Differential Item Functioning Analysis on Emotional Intelligence Scale of Student Teachers

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Abstract

The main purpose of this study is to identify the differential item functioning (DIF) items of the Emotional Intelligence Scale (EIS) for student teachers by applying one-parameter logistic model of item response theory (IRT). A total of 1200 student teachers from Yangon University of Education and Sagaing University of Education are selected by equal-sized stratified random sampling technique. The emotional intelligence scale is used as a research instrument. Descriptive research design and quantitative survey method are used in this study. As a result of gender based differential item functioning(DIF) analysis, it was observed that item 56, 10 and 76 from Self-Awareness/ Optimism and item 74 from Managing Emotions showed DIF. Then, according to the region based DIF analysis, there were seven DIF items (item 91, 93, 92, 107 and 97 from Empathy Social Awareness, item 103 from Self-Regulation and item 101 from Self-Awareness/ Optimism).

Key words: Emotional intelligence, Differential Item Functioning

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