Abstract of Dissertation Presented to the Graduate School of the University of Florida in Partial Fulfillment of the Requirements of the Degree of Doctor of Education

THE ANALYSIS OF THE ADULT LEARNER’S BASIC SKILLS AND COMPUTER ANXIETY

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The purpose of this study was to investigate adult learner achievement and computer anxiety. The effects of computer anxiety on the adult learner could impact the success of acquiring the knowledge and skills for completion of educational goals. To examine these effects, the Test of Adult Basic Education (TABE) instrument was utilized to measure the skills levels of the adult learner in reading, language, and mathematics. The Computer Anxiety Rating Scale (CARS) was administered to determine the level of computer anxiety in the adult learner. The four elements of computer anxiety examined were feelings of unresolved anxiety, feelings of disorientation, perceived threat responses, and personification responses. In addition, the impact of other factors—age, gender, and computer experience—were examined to determine interaction with computer anxiety.

A total of 100 (N=100) applicants seeking admission to an adult technical school in central Florida participated in this study. Initial data analysis revealed a significant