Study Procedures

Potential students who matched the adult criteria were given a general outline of the purpose of the study, a consent form, a personal data sheet, and verbal explanation of the assessment procedures. Students consenting to participate were assigned a student identification number to be placed on the front cover of the Test of Basic Education exam booklet, the consent form, the demographic data form, and the Computer Anxiety Rating Scale. Upon completion of a verbal overview of the testing procedures, students were given a packet containing (a) Computer Anxiety Rating Scale (Appendix A), (b) consent form (Appendix B), and (c) demographic data form (Appendix C). Study subjects were asked to read and sign the consent form prior to participating in the study. After submitting the signed consent form, subjects were asked to complete the Demographic Data Form and the Computer Anxiety Rating Scale. Subjects were seated in a classroom, which consisted of 20 individual workstations. Upon completion of demographic data form and computer anxiety rating scale, subjects were asked to submit completed forms to instructor. Forms were then placed according to subject’s identification number with the corresponding Test of Adult Basic Education booklet.

Data Analyses

The data from the Computer Anxiety Rating Scale was examined utilizing the Pearson correlation coefficients to determine any significant relationships between the Computer Anxiety Rating Scale and the Test of Adult Basic Education Scores. One score for reading (TABE instrument), one score for math (TABE instrument), one score for language (TABE instrument), and one score for computer anxiety (CARS instrument). The scores were then correlated, and the resulting correlation coefficient