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A STUDY ON THE EFFECT OF PERCEPTIONS OF PARENTAL PARTICIPATION ON CHILDREN'S LEARNING OUTCOMES

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Abstract

Parental perceptions and involvement play a vital role in children's academic performance and holistic growth. This study examined how parents' perceptions of participation influence learning outcomes by assessing the frequency, quality, and nature of their engagement in educational activities. A structured questionnaire with 20 items gathered demographic information and data on home-based and school-based parental involvement, attitudes, and perceptions. Responses from 100 parents of children across primary to higher secondary levels were collected using a five-point Likert scale. Data were analysed using descriptive and inferential statistics, including mean, standard deviation, correlation, cross tabulation, chi-square and regression tests. Findings aimed to identify relationships between parental perceptions and learning outcomes and to suggest strategies for strengthening school-home collaboration. Results are expected to guide educators and policymakers in promoting effective parental engagement for improved academic success.

Keywords: parental perceptions, parental participation, children's learning outcomes, academic achievement, school-home collaboration

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Introduction

Parental participation is a key factor in students' academic achievement, motivation, and development, with the quality of engagement rather than its quantity determining its impact. Parents who value their role and collaborate with schools foster better learning environments. Influenced by factors such as gender, education, occupation, and school type, parental perceptions shape how families support learning. This study examines the relationship between these perceptions and children's academic outcomes across diverse educational contexts.

1.1 Need and Significance of the Study

Although parental involvement has been widely studied, limited attention has been given to parents' perceptions of how they interpret, value, and act upon their role in education. These perceptions influence both the extent and quality of their engagement. Given the diversity in socio-economic and educational backgrounds, this study highlights how demographic factors affect perceptions and involvement.

The study holds significance in:

1. Providing empirical evidence linking perceived parental participation to children's learning outcomes.
2. Examining demographic influences such as gender, education, and occupation.
3. Offering insights for developing school-based parental engagement programs.
4. Guiding policymakers to strengthen family-school partnerships.

1.2 Research Objectives

The study aims to explore the effect of parental perceptions of participation on children's learning outcomes. The specific objectives are:

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1. To examine the relationship between the parents' relationship to the child and the overall level of parental involvement.
2. To analyse the correlation between parents' perceived role, confidence in supporting their child, and children's learning outcomes.
3. To investigate the impact of school-based parental involvement factors, such as collaboration opportunities, satisfaction with school communication, and participation in school events, on children's learning outcomes.

1.3 Research Questions

1. What is the relationship between the parents' relationship to the child and the overall level of parental involvement?
2. How do parents' perceptions of their role and confidence in helping with their child's schoolwork relate to children's learning outcomes?

    2.1. What is the correlation between the perceived value of parents' role and children's learning outcomes?

    2.2. What is the correlation between parents' confidence in helping with their child's schoolwork and children's learning outcomes?

    2.3. What is the correlation between the perceived effect of parents' involvement and children's learning outcomes?
3. How do school-based parental involvement factors, including collaboration opportunities, satisfaction with school communication, and participation in school events, impact children's learning outcomes?

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2. Review of Related Literature

Parental perceptions and involvement play a pivotal role in shaping children's academic achievement, motivation, and adaptability. Research consistently highlights that parental participation's quality, style, and perceived value are more influential than the mere quantity of involvement. This review presents key contributions that substantiate the study's focus on the effect of parental participation perceptions on children's learning outcomes.

1. **Chen et al. (2023)** emphasised that students' perceptions of parental academic involvement significantly enhanced their academic buoyancy and adaptability in mathematics, with goal orientations partially mediating these effects. This suggests that parents' supportive perceptions translate into children's resilience and adaptive learning behaviours.

2. **Wang et al. (2024),** in a meta-analysis, found that parental involvement positively influences mathematics performance, with effectiveness varying by involvement type and parental expectations, highlighting the role of parents' perceptions.

