

indicating that more questions were asked of the male researcher than of the female researcher. In the mixed-gender pairs, student gender did not affect the number of questions asked or the number of patterns drawn. (34 ref)—*Southwest Texas State University*.

0378-30/EAS

## ACADEMIC ATTITUDES

Gordon, H. R. D., Olson, L. V. A., & Hamsher, R. S. **Assessment of the Motivational Orientations of Vocational, Technical, and Adult Education Graduates in Off-Campus Credit Programs.** *College Student Affairs Journal*, 1993, 12 (Spring) pp. 67-76.

In a study of the motivations of students participating in off-campus credit programs, a questionnaire was completed by 230 of 417 master's degree recipients in Vocational, Technical, and Adult Education at Marshall University from 1982 through 1991. Professional advancement was the motivation that received the highest endorsement, followed by cognitive interest. The motivations of social stimulation, social contact, community service, and external investigations had little influence. The importance of the motivations varied according to respondent demographics: whereas the women rated professional advancement and cognitive interest higher, the men rated community service higher. The older respondents attached greater importance to professional advancement than did the younger respondents. By occupational group, the business education professionals were more likely to cite cognitive interest as a motivator and the marketing education professionals placed a greater emphasis on professional advancement. (10 ref)—*Associate Professor of Adult and Technical Education, Marshall University*.

0379-30/GMT

Karsenti, T. P., & Thibert, G. **The Influence of Gender Differences on Within-Term Changes in Junior-College Student Motivation.** Paper read at American Educational Research Association, New Orleans, April 1994, 8 pp.

At a junior college in the Montreal, Canada, area, 2,434 students were given a measure of educational motivation at the beginning and end of the fall term. Analysis of variance revealed that the women were more motivated than the men both at the beginning and end of the term, though the mean level of motivation dropped for both genders by the end of the term. An interaction was found between gender and number of hours spent on a part-time job: whereas the men who worked became less academically motivated, work had no effect on the academic motivation of the women. (70 ref)—*Department of Education, University of Quebec, Canada*.

0380-30/GMT

Schommer, Marlene. **Comparisons of Beliefs About the Nature of Knowledge and Learning Among Postsecondary Students.** *Research in Higher Education*, 1993, 34 (June) pp. 355-370.

At a junior college and a large university in the Midwest, 266 students in introductory social science, technological science, educational psychology, and physics courses completed a questionnaire designed to assess their epistemological beliefs, family upbringing, and demographic background. Regression analyses revealed that, whereas the university students were more likely to believe that the ability to learn is innate, the junior college students were more likely to believe that knowledge is simple and certain and that learning is quick or not