affect so dramatically the way we live (Brooke, 1989). According to Molnar (1978),
computer literacy would be a prerequisite for effective participation in our society and as
much a necessity as reading literacy.

Technology continued to expand into every facet of society, creating an
environmental emphasis on the importance for each individual to recognize and
understand the need to focus on the acquisition of basic computer knowledge and skills.
Individuals preparing to enter the work force of the present and future were expected to
have excellent basic skills, as well as expert knowledge and proficient utilization of the
computer and related components. The fluctuation in the United States economy, which
reflected the global economy, led to the disappearance of old jobs and the emergence of
new ones. As workforce requirements focused on technical skills and knowledge, it
became evident that large numbers of the workforce would be reentering educational
institutions for retraining. The American Society for Training and Development
estimated that 75% of the workforce would need retraining. The number of adults
participating in educational programs increased 79%, and the number of activities
doubled (Hill, 1987). It was predicted that the average work life in the future would
consist of six or seven different careers, each requiring new skills, new attitudes, and new
values (Twigg, 1994).

Beginning in 1990, 60% of all workers in the United States were using
computers. Computer skills and the ability to use computers and other technology to
improve learning, productivity, and performance became as fundamental to a person's
ability to navigate through society as traditional skills like reading, writing, and
arithmetic.