3. **Fan et al. (2024)** demonstrated that autonomy-supportive parental involvement nurtures creativity and cognitive flexibility, whereas controlling involvement hinders these outcomes.

4. **Xu et al. (2024)** distinguished between quantity and quality of homework involvement, showing that parents who perceive themselves as competent and supportive foster higher motivation and achievement.

5. **Yang et al. (2023)** highlighted inconsistencies in measuring parental involvement and emphasised capturing parents' perceptions and attitudes alongside behavioural indicators.

6. **Mocho et al. (2025)** reinforced the importance of validated, psychometrically sound tools for assessing parental perceptions.

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7. **Liu et al. (2025)** developed a multidimensional scale capturing home-based, school-based, and attitudinal dimensions, demonstrating that children's outcomes are influenced by both parental actions and perceptions.

8. **Rousoulioti et al. (2022)** reported that parents' efficacy and stress levels during remote learning were shaped by resources and school support during the COVID-19 pandemic.

9. The **Online Learning Consortium (2024)** found that positive parental perceptions of online learning depended on institutional support and technological readiness.

10. **Tan et al. (2025)** examined parenting styles, showing that authoritative and supportive approaches combined with parental involvement produced optimal academic outcomes, whereas authoritarian or permissive styles reduced effectiveness.

In synthesis, these studies collectively suggest that parents' perceptions of participation, including beliefs about their role, confidence, and perceived effectiveness, are critical determinants of children's learning outcomes. The present study builds upon this foundation by examining how these perceptions, influenced by demographic variables, relate to academic achievement, motivation, and engagement, offering practical implications for enhancing school–home collaboration.

2.1 Research Hypotheses

H1: There is a significant association between the parents' relationship to the child and the overall level of parental involvement.

H2: There is a significant correlation between parents' perceived role, confidence in helping with their child's schoolwork, and children's learning outcomes.

H2a: There is a significant correlation between the perceived value of parents' role and children's learning outcomes.

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H2b: There is a significant correlation between parents' confidence in helping with their child's schoolwork and children's learning outcomes.

H2c: There is a significant correlation between the perceived effect of parents' involvement and children's learning outcomes.

H3: There is a significant impact of school-based parental involvement factors, collaboration opportunities, satisfaction with school communication, and participation in school events on children's learning outcomes.

2.2 Research Variables

Independent Variable: Perceptions of Parental Participation

- Home-based involvement: Homework assistance, study routines, and resource provision.
- School-based involvement: Attendance at meetings, volunteering, and event participation.
- Attitudes and awareness: Motivation, educational values, and confidence in supporting learning.

Demographic Variables: Gender, educational qualification, occupation, type of school, and school level of the child.

Dependent Variables: Children's learning outcomes, academic achievement, study habits, and engagement.

3. Research Methodology

Design: A descriptive survey research design was adopted to explore relationships among parental perceptions, involvement, and student learning outcomes.

Population and Sample: The population comprised parents of students from primary to higher secondary levels in government and private schools. A stratified random sample of 100 parents was selected to ensure demographic representation.

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Instrument: A structured questionnaire containing two sections, demographics and parental perception items, was used. Responses were recorded on a five-point Likert scale ranging from Strongly Disagree (1) to Strongly Agree (5).

Validity and Reliability: Expert validation established content accuracy, and a pilot study (n = 20) confirmed reliability with Cronbach's alpha > 0.70.

Data Collection: Questionnaires were distributed in print and online (Google Forms) after obtaining institutional permission and participants' consent.

Data Analysis:

- Descriptive statistics (mean, SD, frequency) were used to categorise parental participation levels as Very High, High, Moderate, Low, or Very Low.
- Inferential statistics included Correlation, Cross Tabulation, Chi-Square, and Nominal Logistic Regression tests to examine relationships and demographic differences using SPSS.

Ethical Considerations: Informed consent was obtained from all participants, ensuring voluntary participation and confidentiality. Data were used solely for academic purposes, and participants retained the right to withdraw at any stage.

