younger subjects demonstrated a more positive attitude toward computers than did older subjects. According to Rosen, Sears and Weil (1987) older students appeared to exhibit more computer anxiety than did younger students. Pope-Davis and Twing (1991) reported that age seemed to have a significant relationship on computer attitude.

Computer Anxiety and Experience

Several studies investigated experience as a covariate to computer anxiety (Morrow, Prell, & McElroy, 1986; Loyd & Gressard, 1984a; Marcoulides, 1988; Glass & Knight, 1988; Howard & Smith, 1986). Raub (1981) reported a correlation between the subject’s level of computer experience and computer anxiety. Gilroy and Desai (1986) found that subjects with high computer anxiety could reduce the anxiety by taking a computer class, which would increase the subject’s exposure to the computer and thereby reduce the level of computer anxiety experienced. Goos (1996) stated “computer anxiety will not disappear as computer experience becomes more universal. Computer anxiety is created; it is not a birth defect waiting to be healed” (p. 8).

Overview of Test and Math Anxiety

Many researchers reported findings, which seemed to indicate significant similarities between computer anxiety and other types of anxieties, such as, test anxiety and math anxiety. Rosen et al. (1987), after developing the Computer Anxiety Rating Scale (utilizing the Mathematics Anxiety Rating Scale as a basis), conducted a comparison study of the two scales. The relationship between the Computer Anxiety Rating Scale and the Mathematics Anxiety Rating Scale was found to be high \( r = .33 \). Gressard and Loyd (1984b) compared the Computer Attitude Scale with a simplified version of the Fennema-Sherman Scale and found a strong relationship between