acceptance of technology by society served as a catalyst for change in education and the workforce. Billington (1995) reported that private employers spend $210 billion a year for training and the government spends approximately $215 billion a year. According to Kosakowski (1998) there are computers of various descriptions in nearly all schools in the United States. American schools have more computers than schools in other countries and a much higher ratio of computers to students (Anderson, Beebe, Lundmark, Magnan, & Palmer, 1994).

A second reason for the findings of this study may be the increased utilization of computers by the general population for entertainment and personal communications. Of the 100 subjects surveyed (N = 100), only 18% reported no experience with word processing, while 70% acknowledged having experience of an average amount to a great deal. Only 8% of the subjects admitted no experience with computer games, while 74% reported an average amount to a great deal. A recent survey of school kids and technology revealed that 82% of the children in our society play video or computer games on a regular basis, with 42% stating that they play every day. Of those, 78% reported having a computer at home, with 57% stating that they use the computer every day, 73% use the Internet or e-mail on their computer at home (National Public Radio, 2001).

An additional reason for the results of this study may be found in the age of the population sample. Of the subjects, 51% were between the ages of 18 and 22, 15% were between the ages of 23 and 29, and 22% ranged from 30-39 years of age. Although data analysis did not reveal a significant relationship between age and computer anxiety, it may be that age is indeed a factor, since 88% of the respondents were 39 years or younger. It would seem the younger the subjects, the less prone to computer anxiety. A