

# 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	“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.. British Journal of Religious Education, 2021, 43, 174-189.	0.8	13
2	Children’s Aspirations Towards Science-related Careers. Canadian Journal of Science, Mathematics and Technology Education, 2020, 20, 7-26.	1.0	4
3	Students’ Perceptions of Religion and Science, and How They Relate: the Effects of a Classroom Intervention. Religious Education, 2020, 115, 349-363.	0.4	0
4	Students’ Changing Attitudes and Aspirations Towards Physics During Secondary School. Research in Science Education, 2019, 49, 1809-1834.	2.3	27
5	Learning and engagement through natural history museums. Studies in Science Education, 2018, 54, 41-67.	5.4	71
6	Students’ science attitudes, beliefs, and context: associations with science and chemistry aspirations. International Journal of Science Education, 2018, 40, 644-667.	1.9	40
7	Should we embed careers education in STEM lessons?. Curriculum Journal, 2017, 28, 137-150.	1.5	22
8	“œ Fall Asleep in Class œ  But Physics Is Fascinatingœ” The Use of Large-Scale Longitudinal Data to Explore the Educational Experiences of Aspiring Girls in Mathematics and Physics. Canadian Journal of Science, Mathematics and Technology Education, 2016, 16, 313-330.	1.0	11
9	Students’ intentions to study non-compulsory mathematics: the importance of how good you think you are. British Educational Research Journal, 2015, 41, 462-488.	2.5	28
10	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. Canadian Journal of Science, Mathematics and Technology Education, 2015, 15, 51-68.	1.0	9
11	Qualified, But Not Choosing STEM at University: Unconscious Influences on Choice of Study. Canadian Journal of Science, Mathematics and Technology Education, 2014, 14, 330-345.	1.0	5
12	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. International Journal of Science and Mathematics Education, 2014, 12, 371-393.	2.5	54
13	What Sort of Girl Wants to Study Physics After the Age of 16? Findings from a Large-scale UK Survey. International Journal of Science Education, 2013, 35, 2979-2998.	1.9	48
14	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. International Journal of Science Education, 2013, 35, 1824-1845.	1.9	36
15	Factors that lead to positive or negative stress in secondary school teachers of mathematics and science. Oxford Review of Education, 2013, 39, 627-648.	2.0	13
16	Undergraduates talk about their choice to study physics at university: what was key to their participation?. Research in Science and Technological Education, 2013, 31, 153-167.	2.5	10
17	UNDERSTANDING PARTICIPATION RATES IN POST-16 MATHEMATICS AND PHYSICS: CONCEPTUALISING AND OPERATIONALISING THE UPMAP PROJECT. International Journal of Science and Mathematics Education, 2011, 9, 273-302.	2.5	20
18	Participation in network learning community programmes and standards of pupil achievement: does it make a difference?. School Leadership and Management, 2007, 27, 213-238.	1.6	31

#	ARTICLE	IF	CITATIONS
19	Girls in the UK have similar reasons to boys for intending to study mathematics post-16 thanks to the support and encouragement they receive. London Review of Education, 0, 14, .	1.8	4