



AS PART OF THE INTERNATIONAL PIRLS STUDY, QUESTIONNAIRES COVER THE SCHOOL AND CLASSROOM ENVIRONMENT.

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Abstract: *This article analyzes the role and significance of the school and classroom environment within the framework of questionnaires used in the international PIRLS (Progress in International Reading Literacy Study). The study demonstrates how school infrastructure, educational resources, teacher professionalism, classroom climate, and student interaction influence reading achievement. The possibilities of using survey results to improve the quality of education.*

Key words: *PIRLS, international studies, reading literacy, school environment, classroom environment, questionnaire, quality of education.*

Introduction. In today's globalized environment, assessing and comparing the quality of education is becoming increasingly important. In this context, the international PIRLS study, in addition to assessing the literacy levels of primary school students, also serves to explore in-depth the factors influencing learning outcomes. Among these factors, the school and classroom environment holds a special place. Surveys conducted as part of PIRLS demonstrate that students' academic achievement is closely linked not only to their level of knowledge but also to their educational environment.

Main Part.

1. The Role and Importance of Questionnaires in the International PIRLS Study.

The international PIRLS study is a comprehensive study aimed at assessing the reading literacy level of primary school students and identifying the socio-pedagogical factors influencing these results. Therefore, PIRLS thoroughly analyzes not only the students' knowledge but also the conditions created for their learning. Questionnaires serve as an important source of information in this process.

The questionnaires are designed for school principals, teachers, students, and parents and allow them to assess the educational environment, the organization of the teaching process, and students' attitudes toward learning. These data are analyzed in comparison with the reading literacy assessment results, identifying the key factors influencing the quality of education.

2. The scope of the PIRLS study: school environment.

The school environment is studied primarily through a questionnaire developed for school administration. This questionnaire collects detailed information about the school's physical infrastructure, the level of provision of educational resources, and the educational management system.

Specifically, the availability of a school library, the amount of literary and scientific literature, and a comfortable learning environment created for students are important factors in the development of reading skills. The study results show that student learning outcomes are relatively high in well-resourced schools.

Furthermore, safety, discipline, and a positive psychological environment at school also help students feel at ease and increase their interest in learning. School administration's supportive management of the teaching process is essential for ensuring the quality of education.

3. The Impact of Classroom Climate on Reading Literacy

Classroom climate is analyzed in the PIRLS study based on teacher and student questionnaires. This climate is determined by student engagement in the learning process, the teacher's pedagogical approach, and student-student relationships.

Teachers' use of interactive teaching methods that allow students to freely express themselves and encourage independent reading has a positive impact on reading literacy development. Data collected through the PIRLS questionnaires show that students' motivation to read is high in classrooms with a positive classroom atmosphere.

Furthermore, discipline and relationships based on mutual respect in the classroom help students actively participate in the learning process. Trusting relationships between teacher and student enhance the effectiveness of the learning process.

4. Teacher Factors and Pedagogical Approaches

The PIRLS study focuses on the teacher factor. Teacher qualifications, experience, teaching methods, and attitudes toward students play a decisive role in shaping the learning environment.

Questionnaires collect information on teachers' participation in professional development courses, their use of modern teaching technologies, and their reading instruction strategies. These indicators are analyzed in direct connection with literacy assessment results.

The results show that teachers' use of an individualized approach and differentiated teaching methods improves student achievement. This is confirmed by the learning environment quality indicators in the PIRLS study.

5. Using survey results to improve education quality

The data obtained from the PIRLS surveys provide an important analytical basis for developing the education system. These results are used to develop strategies for improving the school and classroom environment, supporting teacher professional development, and increasing reading literacy.

Specifically, practical measures can be identified to strengthen the physical infrastructure and improve the classroom atmosphere in schools with resource shortages. At the same time, improving teaching methods will increase student interest in reading.

Literature review. Results of international studies (Mallis, Martin, OECD) show that high-performing countries place particular emphasis on the school and classroom environment. Research conducted by local researchers has also demonstrated that a supportive pedagogical environment enhances students' cognitive activity. The PIRLS questionnaires enrich these theoretical perspectives with practical data and enable the identification of problems in the education system. The PIRLS study is conducted by the International Association for the Evaluation of Educational Achievement (IEA) every five years. The main goal of the study is to compare the reading literacy levels of primary school students in different countries and identify the factors influencing them. The PIRLS methodology defines reading literacy as "a student's ability to understand, use, and evaluate the content of written texts." The school and classroom environment is viewed as an important pedagogical condition for developing this ability.

International and local researchers have shown that a positive classroom climate, supportive teacher attitudes, and student

engagement increase motivation for learning. The PIRLS results support these theoretical conclusions with empirical data.

Coverage of the School and Classroom Environment in PIRLS Surveys.

The PIRLS survey primarily measures school environment through a questionnaire designed for school principals. This questionnaire covers the following key areas:

PIRLS surveys measure school environment through:
overall safety and discipline in the school;
the level of provision of educational resources and textbooks;
teacher qualifications and professional development;
class size and organization of the learning process.

Classroom environment is assessed through teacher-student relationships, active participation in the learning process, and the opportunity for students to freely express their opinions. These indicators are important factors explaining student literacy levels.

Reflection of the Classroom Environment in PIRLS Surveys In the PIRLS study, classroom environment is assessed primarily through questionnaires developed for teachers and students. This environment includes the following aspects:

teacher organization style and teaching strategies;
student activity and independence of thought during the lesson;
the level of discipline, mutual respect, and collaboration in the classroom;
positive pedagogical relationships between teachers and students;
the presence of differentiated and individualized approaches.

A positive classroom atmosphere increases student interest in learning, encourages active learning, and, as a result, leads to higher reading literacy scores.

Overall, the questionnaires used in the international PIRLS study allow for a comprehensive analysis of the school and classroom environment. The study's results demonstrate that a supportive learning environment, qualified teachers, and effective pedagogical approaches are crucial for improving students' reading literacy. Therefore, it is necessary to develop specific recommendations for improving school activities, further developing the classroom environment, and enhancing the quality of education based on the data obtained through the PIRLS questionnaires.

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