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Effect Of Strategic Agility on Organizational Performance of Private Primary Schools in Narok County

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Abstract:

Purpose: *The study aimed to examine the influence of strategic agility—specifically strategic sensitivity and integration of information technology—on the organizational performance of private primary schools in Narok County, Kenya.*

Material/methods: *The study was grounded in the Dynamic Capability Theory and the Diffusion of Innovation Theory. A descriptive survey research design was employed. The target population consisted of 190 private primary schools distributed across six sub-counties in Narok County, with the school principal or administrator serving as the unit of observation. A stratified and simple random sampling approach was used to select a sample size of 128 respondents. Data were collected using a structured questionnaire. Descriptive statistics (frequencies, percentages, means, and standard deviations) were used to summarize the variables, while inferential statistics, including Pearson correlation and multiple linear regression analysis, were applied to evaluate the strength, direction, and significance of the relationships between the independent and dependent variables.*

Findings: *The results indicated that both strategic sensitivity and integration of information technology had a positive and statistically significant influence on the performance of private primary schools. Strategic sensitivity was found to exert the strongest effect among the two dimensions examined.*

Conclusion*: The study concludes that strategic agility—particularly the capacity for strategic sensitivity and effective IT integration—plays a critical role in enhancing the organizational performance of private primary schools. These capabilities enable institutions to respond effectively to emerging trends and stakeholder demands.*

Value: *This research contributes to the body of knowledge on strategic management in the education sector by empirically validating the role of strategic agility in organizational performance. The findings provide actionable insights for school administrators to adopt proactive and technology-driven strategies that foster institutional responsiveness and competitiveness.*

Keywords*: Strategic Sensitivity, Information Technology, Private Primary Schools, Organizational Performance*

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1.1. Introduction

Private primary schools play a pivotal role not only in the education sector but also in the broader economy, significantly contributing to the development of human capital and overall economic growth. Stakeholders in this sector have increasingly demanded quality service and high performance, making organizational performance improvement a primary objective for these institutions. This has necessitated the adoption of diverse strategies to maintain their competitive edge given the uncertainties prevailing in both internal and external business environments. Therefore, it is imperative to investigate the array of diverse strategies that can enhance the performance of private primary schools. Strategic agility has been widely associated with enhanced firm performance. Dayioglu, et al., (2024) observed in Turkey that firms embracing strategic agility demonstrated improved performance. Similarly, research by Halalmeh (2021) in Jordanian firms highlighted the positive impact of strategic agility on performance, echoing findings by Hasan (2019) indicating its potential to help organizations achieve their goals. Moreover, studies by Al Thani and Obeidat (2020) and Arokodare et al., (2024) emphasized the crucial role of strategic agility initiatives in attaining the necessary organizational performance in many developing nations. However, despite these theoretical discussions, empirical evidence linking strategic agility and performance iof private primary schools remains scarce, warranting further research to validate these theoretical assertions in educational contexts.

Organization Performance of primary schools Kenya and its determinants has been less studied with most studies giving a major focus on academic performance. This despite the organizational performance of these private primary schools has emerged as a pressing concern. This is due to the fact that, while private school enrollment showed fluctuations from 13.98% in 2021 to 16.10% in 2020, with a slight decrease to around 15.71% in 2023, the Ministry of Education (2023) highlighted a worrying trend of poor organizational performance among private schools in recent years. This is evident from a significant decline in the number of operating schools, dropping by 35.55% from 13,699 in 2018 to 8,838 in 2022 (Kenya Bureau of Statistics, Economic Survey 2023). In Narok county, despite all these variations, private schools still outshine public schools in academic achievements. The big question in the minds of many people is what could be causing the differences in performance between the two categories of school

