lack of confidence, feelings of inadequacy, fear of appearing foolish, and demonstrating a negative attitude. Personification responses were thought to be a fear of replacement, perception of unlimited power, perception of ability to reason, and a lack of trust.

After completion of the Computer Anxiety Rating Scale (CARS), study subjects were administered the Test of Adult Basic Education, forms 7 and 8. According to developers, the Test of Adult Basic Education, 7 and 8, was designed to measure achievement of basic skills commonly found in adult basic education curricula and taught in high school and adult instructional programs. Reading, language, and mathematics are the content areas measured.

The reading subtest measures basic reading skills of the adult learner and their ability to construct meaning from a variety of written stimuli. The mathematics computation subtest assesses the core computational skills required in any basic mathematics program. The test measures the examinees’ understanding of the operations of addition, subtraction, multiplication, and division of whole numbers, decimals, and fractions. The language subtest was designed to help determine if adults have the communication skills necessary to function effectively on the job and in society. The focus in adult-education programs is on general writing competency. This subtest assesses skills in usage, mechanics, sentence formation, and paragraph development.

Findings

Responses to Research Question “Is There a Relationship Between Computer Anxiety and the Adult Learner’s Reading Skills?”

The data analysis revealed that there was significant interaction between the computer anxiety rating score and the reading level scores of the participants. Pearson correlation coefficient yielded findings of a correlation of 0.23010 and p-value of 0.213