



Patristic Education for Achievement of Integrated Good Behavior in Schools: A Case of Mikisa High School in Nairobi, Kenya

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Abstract: This paper titled “Patristic Education for Achievement of Integrated Good Behavior in Schools: A Case of Mikisa High School in Nairobi, Kenya” has demonstrated the impact of Patristic Education on morals of the students in the school, and hence in Kenya. The objectives include (i) To know the level of morality in the Integrated Good Behavior among students of Mikisa High School in Nairobi, Kenya, (ii) To determine the effect of morality for not achieving Integrated Good Behavior on the students’ academic performance of Mikisa High School in Nairobi, Kenya, and To proffer likely solutions to achieving Integrated Good Behavior among students of Mikisa High School in Nairobi, Kenya, with the hypothesis to know if the school curriculum has any effect on the academic performance of the students, covering Mikisa High School students. From the total population of the students and members of staff of Two hundred and eighty-six (286), only Twenty (20) participants were chosen using stratified and simple random sampling techniques. Using Test scores from the test conducted on English Language and Mathematics, with Structured Questionnaire as data collection tool, the data were analyzed using descriptive method and inferential, involving T-test. Inter-subjectivity theory was used in the study. From the findings, school curriculum and parental influence affect the academic performance of the students adversely, as well as showing low level of morality among them. It is clear from this research work that the students of Mikisa High School generally behave immorally in the parts of Self-discipline, Obedience to school rules, Integrity and Diligence, but better in Punctuality. These factors have adverse effect on their general academic performance. This was supported by Majawa (2020), that immoralities are bound to be experienced when there is lack of Patristic Education for holistic teaching and learning in schools. the school curriculum and parental influence have very significant effect on the students’ academic performance. It is therefore recommended that Patristic Education should be introduced to schools to enable holistic morality among the students.

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I. INTRODUCTION

➤ Background

Education is a vital part of meaningful human development. Every nation seeks development at global level, according to Ajayi, (2025). This can be effectively carried out using prelogical and cosmo-theo-andrian approach aimed at achieving the target educational goal. It generally involves the teaching, instructing or passing knowledge, skills, norms, culture and all that could be required to make a better human.

According to Majawa (2021), he emphasized the definition of education by Paolo Reglus as a progressive and critical passing on of knowledge and skills through dialogue which creates an agreed impetus towards problem posing and solving, leading to the work of humanization and social transformation. This transformation must be guided by holistic and patristic approach for it to be meaningful. He also referred to United Nations Educational Scientific Organization (1975) definition of education as comprising the organized and systematic communication designed to bring about learning for social change and for the improvement of cultural heritage, self and society.

In Africa, different governments try to put in place relevant educational structures to bring about development mostly anchored by the African Union (AU). The story is equally the same in Kenya, where public and private schools strive, with good intentions to educate the citizenry. It is under these auspices that Mikisa High School was created.

Mikisa High School, founded in 2001 by Mrs Elizabeth Masiga, is a private school, which covers primary and secondary education. It is located at Langata, Karen, in Kenya. The school runs both Accelerated Christian Education (ACE) and Integrated General Certificate Secondary Education (IGCSE) curricula. Expectedly, it is Bible-based, individualized and character-building program, aimed at helping students learn at their own pace.

In this work, Patristic Education for Achievement of Integrated Good Behavior in schools: A Case of Mikisa High School in Nairobi, Kenya, Education is not meaningful if it cannot change the individual, society, nation or universe for better. It is therefore pertinent that good behavior is pivotal in the achievement of educational goal. Education should have Christ's ethics and morality for its relevant productivity, Majawa (2021).

Many African schools now produce students only to make ends meet, regardless of the morals which should be of special interest, through Patristic approach. Kenya, as an African country is equally involved in the ego-centric ambiguity, against the Gravissimum Educationis declaration (Majawa, 2021).

Good behaviour or character encompasses a range of positive traits, values, and behaviors that contribute to personal well-being and positive social interactions. It generally involves honesty, integrity, fairness, responsibility, and empathy, among other virtues. People with good

character strive to make helpful choices and avoid actions that are harmful or disrespectful. Elton Report (1989) also reported that good behaviour is essential for effective teaching and learning to occur, enabling the achievement of reasonable educational goals and fostering a better individual.

In education, integration refers to the practice of combining different subjects, concepts, or skills into a cohesive learning experience, often to help students see connections between different areas of knowledge in academics and morals and apply them in real-world situations.

When these virtues of good behavior are integrated into the school system, then it is Integrated Good Behavior. These include honesty and integrity, respect, responsibility, empathy and caring, fairness, perseverance, loyalty, self-discipline, punctuality, obedience to school rules and cooperative attitudes to positive issues.