Conceptually, research on the performance of primary schools in Kenya, such as Chepngetich's (2023) examination of strategy implementation and performance of private secondary schools in Nakuru County, and Wambua's (2014) exploration of competitive strategy influences on private schools in Mavoko District of Machakos County, along with Mareiyo & Kwasira's (2022) investigation into strategic leadership practices and sustainable performance of private primary schools in Turbo Sub County, Uasin Gishu County, and Njoroge's (2018) analysis of competitive strategy influences on Rusinga Schools in Nairobi, have been conducted. However, these studies overlooked the concept of strategic agility, despite private schools frequently facing challenges indicative of a lack of strategic agility, such as low technology adoption, parent payment failures, and poor financial management. Mareiyo and Kwasira (2022) argued that the failure of these schools and their administrators to implement effective strategies such as strategic agility capable of responding to the rapidly changing school environment highlights the need for quick and timely planning. This gap in research

highlights the necessity for further investigation into the role of strategic agility in private primary schools and its impact on organizational performance

1.2.Theoretical and Conceptual Framework

The Dynamic Capability Theory (DCT), as introduced by Teece, Pisano, and Shuen (1997), extended the Resource-Based View by positing that enduring competitive advantage stems not only from valuable firm-specific resources but also from an organization's capacity to continuously sense, seize, and transform these resources in response to environmental shifts. In particular, its "sensing" pillar aligns closely with strategic sensitivity—an institution's ability to detect changes in market preferences, regulatory mandates, and technological advances early on. Empirical extensions of DCT demonstrated its applicability across sectors: Teece (2007) showed that firms with strong sensing capabilities outpace competitors by reallocating resources swiftly; Doz and Kosonen (2010) linked strategic sensitivity to deeper market intelligence; and in education, Leih, Linden, and Teece (2015) as well as Breznik and Lahovnik (2016) illustrated how adaptive learning models and customer-driven service design hinged on dynamic sensing. For private primary schools in Narok County—operating under fluctuating curriculum policies, parental expectations for digital pedagogy, and competitive pressures—strategic sensitivity offered a blueprint for preempting change, aligning resource investments (in teacher training, digital tools, and curriculum design) with emerging demands, and thereby sustaining performance. By embedding DCT's emphasis on proactive adaptation and resource reconfiguration, school administrators could anticipate shifts, seize new learning opportunities, and transform their operations to maintain long-term competitiveness in a market-driven educational landscape.

The Diffusion of Innovation (DOI) Theory, formulated by Everett Rogers (1962), explained how new ideas and technologies spread through a social system over time, tracing an S-curve that begins with innovators, accelerates through early adopters and the early majority, and finally reaches the late majority and laggards. DOI identified five critical factors—relative advantage, compatibility, complexity, trialability, and observability—that shaped the adoption rate of innovations. Scholars applied this framework to education, with Tondeur et al. (2017) underscoring teachers' attitudes and digital literacy, Sang et al. (2010) highlighting organizational culture and leadership, and Mtebe and Raisamo (2014) exploring e-learning uptake in African contexts. Within private primary schools in Narok County, these insights shed light on why some institutions embraced IT for interactive learning, digital record-keeping, and administrative efficiency—leveraging its perceived benefits and lower cost structures—while others lagged due to infrastructure gaps, limited stakeholder buy-in, or concerns over complexity. By mapping each school onto Rogers's adopter categories, this study leveraged DOI to diagnose barriers and enablers of technology diffusion, guiding policymakers and school leaders in crafting targeted interventions—such as demonstration projects by early adopters, hands-on training for trialability, and visible success stories for observability—to accelerate IT integration and thereby enhance educational quality, operational efficiency, and overall school performance.

The conceptual framework (fig 1) constitutes of the independent variables (strategic sensitivity, integration of information technology), dependent variable; organizational performance of private primary schools in Narok county, Kenya.