4. Research Implementation

4.1 Descriptive Analysis

Descriptive analysis was performed to summarise the demographic characteristics of respondents and the overall distribution of parental involvement indicators. The graphical representations provided insights into patterns of participation, perception, and engagement among parents in relation to their children's learning.

Fig 4.1 Bar Chart showing the relationship to child demographic

Most respondents were mothers, highlighting that mothers primarily assume the role of educational liaison between home and school.

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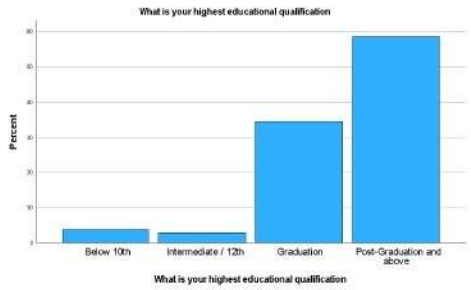

Fig 4.2: Bar Chart showing educational qualification demographic

Parents reported diverse educational backgrounds, ranging from secondary to postgraduate levels, reflecting variation in socioeconomic and academic support capacity.

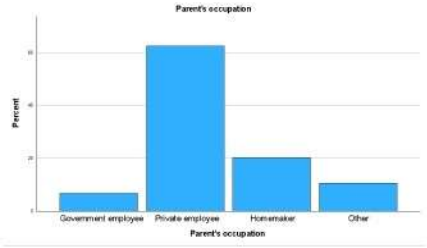

Fig 4.3: Bar Chart showing parents' occupation demographic

The sample included homemakers, employed, and self-employed parents, indicating differing time availability and engagement opportunities.

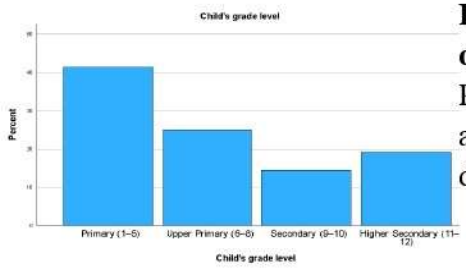

Fig 4.4: Bar Chart showing children's grade level demographic

Participants represented all school levels, primary, middle, and secondary, allowing comparison of involvement across developmental stages.

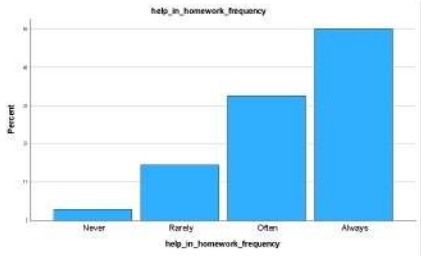

Fig 4.5: Bar Chart showing help in homework frequency

Most parents frequently assisted with homework, showing strong home-based involvement.

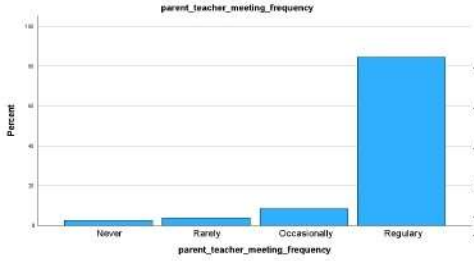

Fig 4.6: Bar Chart showing Parent Teacher Meeting Frequency

Attendance showed moderate levels with some variation, suggesting logistical or institutional factors may limit participation.

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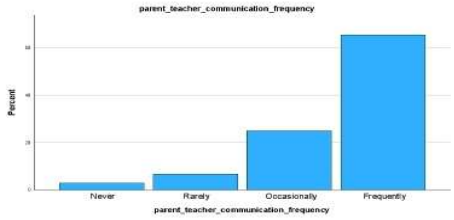

Fig 4.7: Bar Chart showing parent-teacher communication frequency

Parents maintained regular communication with teachers, reflecting proactive engagement beyond formal meetings.

