Numerous studies indicated that computers improve both teaching practices and student achievement. Computer literacy should be taught as early as possible; otherwise, students would be left behind. To make tomorrow's work force competitive in an increasingly high-tech world, learning computer skills must be a priority and technology programs must acquire support from the business community. These are badly needed because schools are experiencing an increasing need for funds to assist in the implementation of a technology-based curriculum (Oppenheimer, 1997). In *A Report to the Nation on Technology and Education*, a plan was presented to establish procedures that would ensure all students had the opportunity to become technologically literate: (a) All teachers in the nation would have the training and support necessary to help students learn to use computers and the information superhighway, (b) all teachers and students would have modern multimedia computers in their classrooms; (c) every classroom would be connected to the information superhighway; and (d) effective software and online learning resources would be an integral part of every school's curriculum (U. S. Department of Education, 1996).

Brooke (1989) reported that the emergence of computer technology led to increased concern about emotional reactions to computer technology. The increased emphasis on technology generated a negative component with the manifestation of emotional resistance. Emotional resistance, or feelings of anxiety toward computers and computer use, was common, affecting 30% to 40% of the population (Tseng, Tiplady, Macleod, & Wright as cited in Orr, 1997). Human factors researchers interested in human-computer interaction have acknowledged that psychological characteristics of naïve computer users, such as anxiety and negative attitudes toward computers, could affect motivation and performance (Easton & Damodaran, 1981; Schneiderman, 1979).