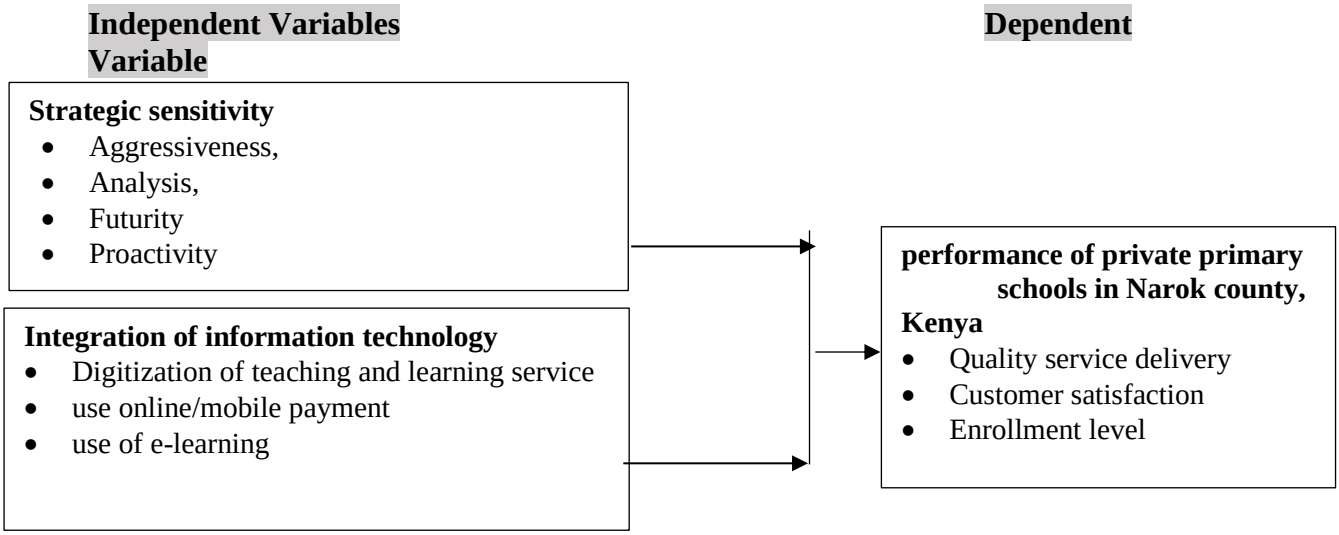

***Figure 2.1**: Conceptual Framework*

2.1. Empirical Review

2.1.1. Strategic Sensitivity and Organization Performance

The role of strategic sensitivity in shaping organizational performance has been widely examined in different industries. Clauss et al. (2019) explored how strategic agility at the firm level influences business model innovation (BMI) adoption, particularly in volatile environments. Their study, conducted in the German electronics industry with a sample of 432 firms, revealed a positive association between strategic agility and BMI, which is further amplified by environmental turbulence. The research also found that while value proposition and value creation innovations positively contribute to firm performance, value capture innovation unexpectedly showed a negative impact.

Similarly, Damiete et al. (2024) investigated the role of strategic sensitivity in operational efficiency within Nigeria's telecommunications industry. Their findings demonstrated that decision support systems significantly enhance strategic sensitivity, fostering efficiency. The study highlighted a strong emphasis on strategic sensitivity and operational efficiency among Nigerian communication companies.

In the context of small and medium-sized enterprises (SMEs), Sajuyigbe et al. (2024) assessed the impact of strategic sensitivity and strategic response on SME performance. Using Path Analysis - Structural Equation Modeling (PA-SEM) and data collected from 405 respondents, their findings confirmed that strategic sensitivity has a significant positive impact on SME performance.

Furthermore, Adim and Maclayton (2021) examined the link between strategic sensitivity and corporate responsiveness among fast-moving consumer goods (FMCG) companies in Rivers State, Nigeria. The study targeted nine FMCG firms, selecting five strategic managers per firm (totaling 45 respondents). Their results indicated a strong positive relationship between strategic sensitivity and corporate responsiveness, suggesting that organizations with higher strategic sensitivity are better positioned to respond to market changes effectively., Nigeria

2.1.2. Integration of information technology and Organization Performance

Li et al. (2024) examined whether IT integration capability and data sharing improve project management performance in China's construction sector. Utilizing a structural equation modeling (SEM) approach, the study analyzed data from 205 professionals and concluded that IT integration capability significantly enhances project management performance and data-sharing effectiveness. Additionally, data sharing was found to positively impact project management performance, reinforcing the need for robust IT systems.

