fully involved and invested it becomes tiring and I feel relatively less energetic”

Another participant PM8 continued on the same note

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“When you know someone is going through a hard time you can’t easily ignore that, so it almost feels like a responsibility to help them through”

These responses indicate that emotional intelligence can sometimes result in increased emotional responsibilities within relationships. Even if it costed the participants some amounts of discomfort though they were happy to help.

### **Limited Tangible Rewards in professional settings**

Another topic that was discussed by the participants was the importance of emotional intelligence in the workplace or academic life. The emotional awareness was thought by many of the participants to enable them to communicate effectively, work in teams as well as how to handle the interpersonal situations in the workplace. Nevertheless, the participants also believed that emotional intelligence had not been always acknowledged and recognised in tangible terms in professional settings.

PM 4 stated

“Understanding who I am working with let’s me get through my tasks relatively easier! I can get around situations easily and helps me be more productive!”

PF1 made a point,

“Emotional skills do help a lot in these fast-paced times, but I wish I had more technical skills as analytical and technical skills are far more greatly valued in terms materialist gains”

That connects well with the point PM14

“A lot of emotional support or workplace balance I might bring generally goes unnoticed in a longer run”

These suggest that although emotional intelligence contributes to effective workplace functioning and interactions as a whole, it may not always translate into tangible professional benefits.

### **Unequal Emotional Awareness in Relationships**

A theme that appeared from the participants’ responses was the feeling that emotionally intelligent individuals often recognise emotional situations more clearly than others around them. Participants explained that their ability to understand emotional dynamics allowed them to interpret situations from multiple perspectives. However, this awareness sometimes resulted in participants feeling that they invested more emotional effort in relationships. Despite recognising this difference, participants did not express resentment toward others.

PM7:

“Sometimes I feel like a sense of clarity in arguments or discussions quickly and relatively clearly and their realisation is a little late if it does come.”

PF6 reflects on the difference in a way

“There have been several moments in my life personally where I ponder on things and delve into things much deeper and further even when the conversation ends. Not everyone processes things the same way and I understand that but it makes me overthink and over analyse when not needed in certain situations”

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PF12 concluded this theme when she stated

“I do not blame my partners, sometimes it feels like I am the one who is putting in more thoughts and efforts. My stimulation for emotional contentment seems higher to me”

These indicated heavily that emotionally intelligent people do have a sense of unequal emotional effort but they also have a deep level of understanding as the opposite person. They often recognise emotional differences well and process through it internally.

### **Emotional Intelligence as a double-edged trait**

The participants described emotional intelligence as both beneficial and challenging throughout their responses. Participants showed appreciation for their emotional understanding skills which enabled them to aid others, but they understood that increased emotional awareness would result in emotional distress to themselves. The study showed that participants use emotional intelligence to build relationships, but emotional intelligence also makes them more aware of the emotional situations which happen around them.

PM2 stated

“it’s a strength! But it also comes with a lot of responsibilities, and it is especially important to accept the fact that it can be contextual and situational too. Certain situations really go through easier and certain situations get a little more slightly complex”

## **CONCLUSION**

The findings of this study suggest that emotional intelligence plays a complex role in how people experience their daily lives. Participants often described their emotional awareness as a valuable ability that helped them understand others, maintain social harmony, and navigate their interpersonal relationships with greater success. People who possess emotional intelligence can better understand social situations because they learn to interpret emotional expressions and develop healthy relationships through their emotional responses.

The research results reveal two different types of challenges which people with high emotional intelligence face in their daily life. Many participants reported feeling a sense of emotional responsibility toward others which caused them to function as emotional supporters in their relationships. This responsibility created emotional fatigue because the individual lacked personal boundaries. Participants in professional environments believed that emotional intelligence improved their communication abilities and their ability to work with others yet this skill seldom resulted in professional recognition or career advancement or monetary rewards.

Participants described relationship experiences in which they put forth more emotional energy than their companions. Participants developed a greater understanding of emotional tension between people because they observed emotional changes throughout their daily activities. Participants perceived that one person should handle all emotional problems because the other person failed to respond when they needed help. Participants viewed emotional differences between people as the findings demonstrate that emotional intelligence acts as a dual-sided personal quality which people can use for their advantage. The system provides essential benefits to social and personal interactions, yet it creates emotional strain for people who work in environments that value measurement of their competencies. In this sense, emotional intelligence may represent a strength that is frequently trivialised or overlooked, despite the significant role it plays in maintaining relationships and managing emotional situations.

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Overall, the study highlights the need for greater recognition of emotional skills and the importance of developing healthy emotional boundaries for individuals who possess high emotional awareness.

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