and a linear regression resulted in findings of an F value of 5.93 and a p-value of 0.0169. The conclusion indicated by this finding was participants with a high reading level score would experience high computer anxiety. This interaction appeared inconsistent with other findings, therefore, further analysis of the data in a scatterplot was conducted. As shown in Figure 1, two extreme outliers and eight mild outliers were noted. Extreme outlier are those more than 3 standard deviations from the mean and mild outliers are those less than 3 standard deviations from the mean. The outliers were identified as participants with less than sixth grade reading level. Data analysis relative to the outliers were included in this study to provide an accurate overview of the entire study.

According to Kleinbaum et al. (1988), “It is clear that some observation must be the most extreme in every sample. The goal of regression diagnostics in evaluating outliers is to warn the data analyst to examine closely such extreme observations” (p. 201).

It would seem feasible to administer an instrument to determine reading level of the subject prior to administration of computer anxiety instrument. Those scoring sixth grade reading level (based on instrument chosen to determine reading level) or higher would then complete the computer anxiety rating scale (reading level of computer anxiety instrument should be predetermined). According to VanDuzer (1999), nearly 25% of the adult population in the United States has difficulty performing basic literacy tasks in English involving reading documents and prose, instructions on medicine bottles, and performing numeracy tasks.

Participants scoring lower than sixth grade level were excluded from the samples (N = 90). Data analysis of the remaining sample (N = 90) produced no significant relationship between computer anxiety and reading level score.