Summary

Students possessing an aversion to technology are likely to become adults who are most fearful of it and will come to view the computer as a threat rather than a tool (Martin, 1990). Individuals preparing to enter the work force of the present and future are expected to have excellent basic skills, as well as expert knowledge and proficient utilization of the computer and computer related components. As technology continues to expand into every facet of society, it becomes increasingly important for each individual to recognize and understand the need to focus on the acquisition of basic computer knowledge and skills. “Eighty percent of the people who will make up America’s work force in the year 2000 are already adults” (Hull, 1992). No innovation in the last several decades has had the power and potential of the computer to affect so dramatically the way we live (Brooke, 1989).

According to Farifia et al. (1990) studies have shown that computer anxiety produces a negative effect relative to the interaction between the individual and computers. This review of literature reflected a need for additional research on the construct of computer anxiety and potential correlates, such as, age, gender, attitude, experience with computer activities, and unique population. This study was designed in response to the last correlate, unique population. Lewis (1988) suggested that differences among populations have not been sufficiently explored and that additional attitudinal correlates need to be researched with a variety of adult populations (as cited in Retterer, 1991, p. 17).