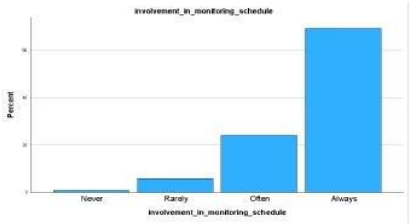

Fig 4.8: Bar Chart showing involvement in the monitoring schedule

High responses indicated that parents actively monitor study schedules, supporting structured learning environments.

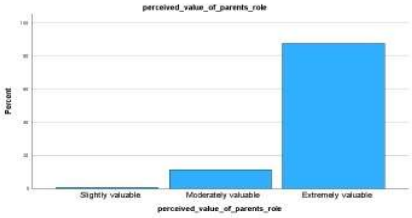

Fig 4.9: Bar Chart showing distribution of perceived values of parents' roles

Nearly all respondents strongly agreed that parental involvement is essential for academic success.

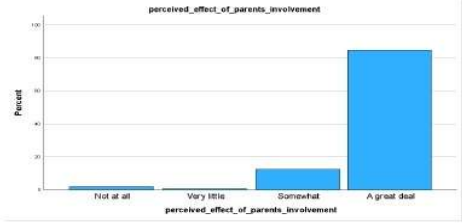

Fig 4.10: Bar Chart showing distribution of perceived effect of parents' involvement

Parents reported high confidence that their engagement positively impacts their child's learning outcomes.

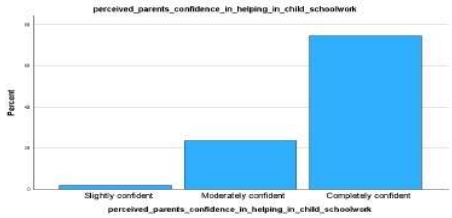

Fig 4.11: Bar Chart showing distribution of parents' confidence in helping with schoolwork

Confidence was generally high but showed slight variation, likely influenced by the complexity of school subjects.

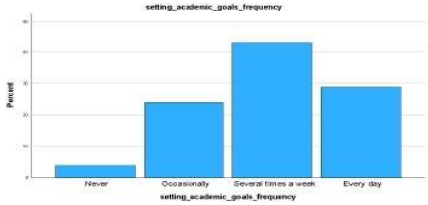

Fig 4.12: Bar Chart showing the distribution of setting academic goals frequency

Overall, reported goal-setting practices were less frequent, indicating that this structured practice was

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less routinely implemented than other involvement forms.

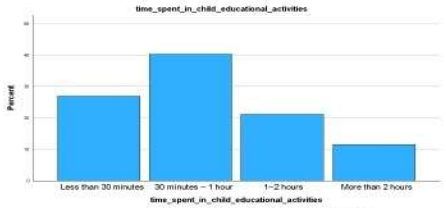

Fig 4.13: Bar Chart showing distribution of time spent in educational activities

Time investment varied, reflecting differences in work schedules and household responsibilities.

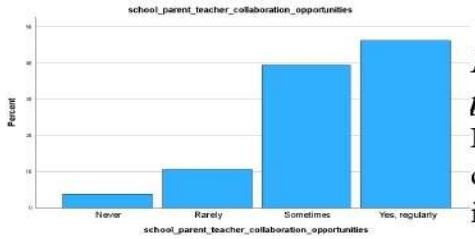

Fig 4.14: Bar Chart showing distribution of school - parent - teacher collaboration opportunities

Parents expressed mixed perceptions about school collaboration opportunities, indicating variability in institutional practices.

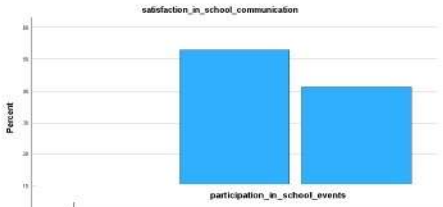

Fig 4.15: Bar Chart showing distribution of satisfaction with school communication

Overall satisfaction was moderately high, though some parents identified areas needing improved communication.

