

Green School Administration Effectiveness in Implementation of Policy and Financial Sustainability at Public Sector Schools in Sindh

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ABSTRACT

Green school administration highly focuses the implementation policy practice and financial sustainability at public sector schools, green school administration ensures the friendly teaching learning environment, ethical communication, effective use of technological resources and optimal use of financial resources for quality education. Study analyses the effectiveness of green school administration applicability of policies and financial management to accomplish the institutional outcomes. Study is conducted through mixed-method research approach, convergent parallel design and correlational designs were used to collect the comprehensive evidences through both qualitative and quantitative patterns, quantitative data were collected through survey questionnaire, data were collected from school administrators and teachers with the help of stratified random sampling technique whereas qualitative data were collected semi-structured interviews from the ten educational management professionals and head teachers through purposive sampling. Data were analyzed descriptive statistics, correlation, and regression test and qualitative data were analyzed through thematic analysis procedure. Findings analyzed that there is positive and statistically significant relationship between green school administration, effective policy implementation, and financial sustainability which reflects that effective administrative practices develops the effective environmental compliance, efficient distribution of resources , professional development, team work and friendly behavior in order to achieve the goals of institution and elevate the status of institution. Qualitative findings reveals that effective leadership, active participation of relevant stakeholders, commitment and dedication of school management, transparent governance, capacity development, community engagement, continuous guidance and supervision encourage the successful implementation of green school administration policy and initiatives. Findings also reflected that limited financial resources, inadequate training and teachers development, weak implementation policy and accountability, poor institutional administrative support are the major challenges and issues for the transparent implementation of policy and financial sustainability in school. Finding confirmed that effective green school administration enhances effective and healthy environment for the school administration, strengthen the financial sustainability through strategic planning, efficient distribution and management of resources, collaborative engagement of stakeholders in order to achieve the goals and objectives of education holistically. Study concluded that effective administrative capacity, utilization of green initiatives, effective implications of policy and active engagement of school administration, government bodies, and community partnership are fundamental practices for the sustainable development of educational environment at public sector schools in Sindh. Study provides valuable implications and recommends the roadmap for policymakers,

educationists, school leadership and Non-Government Organizations NGOs for effective investment in sustainable school development and achievement of national educational goals.

Keywords: *Green School Administration Effectiveness, Implication of Policy & Financial Sustainability*

INTRODUCTION AND BACKGROUND OF STUDY

Green school administration is an emerging approach in educational institutions which integrates environmental sustainability in institution, effective governance in education institution, and financial planning and management for school operations. It green administration reflects the implementation of environmentally friendly policies and reforms, effective and sustainable utilization of resources, and community participation to improve educational quality in educational institutions (Hidayah et al, 2025). Educational institutions are warmly adopting green school practices and policies to promote sustainable development of employees, institution environmental and institutional resilience. School administration plays major role to enforce the policies into actions and ensuring compliance of government regulations, fosters community participation, and focuses the financially sustainability procedure in order to accomplish the long-term educational and environmental goals. Developing countries like Pakistan; particularly in province of Sindh highly focuses the green school administration to face environmental challenges & issues, leverage financial resources, demands and standard for quality education in public sector schools (Timan, et al, 2025).

Government of Sindh developing the educational reforms which aim to improve the quality education in school, effective administration, fair and transparent accountability, efficient management of resources through school-based management reforms, public-private partnerships, and monitoring and evaluation mechanism. School based reforms provide opportunities to foster the green school policies such as energy conservation, waste management, water utilization, climate-resilient infrastructure, and responsible financial management. Several public sector schools experienced the challenges and issue related to fund management, limited resources, inadequate school management capacity, poor implementation of educational and curriculum policies and weak institutional governance mechanisms to encourage the green initiatives in school administration (Younis et al, 2025). Although previous studies analyzed that school leadership and administrative in school education department in Sindh experienced the limited empirical evidence available for the green school administration for the implementation of policies and reforms for environmental and financial sustainability in public schools therefore study analyzes the effectiveness of green school administration for implementation of educational policies & reforms within the available finance in public sector schools in Sindh. Findings of the study provides the deeper insight and develop the concrete and valuable evidence for policymakers, educational managers, and school leaders for the sustainable educational management practices and boost up the long-term resilience of public schools (Ali, 2025).

Statement of Problem

Global emphasis reforms and educational development highly focuses the sustainable education and implementation of policies and initiative to encourage the green school administrative practices whereas in Pakistan, Sindh the green school administrative approach is transformative and emerging in educational institution specially in public sector schools, contemporary transformation in educational policies largely supports sustainable practice schools and makes capable to defend the challenges and issues for the school administrative such as teachers training and discipline, curriculum transformation, utilization of resources, financial planning and management, monitoring and evaluation system in order to effectively implement green initiatives (Ansari et al, 2025).

