**UZMA DAYAN**

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Dr. Uzma Dayan is a Lecturer at the Institute of Education and Research, University of Peshawar, Pakistan with seventeen years experience of teaching Developmental Psychology, Inclusive Education and EFL to a range of students, from undergraduates to postgraduates. She has a Masters in English Literature and Applied Linguistics and a Masters in Education from the University of Peshawar, Pakistan. She obtained her PhD from the Institute of Education and Research, University of Peshawar in 2017 in transformation of prospective teachers’ pedagogical beliefs and skills. Uzma Dayan has a certificate course in Formative Assessment Techniques from the Aga Khan University-Institute for Educational Development (AKU-IED). She is a recipient of Gold Medal in Masters in Education. She has been involved in designing and teaching various courses offered in BS-Education, BEd, MEd and MPhil at University of Peshawar. Her book chapter has been published by Oxford University Press. Her research interests are in Language Learning, Inclusive Education, Adolescence Psychology, Teachers' beliefs and practices and Women’ s rights towards peace building. She has also been writing on educational and social issues in leading Pakistani newspapers including Dawn, The News, The Frontier Post, Mashriq and Shehbaz since 2001. She has presented papers in national and international conferences on pedagogical skills and teacher education. Her current research focusses on understanding the experiences and perceptions of marginalized students, with the goal of amplifying their voices and promoting greater inclusivity.

**PUBLICATIONS**

1. Rehma, A., Khan, M, I., Dayan, U., & Ahmad, S, M. (2024). Women academics’ motivation for higher education and empowerment: a qualitative case study in Pakistan. *Gender* *and* *Education,* 1-16. <https://doi.org/10.1080/09540253.2024.2363240>
2. Rafique, S., Dayan, U., & Asma, A. (2024). Experiences of Teachers and Students in Science Laboratories with Reference to Problems and Facilities: A Study of Secondary Schools (Peshawar). *Journal of Asian Development Studies, vol, 13, (2),* 242-249*.*
3. Dayan, U., & Jameel, A. (2024). Teachers’ use of code switching to Pashto language in classroom discussion: experiences of non-Pashto speaking students in University of Peshawar. *Qlantic Journal of Social Sciences and Humanities, vol. 5, (2),* 121-131.
4. Asma, A., Dayan, U., & Khan, P. (2024). Impact of university teachers’ emotional intelligence on their decision-making styles: A case study of Peshawar, Pakistan. *Remittances Review, vol. 9, (2),* 2331-2340.
5. Khan, P., Dayan, U., Tajjamul, U., & Naeemullah (2024). Exploring the relationship between academic procrastination and academic self-regulation: unveiling the dynamics of students’ performance. *Remittances Review,* vol. 9, *(1)*, 3265-3284.
6. Arzeen, S., Arzeen, N., Dayan, U. & Shah, M. (2023). Crafting success: How cognitive styles moderate emotional intelligence for project outcomes*. IUB Journal of Social Sciences,* 5*(2),* 248-258.
7. Zeb, R., Arzeen, S., &Dayan, U. (2023). Strengthening validity evidence of multidimensional personality inventory (MDPI) through convergent-discriminant validity and stimulated contrasted group method. *Journal of Asian Development Studies*, vol. 12, *(3),* 176-186.
8. Asiya., Rauf, M., & Dayan, U. (2023). Teachers’ awareness of factors responsible for dyscalculia among primary school students in district Mardan, *Pakistan. Journal of Positive School Psychology, vol. 7, (5),* 1165-1170.
9. Dayan, U., & Bibi, K. (2022). Assessment in early childhood education classrooms: Perceptions and practices of teachers in Pakistan. *International Journal of Pukhtunkhwa, vol*. 7, *(2),* 130-146.
10. Parveen, A., Dayan, U., & Ruaf, M. (2022). Job stress and the performance of teachers: A case study of secondary schools of district Karak, Khyber Pukhtunkhwa. *International Journal of Pukhtunkhva, vol.7, (1),* 236-244.
11. Dayan, U., Khan, M, I., & Ahmad, S. (2022). Transformation of prospective teachers’ pedagogical beliefs during a pre-service B.Ed program in Pakistan. *International Journal of Education and Practice, vol. 10, (2)*, 150- 159.
12. Dayan, U., Khan, M, I., & Parveen, S. (2018). Transition from training to the classroom: Experiences and challenges for novice teachers in Pakistan. *FWU Journal of Social Sciences,* vol. *12, (2),* 48-59.
13. Dayan, U., & Bano, A. (2018). Creating interactive classrooms: Barriers for the teachers in Pakistan. PUTAJ-Humanities and Social Sciences, 25 (2), 51-60.
14. Dayan, U., Khan, M. N., & Ali, A. (2017). The experience of being a minority group member: The case of four Christian students in Pakistan. *Pakistan Annual Research Journal, vol. 53*: 137-154.
15. Dayan, U., Parveen, S., & Ilyas, M, I. (2017). Change in Prospective Teachers’ Beliefs about Teaching Profession and Teachers’ Role in Pre-Service Teacher Training: A Case Study of Pakistan*. Gomal University Journal of Research, Special Issue,* 145-56.
16. Zia, J., & Dayan, U. (2016). The perceptions of Teachers Regarding BS 4-Year Program: A Case Study of University of Peshawar. *PUTAJ-Humanities and Social Sciences,* *23* (2), 253-260.

**BOOK CHAPTER**

Bashiruddin, A., Khan, N., Younus, H., & Dayan, U. (2012). **Teaching grammar: Beliefs and practices of teachers of English.** In A. Bashiruddin, Z. Bana, & A. K. Afridi (Eds.), *Education in Pakistan: Learning from research partnerships* (pp. 3-26). Karachi: Oxford University Press.

**TEACHING EXPERIENCE**

2007 to date: Lecturer, Institute of Education and Research, University of Peshawar

**RESEARCH PROJECT**

Co-investigator in a research project of Oslo College University, Norway and Agha Khan University, Karachi on “Qualitative Research Methods”, from 2008-2011

**Areas of interest and Expertise**

* Educational Psychology
* Inclusive Education
* Formative and Summative Assessment practices
* Comparative Education
* Pedagogy of Language Learning
* Qualitative Research Methodologies

**Areas of interest (in general)**

* Gender imbalance and society
* Women’ rights towards peace building
* Singlehood and identity formation in Pakhtun society

**Courses Taught at BS, B.Ed (one Year), M.Ed and M.Phill**

* Educational Psychology
* Functional English
* Comparative Education
* Inclusive Education
* Methods of Teaching Regional Languages
* Curriculum and Instruction
* Perspectives on Education and Contemporary Social Issues
* Test Development and Evaluation
* General Methods of Teaching
* Methods of Teaching Pakistan Studies

**STUDENTS SUPERVISED (MPhil)**

1. Shagufta Rafiqu (2024). Experiences of Teachers and Students in Science laboratories with reference to Problems and Facilities at secondary level in district Peshawar.
2. Aima Jameel (2024) Teachers’ use of Code Switching to Pashto Language in Classroom Discussion: Experiences of non-Pashto Speaking Students in University of Peshawar
3. Abida Parveen (2022) Job stress and performance of teachers: A study of Secondary Schools Teachers of District Karak, Khyberpukhtunkhwa
4. Bibi Kulsoom (2022) Exploring teachers’ assessment practices in early childhood education classrooms of district Peshawar, Pakistan.
5. Noor Nihaar (2020) Effectiveness of biometric attendance system in higher secondary schools: Perceptions and experiences of stakeholders of district Peshawar.