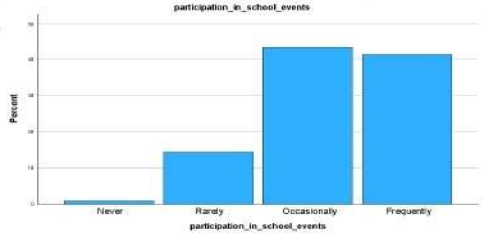

Fig 4.16: Bar Chart showing distribution of Participation in School Events

Participation was moderate, with some parents limited by time and accessibility constraints.

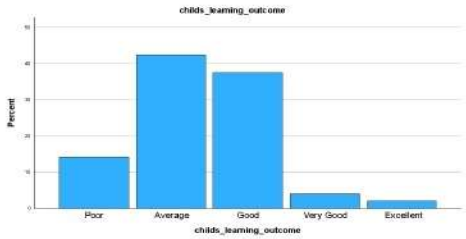

Fig 4. 17: Bar Chart showing distribution of Child's Learning Outcome

Most parents perceived positive learning outcomes, though a few indicated areas for academic improvement.

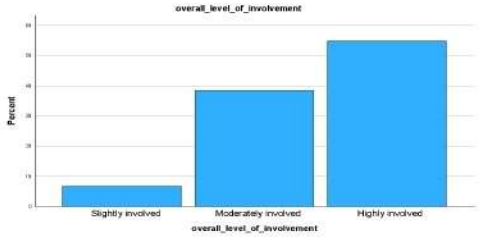

Fig 4.18: Bar Chart showing distribution of overall level of involvement

The composite index showed moderate-to-high involvement levels, confirming adequate variation for further statistical analysis.

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Table 4.1: Descriptive Statistics of Study Variables

Variable	N	Mean	Std. Deviation
Relationship to Child	97	1.53	0.502
Educational Qualification	97	3.48	0.752
Parent's Occupation	97	2.32	0.758
Child's Grade Level	97	2.12	1.175
Help with Homework Frequency	97	3.27	0.836
Parent-Teacher Meeting Frequency	97	3.73	0.685
Parent-Teacher Communication Frequency	97	3.53	0.765
School Experiences Discussion Frequency	97	1.24	0.474
Involvement in Monitoring Schedule	97	3.60	0.656
Perceived Value of Parents' Role	97	3.87	0.372
Perceived Effect of Parents' Involvement	97	3.81	0.486
Perceived Parents' Confidence in Helping	97	3.71	0.499
Setting Academic Goals Frequency	97	2.96	0.815
Time Spent in Child's Educational Activities	97	2.09	0.925
School-Parent-Teacher Collaboration Opportunities	97	3.28	0.787
Satisfaction in School Communication	97	3.34	0.593
Participation in School Events	97	3.26	0.726
Child's Learning Outcome	97	2.38	0.847
Overall Level of Involvement	97	3.47	0.631

Table 4.1 summarises responses from N = 97. The sample is predominantly maternal (M = 1.53, SD = 0.50) with relatively high educational attainment (M = 3.48, SD = 0.75). Behavioural involvement is generally high, including parent–teacher meetings (M = 3.73), schedule monitoring (M = 3.60), communication (M = 3.53), and homework assistance (M = 3.27). Perceptual measures show strong consensus, with high perceived value (M = 3.87) and effect of involvement (M = 3.81). Time-based practices and goal-setting are less consistent (academic goals M = 2.96; time spent M = 2.09), while child learning outcomes are lower on average (M = 2.38) with notable variance. Overall, the instrument reflects strong attitudinal endorsement and frequent engagement, with greater variability in time investment and outcomes.

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4.2 Inferential Analysis

This section presents the results of inferential statistical analyses conducted to test the study's hypotheses. Three primary statistical techniques were employed: chi-square tests, correlation analyses, and nominal logistic regression. Each analysis was selected to address specific research questions regarding the relationships between parental involvement variables and children's learning outcomes.

