possible explanation for this finding could be the increased utilization of computers and technology in the educational system beginning in the 1980s.

**Summary of the Study**

To contribute to the existing body of research, this study was designed to investigate the relationship between the basic skill levels of the adult learner and computer anxiety. Results from this study revealed no 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.

The findings of this study are consistent with the results of a study examining low-literate adults, “the population of low-literate adults, which is traditionally characterized as having a low self-concept and negative educational experiences in the past, . . . appears to feel little threat from technology. Computers are perceived as an enhancement that places students on the cutting edge of today’s information society” (Lewis, 1988, p. 7).

**Suggestions for Future Research**

As this study progressed, several areas for future study began to emerge. It is suggested that future research explore all learner levels, instruments that measure adult achievement levels, and instruments for determining computer anxiety.

This study was conducted using only adult learners in the population sample, it would be of interest to perform this research utilizing populations at the elementary, middle, and high school level. This is relevant since computer instruction is being increasingly utilized in secondary education.