➤ Statement of the Problem

To be a holistic and conscious human, sound education which is embedded in mind, soul, spirit, common sense and common good should be embraced. Education, which is seen as impartation and transfer of knowledge, skill, culture and others, should not just be formal, but also anthropocyclic in nature. Many acclaimed scholars in several sectors are seeing self-centered, materialistic and not generally interested in morals in the society.

These anomalies emanated from the secondary schools they attended due to the school systems and curricula that could not adequately address discipline and morals, which the Patristic Education advocates. Therefore, to take care of this, Patristic Education for Achievement of Integrated Good Behavior in schools: A Case of Mikisa High School in Nairobi, Kenya, becomes an important issue that should be addressed.

➤ Significance of the Study

This work on Patristic Education for Achievement of Integrated Good Behavior in schools, based on the findings, will assist the following:

- Government: To know the negative effects of bad behavior of secondary school students and take measures, through Patristic Education to curb them
- Schools and their managements: To seriously address the issue of bad behavior in schools.
- Parents: To know the adverse effects of these behavior and take supportive measures to curb them
- Students: To know the negative effects and work towards achieving good behavior for self-good and societal well-being.

➤ Aim and Objectives of the Study

The main aim of this work is on Patristic Education for Achievement of Integrated Good Behavior in schools: A Case of Mikisa High School in Nairobi, Kenya.

• *The Specific Objectives are the Following:*

- ✓ To know the level of morality in the Integrated Good Behavior among students of Mikisa High School in Nairobi, Kenya.
- ✓ To determine the effect of morality for not achieving Integrated Good Behavior on the students' academic performance of Mikisa High School in Nairobi, Kenya.
- ✓ To proffer likely solutions to achieving Integrated Good Behavior among students of Mikisa High School in Nairobi, Kenya.

➤ *Research Questions*

The following research questions will be used to justify this work:

- What is the level of morality in the Integrated Good Behavior among students of Mikisa High School in Nairobi, Kenya?
- What is the effect of morality for not achieving Integrated Good Behavior on the students' academic performance of Mikisa High School in Nairobi, Kenya?
- How can the students achieve Integrated Good Behavior among students of Mikisa High School in Nairobi, Kenya?

➤ *Research Hypotheses*

The following hypotheses will be tested in the work:

- H_{01} : The school curriculum does not have any significant effect on the good behavior among students of Mikisa High School.
- H_{02} : The parental influence does not have any significant effect on the good behavior among students of Mikisa High School.

➤ *Scope of the Study*

This study is basically on Patristic Education for Achievement of Integrated Good Behavior in schools: A Case of Mikisa High School in Nairobi, Kenya. This will involve some selected members of staff and the students of the school.

➤ *Limitation of the Study*

The strict policies of the school of not divulging information may be a limitation of the study, but with the help of the school management, this should be surmounted.

➤ *Conceptual Framework*

From the work, three main indicators will be examined as the independent variables: school curriculum, parental

influence and peer group influence, while student's good behavior is the main dependent variable, among many other intervening variables, which are assumed to be constant.

➤ *Theoretical Framework*

Inter-subjectivity theory, by McWilliams, N. (2005), which posits that understanding and meaning are co-created through interactions between individuals, rather than residing solely within each person's subjective experience will be used in the work.

II. REVIEW OF LITERATURE

Osuji (2015) and Elton Report, (1989) identified good behavior as a virtue, necessary for effective teaching and learning to take place for reasonable achievement of educational goal of making a good person, that can positively influence the society.

Majawa (2020) quoted the Bible, Prov, 22:15, that "Errors, stupidity and folly are bound up in the heart of a child", and mentioned that God-centered education should begin from childhood with discipline, integrity and civility. This can only be feasible when the curriculum is equally moral-based.

Majawa (2021) equally emphasized that Education should begin from home and parents should assist in giving good instructions to their kids. This is not readily available as parents send their children completely entrusted into the hands of teachers.

Ajayi (2025) and Holmes (2022) explained that to have good behavior from students, schools should be built on Christian Academy administered by justified by true, wise and noble teachers and program.

III. RESEARCH METHODOLOGY

➤ *Research Design*

Survey Method of Research Design will be used in this work because, a section of the members of staff and students will be chosen as respondents.

➤ *Target Population*

In Mikisa High School. The table below shows the entire population of staff and students:

Table 1 The Table Shows the Target Population of Mikisa High School.

Category	Number
Staff	36
Primary	102
Secondary	150
Total	286

➤ Sample and Sampling Procedure

Mixed method sampling technique involving the probability approach of Simple Random Sampling technique to choose twenty (20) students out of the entire students of 150, stratified sampling approach was used to choose ten (10) students each from the two classes.

➤ Instrument for Data Collection

The instrument for data collection was a Structured Questionnaire of 5 items, containing the 5 moralities for assessment. Also, secondary data was collected involving the students' scores in English Language and Mathematics.