Challenges and issues hinder the integration of green administrative practices for the conservation energy, waste management, efficient water usage, and sustainable infrastructure. Furthermore, financial sustainability is critical issue in public schools, that most of the school rely on the government funds and budget and schools do have capacity to generate, manage, and utilize resources for the implementation of educational policies and reforms therefore most the school do not meet the standard and criteria of quality education. Contemporary studies focus on school leadership, educational management, performance management evaluation procedures, curriculum reforms and technology based monitoring and observing the school activities whereas in government sector school dream to adopt the green school administration, effective policy implementation and financial sustainability therefore study analyzes the gap in effectiveness of green school administration for the implementation of green school administrative initiatives and policies and enhance the financial sustainability as the meaningful contribution for the improvement of school administration and overall education system and recommends the policymakers, educational leadership, and school management in for to strengthen sustainable educational management in government school (Soomro et al, 2025).

Research Objectives

1. To examine the effectiveness of green school administration for implementation of policies practices at public sector schools in Sindh.
2. To analyze the impact of green school administration on the financial sustainability of public sector schools in Sindh.

Research Questions

1. What is the effectiveness of green school administration for implementation of policies practices at public sector schools in Sindh.
2. What is the impact of green school administration on the financial sustainability of public sector schools in Sindh?

Research Hypotheses

1. H₁: Green school administration has a positive and significant effect on the implementation of policies at public sector schools in Sindh.
2. H₂: Green school administration has a positive and significant effect on the financial sustainability at public sector schools in Sindh.

Significance of the Study

Study is highly significant in nature because it provides empirical evidence on the effectiveness of green school administration for the implementation of policies practice and financial sustainability at public sector school in Sindh. Findings will assist policymakers of school Education and Literacy Department, Government of Sindh in for design and formulate the green administrative policies practice and financial sustainability at in school, study will also be beneficial for the benefit school administrators and head teachers for effective administrative practices and implementation green initiatives, resource development and usability, minimize the operational cost and ensure the lasting financial sustainability in educational institutions (Basilico et al, 2025).

Furthermore, study will contribute the empirical evidences of implantation of green administrative initiative as an emerging trend for the in educational management context of public sector schools in especially in Sindh and generally in Pakistan. Finding of the study will also contribute as a valuable reference for researchers scholars, educational institutions, NOGs and government stakeholders for effective and evidence based planning strategies in order to support the sustainable school management and integrate with national educational reforms and international goals such as United Nations Sustainable Development Goals SDGs, particularly SDG 4 Quality Education and SDG 13 Climate Action goals in order to raise the standard of education and ensure the uniformity in education globally (Arora, 2025).

REVIEW OF RELATED LITERATURE

Green school administration is an strategic approach for the educational management which integrates the sustainability into school administration through strategic planning, and organizing the routine activities and tasks. It embodies the sustainability guidelines, administrative and leadership practices, institutional policies and reforms and management and creation of resources and resource management. Effective green school administration requires school leaders to establish a clear environmental vision, formulate sustainability-oriented policies, and engage teachers, students, parents, and community members in achieving environmental objectives. Studies analyzed that schools with strong administrative leadership successfully implement green school administrative initiatives because school leaders create supportive organizational cultures, coordinate sustainability programs, and ensure accountability in decision-making. Consequently, leadership commitment and school management are considered fundamental factors which largely affect the effectiveness of green school administration (Sharma , 2026).

Key factors green school administration for the implementation policies, successful implementation of policy depends upon skills and competency of school administrator and he convert it into practical actions. Such as optimal utilization of resources, academic activities, teaching learning environment, encourage tree plantation for clean and healthy learning environments, and environmental awareness activities for teachers and students Study analyzed that school effective administrative continuously monitoring staff performance, develop the research and training, engagement of stakeholders, and institutional accountability significantly affect the implementation of policies and practice for the sustainable quality education in institutions (OYEKANMI et al, 2026).

Financial planning and management for the sustainable development quality education and institution is an essential aspect of green school administration because if focuses the effective policy initiatives for financial planning and management, resource allocation, and long-term financial stability in educational institution. School administration improve the financial performance through minimization of financial losses, reduce operational costs, optimal use of infrastructure, use the renewable energy technologies, save water resources and fair and professional procurement practices (Aggarwal et al, 2025). School management establish coordination with stakeholders and encourage the partnership with non-governmental organizations, it motivates the public private donor agencies to provide need based funds for the overall improvement of institution. Efficient School management develops transparent budgeting plan and allocation the portion of collected funds, plan procedures, estimates the yearly and quarterly expenses of the institution and maintains the record and data for the fair and transparent accountability of resources in order to create the healthy teaching learning culture in the institutions (Obani & Obani, 2025).

