(Brookfield, 1986; Imel, 1988; Kalamas, 1987; Knowles, 1990; Naylor, 1985; Wlodkowski, 1985). The problem was that very little research had been reported examining the achievement of basic skills of the adult learner as it correlates to computer anxiety. Therefore, the problem under investigation in this study was to determine the relationship between computer anxiety and the basic skills of the adult learner. The basic skills to be examined were reading, language, and mathematics utilizing the Test of Adult Basic Education.

**Purpose of the Study**

The purpose of this study was to determine the relationship between the adult learner’s achievement of basic skills and computer anxiety. To measure reading level scores, students were tested utilizing the Test of Adult Basic Education Instrument. This test measured the basic reading skills of adults and their ability to construct meaning from a variety of life skills and prose selections. The content highlights numerous overlapping objectives, ranging from word-meaning skills to critical-thinking skills. Numerous facets of the reading process were measured using documents and forms that were familiar in our everyday lives, as well as excerpts from published fiction and nonfiction that reflect cultural diversity (Tests of Adult Basic Education [TABE], 1995a).

To measure math achievement scores, students were tested utilizing the Test of Adult Basic Education Instrument. This test measured mathematics computation skills and applied mathematics. The mathematics computation test measured student understanding of the operations of addition, subtraction, multiplication, and division of whole numbers, decimals, fractions, integers, algebraic expressions, exponents, and percent. The applied mathematics assessed numeration, computation in context, estimation, number theory,