Computer anxiety has been defined as "the fear of impending interaction with a computer that is disproportionate to the actual threat presented by the computer" (Howard, Murphy & Thomas, 1987, p. 15). According to Fajou (1997), "those who are computer anxious may experience fear of the unknown, feelings of frustration, possible embarrassment, failure, and disappointment" (p. 1). Computer anxiety has been associated with avoidance of information technology, which can produce negative academic progress” (Brown & Vician as cited in Orr, 1997). Rosen, Sears, and Weil (1993), having defined technophobia as the “fear of technology,” reported “that some type of technophobia now afflicts one-third of all college students” (p. 27). They described the three levels of technophobia as (a) anxious technophobe: exhibits the classic signs of an anxiety reaction when using technology—sweaty palms, heart palpitations, headaches; (b) cognitive technophobe: on the surface is calm and relaxed but internally seethes with negative messages; and (c) uncomfortable user: may be slightly anxious or use some negative statements but generally not in need of one-on-one counseling (Rosen, Sears, & Weil, 1993).

Considering the importance of technical skills and knowledge in education and the current workforce, it is essential that educators investigate computer anxiety and determine methods for alleviating the problems.

Statement of the Problem

Numerous studies have been conducted on computer anxiety (Cambre & Cook, 1985; Dyck & Smither, 1994; Glass & Knight, 1988; Howard & Smith, 1986; Loyd & Gressard, 1984a; Maurer & Simonson, 1984; Meier, 1985; Powers, Cummings, & Talbott,, 1973; Raub, 1981; Rosen, Sears, & Weil, 1987) and the adult learner