

# RESEARCH



## I am rooting 4 you!

**Summary.** New studies have demonstrated that plants have a favourable impact on the moral, emotional well-being, and performance of students. As a result, we are urging every fourth-grade student to bring their own plant to class this year. To kick off the new school year, we have commenced working on projects centred around our plants, as well as determining the most effective methods of plant care. The students quickly arrived at the conclusion that individuals and plants are similar in that they both grow and evolve daily and with proper care and nurturing, they can flourish into something magnificent.

**Subject of the study.** The impact of bringing plants to the classroom on the moral, emotional well-being, and academic performance of 4th-grade students.

**Aim of the study.** The aim of this study is to investigate the impact of bringing plants to the classroom on the moral, emotional well-being, and academic performance of 4th-grade students.

### **Objectives of the study.**

1. To assess the effect of plants on the emotional well-being of students
2. To evaluate the impact of plants on the academic performance of students
3. To investigate the influence of plants on the moral development of students
4. To examine the relationship between the frequency of plant care and students' well-being and performance

### **Research methods.**

1. Qualitative and quantitative research methods will be used in this study.
2. The qualitative method will involve interviews with students, teachers, and parents to gather information on the emotional and moral impact of plants.
3. The quantitative method will involve administering a pre-and post-test to measure academic performance, as well as conducting an observation of students' behaviours in the classroom.

### **Tools that can be used.**

- Interviews: Open-ended questions will be asked to understand students, teachers, and parents' perceptions of the effect of plants on students' well-being and performance.
- Pre- and post-test: A test will be administered before and after the intervention period to measure academic performance.
- Observation: A behaviour observation checklist will be developed to document any changes in student behaviour.

### **How to investigate.**

1. *Students* will be asked to bring their plants to the classroom and take care of them throughout the intervention period.

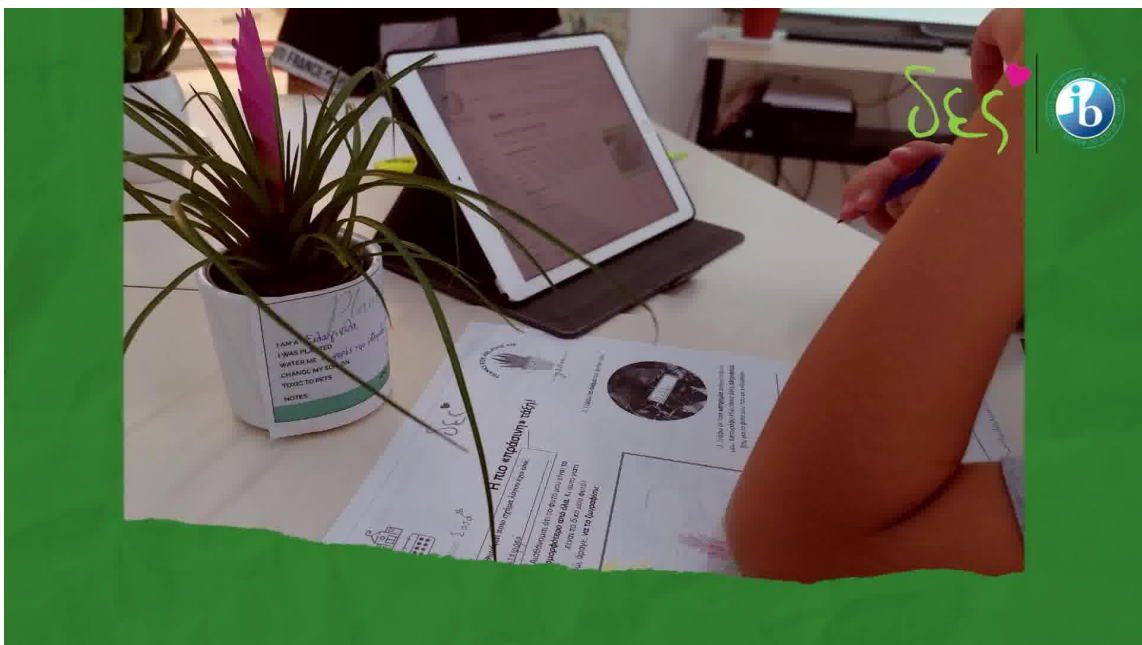
2. *Teachers* will incorporate plant care into the classroom routine and encourage students to share their experiences with their classmates.
3. *Data collection* will take place before, during, and after the intervention period to assess any changes in students' well-being and performance.