➤ Data Collection

One of the Questionnaire of twenty (20) copies was administered to the students for peer-assessment. These were given to them and collected immediately after they were administered, for presentation.

➤ Data Analysis

Mixed Method Of Analysis, Involving Descriptive, Using Frequencies And Percentage Distributions, And Inferential Approaches, Using T-Test Were Used.

➤ Ethical Consideration

Official letters, backing up the credibility and confidentiality of the data to be collected will be considered. Also, there will be assurance of confidentiality and prudence of the use of data, basically for the purpose of the research work and improvement of students' better behavior.

➤ Validity

The validity of the work will be based on content and face approaches to authenticate its validity.

➤ Reliability

Cronbach Alpha, from a pilot study of ten (10) students will be used to test its reliability. If it is 0.7, then it is reliable enough to portray its usefulness.

IV. FINDINGS IN THE STUDY

The qualities measured in the school are: Self-discipline, Obedience, Integrity, Diligence and Punctuality. These virtues, among the students were assessed using the peer assessment approach through a printed questionnaire, shared to the Twenty (20) students. These students were well monitored to assess their fellow students based on the aforementioned qualities.

Table 2 The Table Represents the Students Peer Assessment on the 5 Qualities.

S/No	Quality	High	Low	High (%)	Low (%)
1	Self-discipline	6	14	30	70
2	Obedience	2	18	10	90
3	Integrity	8	12	40	60
4	Diligence	4	16	20	80
5	Punctuality	12	8	60	40
TOTAL		32	68	160(32%)	340(68%)

➤ Research Question 1: What is the Level of Morality in the Integrated Good Behavior Among Students of Mikisa High School in Nairobi, Kenya?

From the table 3 above, in self-discipline, the students had 6 (30%) for High and 14 (70%) for Low, which is the majority. In Obedience, they had 2 (10%) High and 18 (90%) Low, also the majority. Likewise in Integrity, they had 8

(40%) High and 12 (60%) Low. In Diligence, the record showed 4 (20%) High and 16 (80%) Low. But in Punctuality, they had 12 (60%), the majority High and only 8 (40%) Low.

In the overall, 32% of the students had High morality while 68%, the majority had Low morality.

Table 3 Shows the Average Scores of the Students in English Language and Mathematics.

S/No	Subject	Average Score (%)
1	English Lang	56
2	Mathematics	42
Overall Mean		49

➤ Research Question 2: What is the Effect of Morality for not Achieving Integrated Good Behavior on the Students' Academic Performance of Mikisa High School in Nairobi, Kenya?

The table 4 revealed that the average scores of the students in English Language is 56% and that of Mathematics is 42%, while the overall mean score is 49%.

➤ Research Question 3: How can the Students Achieve Integrated Good Behavior Among Students of Mikisa High School in Nairobi, Kenya?

Based on the findings, the recommendations were given as the likely ways of inculcating good morals into the students.

➤ Hypotheses 1 and 11

From the Appendix 1 and 11, the p-value is 0.000, from the T-test. Since it is less than the level of significance of 0.05, we reject the Null hypothesis and conclude that the

school curriculum and the parental influence on the academic performance of the students.

V. SUMMARY, CONCLUSION AND RECOMMENDATION

➤ Summary

In this work “Patristic Education for Achievement of Integrated Good Behavior in schools: A Case of Mikisa High School in Nairobi, Kenya“, Expository research design was adopted, with Inter-subjectivity Theory. Out of the population of 150 students, twenty (20) students were chosen, ten from each class. Using questionnaire as the tool of data collection, with peer-group assessment, and records, showing the students’ scores in English Language and Mathematics, the students had only 32% High while the majority had 68% Low in morality, which means the students generally are low in morality.

Also, the overall mean score of the students is 49%, which showed that their academic performance is jeopardized because of this low molarity. And that, with p-value of 0.05, which is less than the level of significance of 0.05, we reject the Null hypothesis and conclude that the school curriculum and the parental influence on the academic performance of the students.

➤ Conclusion

It is clear from this research work that the students of Mikisa High School generally behave immorally in the parts of Self-discipline, Obedience to school rules, Integrity and Diligence, but better in Punctuality. These factors had adverse effect on their general academic performance. This was supported by Majawa (2020), that immoralities are bound to be experienced when there is lack of Patristic Education for holistic teaching and learning in schools. Also, the school curriculum and parental influence have very significant effect on the students’ academic performance.

➤ Recommendation

Based on the findings and the conclusion, the following recommendations are made:

- School Management: The school management school see morality as important as the students’ development, and introduce all necessary measures like introduction of Patristic Education, which will assist in God-centered teaching and learning for self and societal development.
- Teachers: The teachers should embrace the use of holistic approach that is morally oriented in their teaching, so that the students will be morally sound and hence have a better academic performance.

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