A study by Putra et al. (2023) evaluated the impact of IT integration on SME performance in Bali, applying the Resource-Based View (RBV) theory. Their findings demonstrated that IT adoption indirectly enhances operational and financial performance through IT assimilation, meaning that merely adopting IT systems does not guarantee improved performance unless businesses actively integrate them into their operations. The study used Partial Least Squares (PLS) analysis to validate these conclusions.

Similarly, Shah et al. (2024) investigated how digital transformation, digital orientation, and digital capability influence firm performance in Pakistan's Information, Communication, and Technology (ICT) sector. The study collected 396 valid survey responses and applied SEM analysis, revealing that digital capabilities and digital innovation significantly enhance firm performance. Moreover, digital innovation was found to mediate the relationship between digital capabilities and firm performance, emphasizing the role of continuous technological adaptation in achieving business success.

In the Kenyan context, Chege et al. (2020) explored the connection between technological innovation and firm performance, focusing on the role of entrepreneurial innovativeness. Using data from 240 enterprises and applying SEM analysis, the study found that technology innovation has a positive and significant effect on firm performance. Their research recommended that entrepreneurs adopt innovative strategies and that government policies should support ICT infrastructure and provide technological resource centers to enhance SME performance.

3.1. Research Methodology

The study employed a descriptive survey design to capture quantitative data on strategic agility and performance across 190 private primary schools in Narok County, Kenya, ultimately sampling 128 school principals or administrators via Yamane's formula and a combination of stratified, simple random, and purposive sampling. Data were collected using a structured questionnaire of 1–5 Likert-type items—designed for consistency and ease of coding—after securing institutional approvals and distributing cover letters to assure confidentiality; a drop-and-pick-later method further boosted response rates. A 10 percent pilot test with 12 respondents in Kajiado County refined the instrument, while Cronbach's alpha (threshold > 0.70) confirmed internal reliability (Tavakol & Dennick, 2011) and content and construct validity were established through expert review and factor analysis (Field, 2021; Kang et al., 2021). Upon collection, responses were coded and analyzed in SPSS v.22: descriptive statistics (frequencies, means, standard deviations) summarized key variables, and inferential techniques—principally regression at a 5 percent significance level—tested hypotheses about the

effects of strategic agility on school performance.. The regression model is represented below:

$Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \varepsilon$
Where,
$Y =$ performance of private primary schools in Narok county, Kenya,
$\beta_0 =$Constant, $X_1 =$ Strategic sensitivity, $X_2 =$ Integration of information technology,

4.1. Results And Discussions

To assess the effectiveness of data collection and the representativeness of the responses, the study evaluated the response rate from the distributed questionnaires. Out of the 128 questionnaires distributed to principals or administrators of private primary schools in Narok County, 108 were returned, representing a response rate of 84.4%. This high response rate indicates a strong level of engagement from the respondents and enhances the credibility of the study findings. According to Mugenda and Mugenda (2013), a response rate above 70% is considered very good for academic research, while Cooper and Schindler (2014) note that rates above 60% are reliable for analysis. Therefore, the final usable response rate of 84.4% surpasses both benchmarks, minimizing the risk of non-response bias and increasing the generalizability of the findings. The strong participation could be attributed to the effective use of the drop-and-pick-later method, which gave respondents ample time to complete the questionnaires

4.1.1. Demographic Information

The demographic analysis of the study sample provides key insights into the composition of respondents, specifically the principals or proprietors of private primary schools in Narok County. These insights help contextualize the study findings in relation to the leadership profile of the schools. Table 1 presents the distribution of the respondents based on gender, age, education level, and years of experience in school leadership.