4.3.1 Chi-Square Analysis: Parental Relationship and Involvement Levels

Hypothesis H1: There is a significant association between the parents' relationship to the child and the overall level of parental involvement.

A chi-square test of independence was conducted to examine whether fathers and mothers differed significantly in their overall levels of parental involvement. The sample included 104 parents (46 fathers and 58 mothers) whose involvement was categorised as slightly involved, moderately involved, or highly involved.

Table 4.4 Crosstabulation of Relationship to Child and Overall Level of Involvement

Relationship to Child	Slightly Involved	Moderately Involved	Highly Involved	Total
Father	12	22	12	46
Mother	3	18	37	58
Total	15	40	49	104

Table 4.5 Chi-Square Test Results

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Test	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	12.846	2	.002
Likelihood Ratio	13.124	2	.001
Linear-by-Linear Association	11.892	1	.001
N of Valid Cases	104		

Crosstabulation showed clear gender differences in involvement. Among fathers, 26.1% were slightly involved, 47.8% moderately, and 26.1% highly involved, while among mothers, 5.2% were slightly, 31.0% moderately, and 63.8% highly involved. The Pearson chi-square test confirmed a significant association between parent type and involvement level, $\chi^2(2, N = 104) = 12.85$, $p = .002$, supported by the likelihood ratio and linear-by-linear tests ($p = .001$).

Thus, the null hypothesis was rejected. Mothers demonstrated significantly higher involvement than fathers, with a notably greater proportion in the highly involved category (63.8% vs. 26.1%).

4.3.2 Correlation Analyses: Parental Perceptions and Learning Outcomes

Three separate correlation analyses were conducted to examine the relationships between various dimensions of parental perception and children's learning outcomes. Both parametric (Pearson's r) and non-parametric (Spearman's rho) correlation coefficients were calculated to account for potential non-normality in the data distributions.

Perceived Value of Parents' Role and Learning Outcomes (H2)

Hypothesis H2: There is a significant correlation between the perceived value of parents' role and children's learning outcomes.

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Table 4.6 Correlation Between Perceived Value of Parents' Role and Children's Learning Outcomes

Correlation Type	Coefficient	Significance (2-tailed)	N
Pearson Correlation	.342	.001	99
Spearman's rho	.358	<.001	99

Correlation results indicated a moderate, statistically significant positive relationship between parents' perceived value of their role and children's learning outcomes ($N = 99$; $r = .342$, $p = .001$; $\rho = .358$, $p < .001$). Parents who placed greater importance on their educational role tended to have children with better academic performance, likely due to more consistent and purposeful involvement.

Conclusion: The null hypothesis was rejected. A significant positive correlation supports the alternative hypothesis (H_2), confirming that valuing one's parental role contributes to improved learning outcomes.

Table 4.7 Correlation Between Perceived Confidence and Children's Learning Outcomes

Correlation Type	Coefficient	Significance (2-tailed)	N
Pearson Correlation	.289	.004	97
Spearman's rho	.312	.002	97

A significant positive correlation was found between parents' confidence in helping with schoolwork and children's learning outcomes ($r = .289$, $p = .004$; $\rho = .312$, $p = .002$). Confident parents tended to have children with better academic performance, supporting the alternative hypothesis (H_3) and highlighting the role of parental confidence in promoting learning success.

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Hypothesis H4: There is a significant correlation between the perceived effect of parents' involvement and children's learning outcomes.

Table 4.8 Correlation Between Perceived Effect of Involvement and Children's Learning Outcomes

Correlation Type	Coefficient	Significance (2-tailed)	N
Pearson Correlation	.428*	<.001	99
Spearman's rho	.445	<.001	99

Note. *Correlation is significant at the 0.05 level (2-tailed).

