

# Is Agile School Model a Game Changer? Analyzing the Effects on Academic Achievement

Improving Schools  
1–19

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## Abstract

Is a game-changing transformation possible in education? In an era where traditional school structures are becoming less flexible and resistant to change, the “Agile School Model” is attracting more and more attention and is positioned as a “game changer.” This study aims to reveal the innovative potential of this approach in terms of educational policies in Turkey by examining the impact of the agile school model on academic achievement. The quantitative data of the mixed-method study were obtained from 683 school administrators and teachers working in public schools with High School Entrance Exam (HSES) achievement above the Turkey average, and qualitative data were obtained from in-depth interviews with 21 teachers. In quantitative analyses, Pearson correlation and simple linear regression were used. As a result of the qualitative analysis, a total of 16 sub-themes were identified under the titles of “agile leader,” “agile teacher,” “agile school environment” and “agility in external stakeholder relations.” The research reveals that there is a positive and significant relationship between agile school characteristics and academic achievement. The fact that the strongest relationship is seen in the school environment and external stakeholder relations shows that agile practices are effective not only within the school but also in the relationships established by the school with its environment. In this respect, the study provides a strong suggestion that education policies should evolve into more flexible, inclusive and collaborative structures.

## Keywords

school agility, agile school, academic achievement, organizational agility

## Introduction

The climate of accelerating change and deepening uncertainty on a global scale necessitates individuals and organizations to reconsider their knowledge, skills and competencies. This process necessitates the transformation of not only individual knowledge, skills and competencies but also organizational competencies, making the existence of individuals who can respond quickly to environmental fluctuations and perform agile performance a strategic necessity (Taktak, 2023). In this

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