CHAPTER 2
REVIEW OF THE LITERATURE

Introduction

The purpose of this study was to determine if there was a correlation between the adult learner's basic skill levels and computer anxiety. The effects of computer anxiety on the adult learner could impact the success of acquiring the knowledge and skills for completion of educational goals. According to Knowles (1984), the primary mission of adult education is to help individuals satisfy their needs and achieve their goals. Learning to use technology can be traumatic for adults (Russell, 1996). Russell identified six stages learners usually experience when learning to use technology: (a) awareness; (b) learning the process; (c) understanding and application of the process; (d) familiarity and confidence; (e) adaptation to other contexts; and (f) creative application to new contexts. It is evident that the trauma of technology usage could impact the remediation and advancement of adult learners. According to Lewis (1988) computers were being introduced in rapidly increasing numbers into a variety of learning environments as tools for facilitating the teaching of basic skills to adult learners.

Adult remedial education was first offered at the University of Wisconsin in 1848 with remedial courses in reading, writing, and arithmetic. The Higher Education Act of 1965, which introduced the "open door" policy, led to an increase of student population that, in turn, produced the need for remedial education. Institutions offering remedial education increased during the 1970s and 1980s with the legislative mandate for