Correlation results indicated a statistically significant positive relationship between parents' perceived effect of involvement and children's learning outcomes (N = 99). The association was moderate yet meaningful, $r = .428$, $p < .001$ (Pearson), and $\rho = .445$, $p < .001$ (Spearman).

This suggests that parents who believe their involvement positively impacts their child's education tend to have children with better learning outcomes. The relationship appears reciprocal; stronger efficacy beliefs promote greater engagement, while observing positive outcomes reinforces those beliefs.

Conclusion: The null hypothesis was rejected. A significant positive correlation supports the alternative hypothesis (H_4), highlighting the pivotal role of parental self-efficacy in enhancing children's academic success.

4.3.3 Nominal Logistic Regression: School-Based Involvement and Learning Outcomes

Hypothesis H5: There is a significant impact of school-based parental involvement factors (collaboration opportunities, satisfaction with school communication, and participation in school events) on children's learning outcomes.

A nominal logistic regression analysis was conducted to examine whether three school-based parental involvement factors predicted children's learning outcomes. The outcome variable consisted of five ordered categories: Poor, Average, Good, Very Good, and Excellent. The predictor variables included school-parent-teacher collaboration opportunities, satisfaction with school communication, and participation in school events. The analysis included 99 valid cases after listwise deletion of missing data.

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Table 4.9 Model Fitting Information

Model	-2 Log Likelihood	Chi-Square	df	Sig.
Intercept Only	105.627	-	-	-
Final	62.438	43.189	32	.032

Table 4.10 Pseudo R-Square Values

Measure	**Value**
Cox and Snell	.352
Nagelkerke	.385
McFadden	.189

Table 4.11 Likelihood Ratio Tests for Individual Predictors

Effect	**-2 Log Likelihood of Reduced Model**	**Chi-Square**	**df**	**Sig.**
School-Parent-Teacher Collaboration Opportunities	79.642	17.204	12	.042
Satisfaction in School Communication	78.891	16.453	8	.036
Participation in School Events	80.125	17.687	12	.028

A nominal logistic regression was conducted with 99 valid cases. The model significantly improved the prediction of learning outcomes over the intercept-only model, $\chi^2(32) = 43.19$, $p = .032$. Pseudo R^2 values (Cox & Snell = .352, Nagelkerke = .385, McFadden = .189) indicated that approximately 35–39% of the variance in learning outcomes was explained by the predictors.

All three factors were significant predictors:

1. Collaboration opportunities: $\chi^2(12) = 17.20$, $p = .042$
2. School communication satisfaction: $\chi^2(8) = 16.45$, $p = .036$
3. Participation in school events: $\chi^2(12) = 17.69$, $p = .028$

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Thus, the null hypothesis was rejected. Greater collaboration, effective communication, and active participation in school events were associated with higher learning outcomes. These results emphasise the importance of strong home–school partnerships in enhancing student achievement.

5. Conclusion

This study examined the effect of perceptions of parental participation on children's learning outcomes through a comprehensive analysis of 104 parents from primary through higher secondary school levels. The findings provided substantial empirical evidence supporting the critical role that parental perceptions, attitudes, and involvement play in shaping children's academic success.

5.1 Summary of Key Findings

The study revealed that parental participation significantly influences children's learning outcomes. Mothers were more highly involved than fathers (63.8% vs. 26.1%; $\chi^2(2) = 12.85$, $p = .002$), though most fathers reported moderate to high engagement. All parental perception dimensions—role value ($r = .342$), confidence ($r = .289$), and perceived effect ($r = .428$)—correlated positively with learning outcomes. School-based factors, including collaboration opportunities ($p = .042$), communication satisfaction ($p = .036$), and event participation ($p = .028$), predicted outcomes, explaining 35–39% of variance.

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5.2 Theoretical Implications

The findings support Bandura's (1997) social cognitive theory, demonstrating that parents' self-efficacy beliefs influence both engagement quality and children's learning outcomes. The study extends Epstein's (1995) framework by showing that psychological dimensions (perceived value, confidence, effect) operate alongside behavioural dimensions to influence achievement. Additionally, the results reinforce Bronfenbrenner's (1979) ecological systems theory, confirming that effective home-school collaboration creates supportive mesosystems, enhancing children's academic outcomes.