Table 1: *Demographic information*

		Frequency	Percent
Gender	Male	67	62.0
	Female	41	38.0
	Total	**108**	**100**
Age	20 years and below	6	5.6
	31-40 years	39	36.1
	41-50 years	50	46.3
	Above 50 years	13	12.0
	Total	**108**	**100**
Educational level	primary certificate	0	0
	secondary certificate	0	0
	College Certificate/Diploma	36	33.3
	Bachelor Degree Level	58	53.7
	Postgraduate Degree Level	14	13.0
	Total	**108**	**100**
Years worked in the school	1 - 5 years	16	14.8

6 - 10 years	23	21.3
11 - 15 years	36	33.3
16 years and above	33	30.6
Total	**108**	**100**

As illustrated in Table 1, the majority of respondents were male (62.0%), while females accounted for 38.0%, reflecting a male-dominated leadership structure in private primary schools within the county. In terms of age, the largest group of respondents were aged between 41–50 years (46.3%), followed by those between 31–40 years (36.1%). This suggests that most principals or proprietors are in their mature professional stages, potentially equipped with relevant experience and decision-making capacity. Regarding educational qualifications, the majority held a bachelor's degree (53.7%), followed by those with a college certificate or diploma (33.3%). A smaller proportion (13.0%) held postgraduate qualifications, and none of the respondents reported having only primary or secondary level education. This indicates a highly educated group of school leaders, a factor that may positively influence strategic thinking and institutional agility. In terms of work experience, most respondents had served in their schools for between 11–15 years (33.3%) and 16 years and above (30.6%), indicating long-term engagement in school management. These findings suggest that the respondents possess both the academic background and professional experience necessary to provide reliable and informed insights into the effects of strategic agility on school performance.

4.1.2. Descriptive Statistics

This section presents descriptive statistics on various performance indicators of private primary schools in Narok County. The analysis includes the respondents' level of agreement with statements related to education quality, parental satisfaction, profitability, student enrollment, and institutional reputation. Responses were measured on a five-point Likert scale: Strongly Disagree (SD), Disagree (D), Neutral (N), Agree (A), and Strongly Agree (SA). Table 4.4 summarizes the results**.** Descriptive statistics in Table 1 showed that private primary schools in Narok County were viewed as moderately effective overall (Mean = 3.29, SD = 0.96). Perceptions of consistent high-quality education and student support were weaker (Mean = 2.65, SD = 1.31), suggesting some schools struggle with service consistency. By contrast, respondents reported strong parent and guardian satisfaction with teaching quality, facilities, and management (Mean = 3.55, SD = 1.37), alongside sustained increases in profitability (Mean = 3.66, SD = 1.55) and student enrollment growth outpacing competitors (Mean = 3.75, SD = 1.03). Recognition as top-performing institutions also scored highly (Mean = 3.56, SD = 1.43), indicating that despite gaps in consistent service delivery, these schools are generally perceived as financially robust, well-positioned, and responsive to stakeholder expectations.

Table 2: *Descriptive Statistics for Private Primary Schools in Narok County*

	Mean	Std. Dev
The school consistently provides high-quality education and student support services.	2.65	1.31
Parents and guardians are satisfied with the school's teaching quality, facilities, and overall management.	3.55	1.37
The school has experienced an increase in profits over the years	3.66	1.55
The school has experienced growth in student enrollment compared to competitors in the region.	3.75	1.03
The school is recognized as a top-performing institution in Narok County.	3.56	1.43
Private Primary Schools in Narok County	**3.29**	**0.96**

