The results of the research study are presented on a question by question basis:

**Question 1.** Is there a relationship between computer anxiety and the adult learner's reading skills?

A significant relationship was found between computer anxiety scores and reading scores. A linear regression was utilized to determine if there was an interaction between computer anxiety and the reading scores of the adult learner. The data analysis presented in Table 4-4 provides a detailed breakdown of reading scores and computer anxiety rating scale scores which produced an F-value of 5.93 and a p-value of 0.0169. Data analysis between computer anxiety rating scale scores and reading, gender, and computer anxiety resulted in a finding of an F-value of 3.11 and a p-value of 0.0813. These results are reported in Table 4-5. In addition, as presented in Table 4-6, Pearson correlation coefficient yielded findings of a correlation of 0.23010 and p-value of 0.213 between computer anxiety and reading scores.

**Question 2.** Is there a relationship between computer anxiety and the adult learner's math skills?

No significant relationship was found between computer anxiety and the adult learner's math skills. A linear regression model was prepared to determine the correlation between the computer anxiety rating scale scores and math level of the adult learner. As depicted in Table 4-4, the interaction of the variables produced findings of math with an F-value of 0.60 and a p-value of 0.4406. A Pearson correlation coefficient yielded findings of a correlation of 0.5893 and a p-value of 0.5603 between computer anxiety and math scores, as shown in Table 4-6. Additional data analysis revealed an F-value of 2.34 and a p-value of 0.1298 in math, gender, and computer anxiety. Detailed breakdowns of these results are reported in Table 4-5.