5.3 Practical Implications

Schools and Educators: Provide inclusive engagement opportunities for both parents, train teachers to foster confidence, and offer feedback on the impact of parental involvement.

Parent Education Programs: Build parental confidence, highlight the value of all forms of involvement, and raise awareness of its effect on learning outcomes.

Policymakers: Fund home–school collaboration initiatives, support engagement coordinators, and promote inclusive practices accommodating diverse families and schedules.

5.4 Limitations of the Study

The study's small, context-specific sample (N = 104) limits generalizability across cultures and socioeconomic settings. Reliance on self-reported data may introduce bias, while the cross-sectional design restricts causal inference. Broader and more objective measures of learning outcomes, along with consideration of confounding factors such as socioeconomic status and home environment, are needed for future validation.

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5.5 Recommendations for Future Research

Future research should employ longitudinal and multi-informant approaches to track parental perceptions over time and incorporate teacher and student perspectives. Intervention-based studies can evaluate methods to enhance parental efficacy and perceived value. Greater focus should be given to father involvement, technology-based engagement, and cross-cultural variations to reflect evolving family and educational contexts.

5.6 Concluding Remarks

The study confirmed that parents' perceptions significantly influence children's learning outcomes through both psychological (value, confidence, perceived effect) and behavioural (school involvement) factors. Mothers were generally more engaged, while collaboration, communication, and event participation emerged as key predictors of academic success.

Effective involvement arises from parents' beliefs and confidence, not mere attendance. Strengthening parental self-efficacy and fostering home–school partnerships can create empowering conditions where engaged parents drive improved and equitable learning outcomes.

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Appendices

Appendix A: Parent Perception Questionnaire

https://docs.google.com/forms/d/e/1FAIpQLSf5Bn2-9-vKD9uOhnNs7qHu4bVWXvORdwih6FR6Tc2ufcuXFg/viewform

Appendix B: Pilot Study Reliability Results

Reliability Analysis

A reliability test using Cronbach's Alpha Reliability Analysis was conducted to assess the internal consistency of the questionnaire tool used, the items that measure parental involvement and perceptions toward children's learning. This test was used to determine whether the questions framed consistently reflected the same underlying construct.

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Table A: Reliability Statistics

Cronbach's Alpha (α)	Cronbach's Alpha Based on Standardised Items	N of Items
0.823	0.796	19

Table B: Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
help_in_homework_frequency	53.72	18.265	.485	0.801
parent_teacher_meeting_frequency	53.26	19.568	.394	0.813
parent_teacher_communication _frequency	53.46	18.626	.487	0.799
involvement_in_monitoring_schedule	53.39	18.720	.577	0.789
perceived_value_of_parents_role	53.12	21.630	.191	0.787
perceived_effect_of_parents_involvement	53.18	21.354	.186	0.776
perceived_parents_confidence_in _helping_in_child_schoolwork	53.28	20.995	.259	0.792
setting_academic_goals_frequency	54.03	18.884	.406	0.808
time_spent_in_child_educational _activities	54.90	18.198	.427	0.808
school_parent_teacher_collaboration _opportunities	53.71	19.895	.272	0.805
satisfaction_in_school_communication	53.65	21.230	.155	0.801
participation_in_school_events	53.73	19.261	.414	0.793
childs_learning_outcome	54.61	21.532	.023	0.805
overall_level_of_involvement	53.52	18.357	.680	0.776

After excluding demographic variables, the parental involvement scale showed strong internal consistency, with a Cronbach's alpha of 0.823, indicating high reliability. All item total correlations exceeded 0.30, confirming each item's meaningful contribution. "Alpha if Item Deleted" values (0.776–0.813) showed that no item's removal would improve reliability; therefore, all items were retained.