This section presents descriptive statistics on the level of strategic sensitivity exhibited by private primary schools in Narok County. Table 3 summarizes the findings. The descriptive statistics in Table 4 Private primary schools in Narok County demonstrated only moderate strategic sensitivity overall (Mean = 2.98, SD = 1.08), reflecting uneven readiness to face emerging educational challenges and seize digital opportunities. Their strongest area was the proactive adoption of innovative teaching and management strategies (Mean = 3.42, SD = 1.38), with many principals reporting early experimentation to anticipate future needs. Schools also showed moderate commitment to bold competitive actions (Mean = 3.23) and formal internal and external evaluations (Mean = 3.20), though many admitted that such reviews were not consistently conducted. Long-term planning too was middling (Mean = 3.04), suggesting constrained planning horizons. Most concerning was the low responsiveness to shifts in the education landscape (Mean = 2.67, SD = 1.23), where nearly half of respondents indicated slow decision-making against evolving demands and technological disruptions. Overall, while there are signs of strategic awareness and partial innovation, many schools have yet to fully embed strategic sensitivity; advancing agile decision-making, routine strategic evaluations, and a stronger culture of innovation will be essential for maintaining competitiveness and effectiveness going forward

Table 3: *Descriptive Statistics for Strategic sensitivity*

	Mean	Std. Dev
Our school takes bold and decisive actions to remain competitive and improve educational outcomes.	3.23	1.33
Our school regularly conducts in-depth evaluations of internal and external factors to guide decision-making and strategic planning.	3.20	1.35
Our school prioritizes long-term planning to anticipate future challenges and opportunities in the education sector.	3.04	1.44
Our school actively seeks and implements innovative teaching methods and management strategies before challenges arise.	3.42	1.38

Our school quickly identifies and responds to changes in the education landscape to maintain high performance and student success	2.67	1.23
Strategic sensitivity	**2.98**	**1.08**

The descriptive statistics in Table 4 provide insights into employees' perceptions of how effectively organizations develop and maintain their talent pools. The Private primary schools in Narok County generally viewed their integration of digital technologies positively (Mean = 3.53, SD = 0.72), with the strongest endorsement for online and mobile fee payment systems (Mean = 4.22, SD = 1.24), reflecting widespread adoption of digital payments. E-learning platforms and digital teaching tools both registered solid mean scores of 3.55, though divergent responses suggested uneven implementation across schools. Engagement levels—gauged by the extent to which teachers and students actually used these digital tools—lagged behind (Mean = 3.09, SD = 1.07), indicating a gap between resource availability and practical uptake. Investment in IT infrastructure earned a moderate mean of 3.38, underscored by a significant minority reporting inadequate support for digital initiatives. Overall, while administrative applications of technology are well established, deeper digital literacy efforts, targeted infrastructure enhancements, and policies fostering active use by educators and learners will be critical to fully realize the benefits of IT integration in Narok's private primary schools.

Table 4: *Descriptive Statistics for Integration of information technology*

	Mean	**Std. Dev**
Our school has integrated digital tools to enhance teaching and learning experiences for students and teachers.	3.55	1.43
Parents and guardians can conveniently make school fee payments through online and mobile payment platforms.	4.22	1.24
Our school provides students access to e-learning platforms for virtual lessons and digital learning materials.	3.55	1.14
Our school invests in reliable IT infrastructure to support digital learning and administrative processes.	3.38	1.51
Teachers and students actively engage with digital tools to improve learning outcomes and school operations	3.09	1.07
Integration of information technology	**3.53**	**0.72**

4.1.3. Correlation Analysis

Table 5 presents Pearson correlation coefficients and corresponding significance levels for each pair of variables, offering insight into how each factor influences school performance. The findings in Table 5 reveal that all four dimensions of strategic agility exhibit a statistically significant and positive correlation with school performance at the 0.01 level. Among these, strategic sensitivity recorded the strongest correlation with school performance ($r = 0.686$, $p < 0.01$).. Integration of information technology was also strongly correlated with performance ($r = 0.640$, $p < 0.01$), implying that schools

that effectively adopt digital tools for learning, administration, and communication tend to perform better.

