

**Table 1: Negative Forces
That Hinder Student Persistence, Identified by Students**
N=150 (There were 150 students total)

Force	Description of Force	Percentage of Students Who Named Force as a Top 3 Hindrance to Persistence
Life Demands	Conditions at home Special child care needs Work demands Transportation Own/family's health Lack of time/being fatigued Welfare and other official rules Age Weather Moving Lack of income	48.7% (N=73)
Relationships	Unsupportive family members, friends, or colleagues Unsupportive community or welfare workers Religious beliefs Fears about letting other people down by failing in a program	16.7% (N=25)
Negative Self	Thinking negative thoughts Own laziness Lack of own confidence in their ability to succeed	11.3% (N=17)
Learning Process		8% (N=12)
Instructional Factors		6.7% (N=10)
Teacher		2% (N=3)
Program Factors		1.3% (N=2)

From Comings, J., Parrella, & Soricone, L. (1999) *Persistence among adult basic education students in pre-GED classes*. (Report #12) Cambridge, MA: National Center for the Study of Adult Learning and Literacy.

**Table 2: Positive Forces
That Support Student Persistence, Identified by Students**
N=150 (There were 150 students total)

Force	Description of Force	Percentage of Students Who Named Force as a Top 3 Support for Persistence
Relationships	Friends, families or colleagues God or their church Community groups and community workers Support groups Mentors or bosses Their own children	63.3% (N=95)
Goals	Helping one's children Getting a better job Bettering one's self Moving ahead in life Attending college/some other academic goal Proving someone wrong Obtaining citizenship	57.3% (N=86)
Teacher/ Students	Individual teacher (81%) Fellow students (9%) Combination of the two (10%)	50.7% (N=76)
Positive Self	Me My determination	44% (N=66)
Process Orientation	Enjoyment of learning Skill achievement Routine/structure of learning in a program	8.7% (N=12)
Life Supports	Child Care Conditions at home Mandatory participation in a program Work schedules Pleasure in being in the United States Students' own investment in class	7.3% (N=11)
Program Supports	Facilities and structure of program Overall program quality Program counselors	8% (N=12)
Instruction	Curriculum and methods Particular subjects Access to computers	63.3% (N=95)

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