Significance of the Study

Many students enter secondary and postsecondary educational programs with the need of reading, mathematics, and language remediation. According to Costrell (1998), approximately one third of the freshmen entering public higher education require remediation. Costrell noted that the benefits of remediation were that some students will graduate, and those who do not will acquire skills they need to function in society. Steinberg (1998) suggested that students who enter college unprepared are more likely to leave school before graduating. Ponitz (1998) stated that 80% of sustainable jobs require some education beyond high school. He further noted that the process of obtaining those updated skills requires a unique combination of attentive students, multiple learning opportunities, skilled teaching, and advanced technology.

Roueche and Roueche (1999) reported that many students who graduate from high school and wish to obtain a college degree may be prevented from doing so because of the lack of an effective adult remediation program in the higher education system in America. According to Roueche and Roueche (1999) changing demographics, constantly evolving technologies, and a struggling public education system have placed the United States between a rock and a hard place.

As technology continues to evolve, remediation programs in adult education increasingly utilize computer software packages to assist the student in acquiring skills and knowledge to meet a predetermined level. To facilitate the basic remediation of the adult learner, it is essential that students have basic computer literacy to enable them to work comfortably with the computer to attain educational goals. Consequently, to