Table 5: *Correlation Analysis*

		Performance	Strategic sensitivity	IT
Performance	Pearson Correlation	1		
	Sig. (2-tailed)	0.000		
Strategic sensitivity	Pearson Correlation	.686**	1	
	Sig. (2-tailed)	0.000		
Integration of information technology	Pearson Correlation	.640**	.626**	1
	Sig. (2-tailed)	0.000	0.000	

** Correlation is significant at the 0.01 level (2-tailed).

4.1.4. Regression Analysis

In this study, multiple regression analysis was applied to test the hypothesized effects of key strategic agility dimensions—strategic sensitivity and integration of information technology on the performance of private primary schools in Narok County. This method was chosen due to its suitability for analyzing the simultaneous impact of multiple predictors on a single outcome variable. As shown in Table 4.10, the model yielded an R value of 0.782, indicating a strong positive correlation between the combined independent variables and the performance of private primary schools. The R Square (R^2) value of 0.611 implies that 61.1% of the variance in school performance can be explained by the four strategic agility variables included in the model. The Adjusted R Square of 0.598—which adjusts for the number of predictors—demonstrates that even after accounting for the number of variables, the model retains a strong explanatory power. These findings underscore the collective importance of strategic agility elements—particularly strategic sensitivity, IT integration, fluid resource allocation, and shared responsibility—in shaping school performance outcomes. Nonetheless, the remaining 38.9% of variance is attributed to other unexamined factor. The results are presented in Tables 6.

Table 6: *Model Summary Statistics*

Model Summary				
Model	**R**	**R Square**	**Adjusted R Square**	**Std. Error of the Estimate**
1	.782a	0.611	0.598	0.56395

a Predictors: (Constant), Shared responsibility, Resource fluidity, Integration of information technology, Strategic sensitivity

The results in Table 6 show that the regression model is statistically significant, with an F-statistic of 48.327 and a p-value of .000. This indicates that the combined effect of the four strategic agility predictors explains a significant portion of the variance in school performance. Since the p-value is well below the conventional alpha level of

0.05, the null hypothesis—that the model provides no better fit than a model with no predictors—can be rejected.

Table 6: *ANOVA for goodness of fit*

ANOVAa						
Model		**Sum of Squares**	**df**	**Mean Square**	**F**	**Sig.**
1	Regression	61.48	4	15.37	48.327	.000b
	Residual	39.119	123	0.318		
	Total	100.599	127			

a Dependent Variable: performance of Private Primary Schools in Narok County

b Predictors: (Constant), Shared responsibility, Resource fluidity, Integration of information technology, Strategic sensitivity

Table 7 presents the regression coefficients assessing the influence of strategic agility dimensions—strategic sensitivity, integration of information technology on the performance of private primary schools in Narok County. The first objective of the study was to determine the effect of strategic sensitivity on the performance of private primary schools in Narok County. Regression analysis revealed that strategic sensitivity had a positive and statistically significant effect on school performance ($\beta = 0.312$, $p = 0.000$). This indicates that institutions that are more attuned to internal and external strategic signals and respond proactively to changing educational demands tend to perform better. Strategic sensitivity allows schools to remain competitive by quickly adapting teaching methodologies, aligning with parental expectations, and responding to policy shifts and technological trends. This aligns with Clauss et al. (2019), who found that strategic awareness positively influences organizational adaptability and outcomes. Additionally, Sajuyigbe et al. (2024) emphasized that strategic sensitivity significantly improves SME performance, while Damiete et al. (2024) demonstrated that decision-support systems enhance strategic responsiveness. These findings collectively reinforce the notion that schools that invest in strategic foresight and proactive decision-making are better positioned to sustain performance and stakeholder satisfaction.

