covariate to computer anxiety. Numerous studies (Glass & Knight, 1988; Howard & Smith, 1986; Loyd & Gressard, 1984; Maculates, 1988; Morrow, Press, & McElroy, 1986) reported a correlation between the subject’s level of computer experience and computer anxiety. Gilroy and Desai (1986) found that subjects with high computer anxiety could reduce the anxiety by taking a computer class, which would increase the subject’s exposure to the computer and thereby reduce the level of computer anxiety experienced.

No significant relationship was found between computer anxiety and gender. These findings are consistent with several studies (Heinssen, Glass & Knight, 1987; Loyd & Gressard, 1984a; Woodrow, 1991) that reported no definitive relationship between computer anxiety and gender (Dukes, Discenza, & Couger, 1989; Gilroy & Desai, 1986; Massoud, 1991; Morrow, Prell & McElroy, 1986).

Discussion

Results from this study revealed significant correlation between the adult learner’s basic skills and computer anxiety. In addition, this study found no significant correlation between computer anxiety and age, gender, and computer experience of the adult learner. These findings provide educators with some interesting points to consider when assessing the role of technology in education and society. The pervasiveness of computers into every aspect of society could be a possible explanation for the decrease in computer anxiety noted in this study of the adult learner’s basic skills as correlated to the construct of computer anxiety. As technology continues to evolve, computer skills and the ability to use computers have become as fundamental to a person’s ability to navigate through society as traditional skills like reading, writing, and arithmetic. The