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

Data analysis revealed no significant relationship between computer anxiety scores and math scores. This finding is consistent with the successful implementation in higher education remedial math courses that have been redesigned utilizing technology to improve student learning and reduce costs (Pew Learning and Technology Newsletter, 2001). According to Kulik (1994) using educational technology for drill and practice of basic skills can be highly effective.

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

No significant relationship was found between computer anxiety scores and language level. Age, gender, and computer experience were examined to determine interaction with computer anxiety. Data analysis revealed no significant relationship between computer anxiety and age. These findings are consistent with a number of studies that found no significant relationship between computer anxiety and age (Honeyman & White, 1987; Howard, Murphy & Thomas, 1987; Raub, 1981; Wood & Barnes, 1991). In contrast to the findings of age having no significant relationship to computer anxiety, Loyd and Gressard (1984a) indicated that younger subjects demonstrated a more positive attitude toward computers than did older subjects. Rosen, Sears and Weil (1987) reported that older students appeared to exhibit more computer anxiety than did younger students. Pope-Davis and Twing (1991) reported that age seemed to have a significant relationship on computer attitude.

No significant relationship was found between computer anxiety and experience. These findings were inconsistent with several studies that investigated experience as a