The second objective sought to establish the effect of integration of information technology (IT) on the performance of private primary schools. The regression results indicated a positive and statistically significant impact of IT integration on school performance ($\beta = 0.205$, $p = 0.010$). This implies that the adoption of digital tools, e-learning platforms, automated administrative systems, and mobile payment systems significantly contributes to operational efficiency, stakeholder engagement, and academic outcomes. Li et al. (2024) highlighted that IT capabilities enhance project performance and data-sharing effectiveness, which directly correlates with improved service delivery in educational institutions. Similarly, Shah et al. (2024) found that digital innovation and IT capabilities mediate and strengthen firm performance. Chege et al. (2020) supported this by demonstrating the significance of technology innovation in boosting SME competitiveness in Kenya. These findings suggest that schools with robust digital infrastructure and well-integrated IT systems are more likely to achieve excellence in teaching, financial management, and institutional reputation.

Table 7: *coefficient of Estimates*

	Unstandardized Coefficients		Standardized Coefficients		
	B	**Std. Error**	**Beta**	**t**	**Sig.**
(Constant)	0.402	0.206		1.950	0.053
Strategic sensitivity	0.317	0.081	0.312	3.914	0.000
Integration of information technology	0.199	0.076	0.205	2.605	0.010

a Dependent Variable: Private Primary Schools in Narok County

5.1. Conclusions

Based on the empirical findings, the study concludes that strategic sensitivity is a critical enabler of performance in private primary schools in Narok County. Schools that actively scan the internal and external environment, anticipate challenges, and adapt their strategies accordingly are more likely to enhance their competitiveness, improve student outcomes, and maintain operational excellence. The significant positive relationship observed between strategic sensitivity and school performance underscores the need for forward-thinking leadership and continuous innovation in school management. The study also concludes that integration of information technology plays a pivotal role in enhancing performance in private primary schools. Institutions that effectively utilize digital tools for teaching, administration, and communication tend to benefit from greater efficiency, better stakeholder engagement, and improved learning outcomes. The strong correlation and regression results affirm that IT integration is not merely a support function but a strategic asset that can elevate the overall performance of schools when fully embedded into their operations.

6.1. Recommendations

To strengthen strategic sensitivity, school leaders should institutionalize regular strategic reviews and environmental scanning practices. This includes setting up mechanisms to evaluate internal capabilities and external market dynamics, such as competitive benchmarking and stakeholder feedback sessions. Schools should also invest in leadership training programs that promote proactive thinking, scenario planning, and innovation. Encouraging a culture of continuous improvement and data-driven decision-making will position schools to adapt more effectively to emerging challenges in the education sector. Regarding integration of information technology, private schools should prioritize the adoption of digital tools that support both administrative efficiency and learning effectiveness. This includes implementing comprehensive school management systems, expanding access to e-learning platforms, and training both staff and students in digital literacy. To maximize impact, schools should ensure that IT systems are aligned with their instructional goals and are adequately maintained and upgraded. Partnerships with technology providers and government programs can also support resource acquisition and technical capacity building.

7.1. Further Research

The current study has provided valuable insights into the influence of strategic agility practices on the performance of private primary schools in Narok County, specifically examining two key dimensions: strategic sensitivity and integration of information technology. These practices were found to significantly enhance school performance,

underscoring their relevance in the evolving educational environment. However, to gain a more holistic understanding of the relationship between strategic agility and institutional performance, future studies should consider examining additional dimensions—such as leadership flexibility, organizational learning, and innovation capability—that may also contribute to strategic responsiveness and effectiveness in schools. Furthermore, this study was geographically limited to private primary schools within Narok County. While the findings offer meaningful insights into this specific context, they may not be fully generalizable to schools in other counties or regions. To address this limitation, future research should aim to replicate and expand the current study across other counties and regional economic blocs in Kenya. Doing so will allow for a comparative analysis and help determine whether the observed effects of strategic agility practices are consistent across different educational, cultural, and socioeconomic settings. This broader scope would enhance the robustness and applicability of the findings for policymakers and education stakeholders nationwide.

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