Question 3. Is there a relationship between computer anxiety and the adult learner's language skills?

No significant relationship was found between computer anxiety and the adult learner's language skills. As presented in Table 4, data analysis utilizing a linear regression model produced findings of language with an F-value of 0.02 and a p-value of 0.8836. A Pearson correlation coefficient yielded findings of a correlation of 0.11377 and a p-value of 0.2597 between computer anxiety and language scores which is shown in Table 6. Further data analysis resulted in the finding of an F-value of 0.06 and a p-value of 0.8111 for language, gender, and computer anxiety. These results are reported in Table 6.

Age, gender, and computer experience were examined to determine interaction with computer anxiety. As reported in Table 4, a linear regression was used to determine the interaction of the variables produced findings of age with an F-value of 0.11 and a p-value of 0.7405, gender with an F-value of 0.79 and a p-value of 0.3762, computer experience with an F-value of 0.37 and a p-value of 0.5472. Computer experience, gender, and computer anxiety yielded an F-value of 0.46, and a p-value of 0.4973. A Pearson correlation coefficient yielded findings of a correlation of a correlation of -0.02181 and a p-value of 0.8294 between computer anxiety and age and a correlation of 0.00100 and a p-value of 0.9922 between computer anxiety and computer experience. There was no significant relationship determined between computer anxiety, age, computer experience, or gender.

As presented in Figure 1, a scatterplot of survey data revealed 10 participants scoring below sixth grade level in reading on the Test of Adult Basic Education (TABE). The Computer Anxiety Rating Scale was written for 6-7 grade reading level. Participants scoring lower than sixth grade level were then excluded from the sample (N = 90).