hypothesized that a correlation exists between student reading, mathematics, language skills, and computer anxiety. It is assumed that if a relationship does exist, students who test at a lower reading, math, and language level will test at a higher level on the computer anxiety rating scale. It can be further assumed that this information can be used to prescribe a remediation plan for increasing learners' reading, math, and language levels, which will in turn decrease computer anxiety level. Remediation programs now being utilized in educational institutions are totally computerized. Given the computer anxiety that is assumed to exist, an introduction to computer and computer assisted instruction should be designed and implemented prior to or concurrently with the remediation plan to help alleviate computer anxiety and increase the student's ability to focus on reading, mathematics and language skills.

**Limitations and Delimitations of the Study**

The population of this study was 100 adult learners. The study was limited to adult learners seeking admission to a public technical school in Central Florida. Adult learners are considered those individuals over the age of 18, not attending high school. The study examined data for adult learners only. Neither community college nor university adult learners were considered.

The study was limited to an examination of the basic skill levels of the adult learner in mathematics, reading, and language. Not included in the study were measures for gender, attitude, and social economic status.

The researcher had no control over the subject's honest and sincere participation in completing the instruments.