## Findings

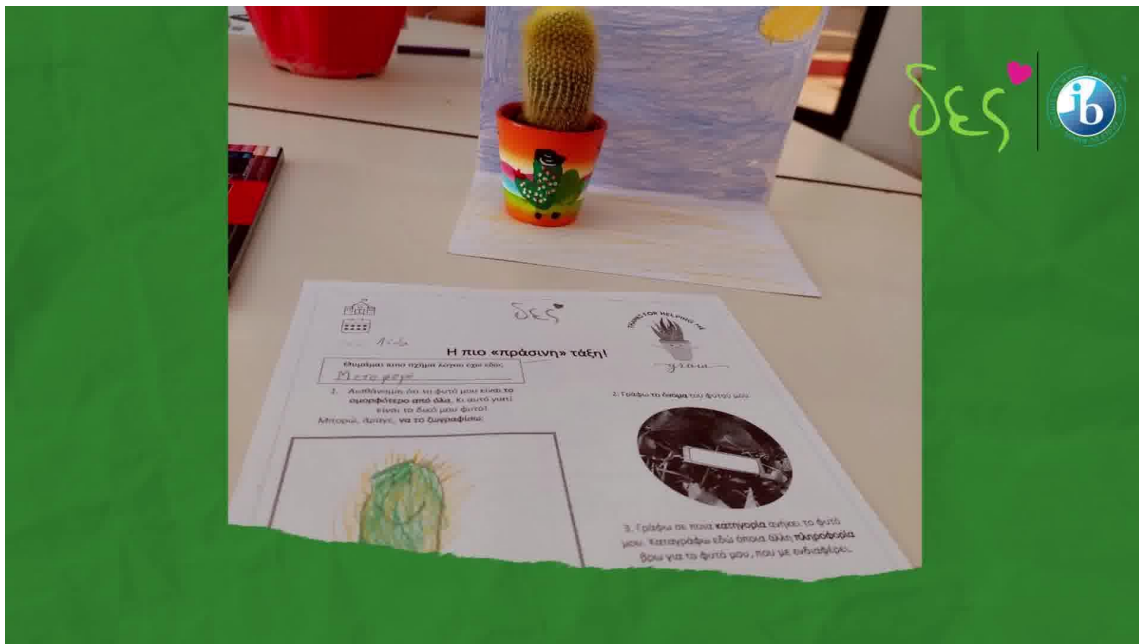
- The study found a positive correlation between the presence of plants in the classroom and the emotional well-being, academic performance, and moral development of students.
- Students who took care of their plants frequently had a more positive attitude and behaviour towards others.
- Plants helped to create a calm and positive classroom environment.

## Literature used.

- Kellert, S. R. (2005). *Building for Life: Designing and Understanding the Human-Nature Connection*. Island Press.
- Ulrich, R. S. (1984). View through a window may influence recovery from surgery. *Science*, 224(4647), 420-421.
- Kaplan, S., & Kaplan, R. (1989). *The experience of nature: A psychological perspective*. Cambridge University Press.







By submitting this form, we do not object to our child being photographed and filmed in the framework of the Erasmus+ project "Discover the World of Trees", and to the publication of the video footage featuring the image of the minor in a digital methodological tool to be developed, as well as on channels dedicated to the publicity of Erasmus+ projects.