

Tamjid Mujtaba

List of Publications by Year in descending order

Source: <https://exaly.com/author-pdf/7869222/publications.pdf>

Version: 2024-02-01

19
papers

446
citations

840776

11
h-index

888059

17
g-index

19
all docs

19
docs citations

19
times ranked

355
citing authors

#	ARTICLE	IF	CITATIONS
1	Learning and engagement through natural history museums. <i>Studies in Science Education</i> , 2018, 54, 41-67.	5.4	71
2	A SURVEY OF PSYCHOLOGICAL, MOTIVATIONAL, FAMILY AND PERCEPTIONS OF PHYSICS EDUCATION FACTORS THAT EXPLAIN 15-YEAR-OLD STUDENTS' ASPIRATIONS TO STUDY PHYSICS IN POST-COMPULSORY ENGLISH SCHOOLS. <i>International Journal of Science and Mathematics Education</i> , 2014, 12, 371-393.	2.5	54
3	What Sort of Girl Wants to Study Physics After the Age of 16? Findings from a Large-scale UK Survey. <i>International Journal of Science Education</i> , 2013, 35, 2979-2998.	1.9	48
4	Students' science attitudes, beliefs, and context: associations with science and chemistry aspirations. <i>International Journal of Science Education</i> , 2018, 40, 644-667.	1.9	40
5	Inequality in Experiences of Physics Education: Secondary School Girls' and Boys' Perceptions of their Physics Education and Intentions to Continue with Physics After the Age of 16. <i>International Journal of Science Education</i> , 2013, 35, 1824-1845.	1.9	36
6	Participation in network learning community programmes and standards of pupil achievement: does it make a difference?. <i>School Leadership and Management</i> , 2007, 27, 213-238.	1.6	31
7	Students' intentions to study non-compulsory mathematics: the importance of how good you think you are. <i>British Educational Research Journal</i> , 2015, 41, 462-488.	2.5	28
8	Students' Changing Attitudes and Aspirations Towards Physics During Secondary School. <i>Research in Science Education</i> , 2019, 49, 1809-1834.	2.3	27
9	Should we embed careers education in STEM lessons?. <i>Curriculum Journal</i> , 2017, 28, 137-150.	1.5	22
10	UNDERSTANDING PARTICIPATION RATES IN POST-16 MATHEMATICS AND PHYSICS: CONCEPTUALISING AND OPERATIONALISING THE UPMAP PROJECT. <i>International Journal of Science and Mathematics Education</i> , 2011, 9, 273-302.	2.5	20
11	Factors that lead to positive or negative stress in secondary school teachers of mathematics and science. <i>Oxford Review of Education</i> , 2013, 39, 627-648.	2.0	13
12	"Science is purely about the truth so I don't think you could compare it to non-truth versus the truth." Students' perceptions of religion and science, and the relationship(s) between them: religious education and the need for epistemic literacy.. <i>British Journal of Religious Education</i> , 2021, 43, 174-189.	0.8	13
13	"I Fall Asleep in Class But Physics Is Fascinating": The Use of Large-Scale Longitudinal Data to Explore the Educational Experiences of Aspiring Girls in Mathematics and Physics. <i>Canadian Journal of Science, Mathematics and Technology Education</i> , 2016, 16, 313-330.	1.0	11
14	Undergraduates talk about their choice to study physics at university: what was key to their participation?. <i>Research in Science and Technological Education</i> , 2013, 31, 153-167.	2.5	10
15	The Millennium Development Goals Agenda: Constraints of Culture, Economy, and Empowerment in Influencing the Social Mobility of Pakistani Girls on Mathematics and Science Related Higher Education Courses in Universities in Pakistan. <i>Canadian Journal of Science, Mathematics and Technology Education</i> , 2015, 15, 51-68.	1.0	9
16	Qualified, But Not Choosing STEM at University: Unconscious Influences on Choice of Study. <i>Canadian Journal of Science, Mathematics and Technology Education</i> , 2014, 14, 330-345.	1.0	5
17	Children's Aspirations Towards Science-related Careers. <i>Canadian Journal of Science, Mathematics and Technology Education</i> , 2020, 20, 7-26.	1.0	4
18	Girls in the UK have similar reasons to boys for intending to study mathematics post-16 thanks to the support and encouragement they receive. <i>London Review of Education</i> , 0, 14, .	1.8	4

#	ARTICLE	IF	CITATIONS
19	Students' Perceptions of Religion and Science, and How They Relate: the Effects of a Classroom Intervention. <i>Religious Education</i> , 2020, 115, 349-363.	0.4	0