was utilized to indicate the degree of relationship between reading level score and computer anxiety score, the math level score and computer anxiety score, the language level score and computer anxiety score. The Pearson Product-Moment Coefficient was used to calculate the correlation. This coefficient was a decimal somewhere between 0.00 and −1.00 or +1.00. The closer the coefficient is to +1.00 or −1.00, the stronger the relationship is. If the sign was positive, the relationship was positive, indicating that a high score on the one variable tend to go with a high score on the other variable. If the sign was negative, the relationship was negative, indicating that high scores on the one variable tend to go with a low score on the other variable. Coefficients that are at or near .00 indicate no relationship between the variables involved. A scatterplot and a verbal statement were utilized to help interpret and understand the correlation.

**Limitations**

Limitations in this study could result from the procedures of administrations of the instruments. Instruments were administered over the course of month, beginning February, 2001 and ending April 2001. Administration procedures could also differ from the utilization of different test facilitators, this could possibly contribute a source of error. Instrument development could also be an error source. As Brooke reported, “constructs such as attitudes, emotions, and feelings are difficult to measure objectively because they tend to be changeable and sensitive to many factors” (p. 79).