measurement, data interpretation, geometry, pre-algebra, and algebra (TABE, 1995a).

Adult language achievement assessed skills in usage, mechanics, sentence formation, and paragraph development (TABE, 1995a).

To determine computer anxiety scores, students were asked to complete the Computer Attitude Rating Scale (CARS). This instrument was developed and validated to assist in the measurement of the construct of computer anxiety, the emotional resistance influenced by the appearance of computer technology (Brooke, 1989). According to Brooke (1989) this 30-item instrument measured anxiety toward computers focusing on four factors: comfortability, enjoyment, security, and rationality.

The comfortability factor reflected presence or absence of subjective feelings such as insecurity, nervousness, confidence, calmness, and confusion, as well as indication of avoidance of computers or jobs using computers. The enjoyment factor reflected presence or absence of the challenge of using computers. The security factor primarily concerned worry about computers replacing persons in the workplace, and worry that computers were “too smart.” The rationality factor was concerned with a logical approach to use of computers, and a willingness to become more involved. (Brooke, 1989, p. 154)

The following are specific questions related to the problem:

1. Is there a relationship between computer anxiety and the adult learner's reading skills?
2. Is there a relationship between computer anxiety and the adult learner's math skills?
3. Is there a relationship between computer anxiety and the adult learner’s language skills?

Overview of Methodology

The purpose of this study was to determine the relationship between the adult learner’s achievement of basic skills and computer anxiety. This study was nonexperimental and used population data. Data were obtained from 100 adult learners at a technical center in Central Florida during the 2000-2001 school year. It is