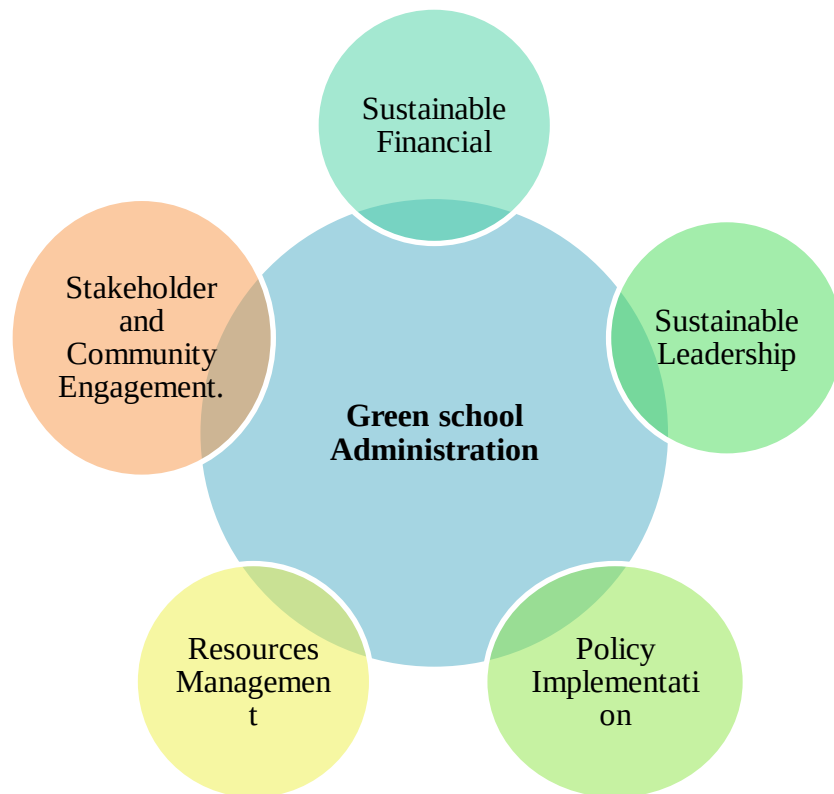
Contemporary studies analyzed that the developing countries like Pakistan, India and Nepal public sector schools face the severe challenges and issues such as limited administrative capacity, poor financial resources, lacking the professional development of teachers, school administrator and staff, and poor coordination and participation for the implementation of green policies. Empirical evidence reflects the relationship between green school administration, policy implementation, and financial sustainability

aspect in public sector schools remains limited. This gap highlights the need for systematic research to identify the administrative factors that enhance the successful implementation of green policies and promote financially sustainable school management, thereby supporting evidence-based educational reforms and sustainable development initiatives (Marleni et al, 2026).

Five key factors of Green School Administration are most relevant to this study topic, Green School Administration Effectiveness in Implementation of Policy and Financial Sustainability at Public Sector Schools in Sindh therefore these factors are highly supportive and guiding light for the supported in the educational leadership and management which integrated with study variables (Egbe et al, 2025).

1. Sustainable Leadership. Sustainable leadership refers as the competency school administrators to set the strategic vision, design goals, provide direction and accountability for implementation of green initiatives. Effective leadership promotes the habit of responsibility and supports in order to successfully implement of green school policies.
2. Policy Implementation. It focuses on effectiveness school administration policies practice in order to materialize the policies which includes plans, monitoring compliance, integrates sustainability into school operations, and ensure the environmental regulation and guidelines are consistently followed for the effective teaching learning environment and educational standards.
3. Resources Management and development. It involves the efficient management of education institution, create the resources, water management, reduce the extra expenses, recycling programs, green environment friendly which improve performance of teachers and students and accomplish the goals and objectives of institution
4. Stakeholder and Community Engagement. Green administration depends upon the active involvement of teachers, students, parents, local communities, and government agencies to ensure the quality education and achieve the learning outcomes of the institutions. Furthermore collaborative participation strengthens awareness, speedup the policy implementation process, and mobilizes resources so that it may ensure the sustainability of green initiatives in schools..
5. Sustainable Financial Planning. It emphasizes effective budgeting and allocation of specific portion of amount for the school infrastructure, training and development, extracurricular activities. Transparent financial management, cost optimization practice, fund raising through stakeholders and community engagement, mobilization of financial support for the school education programs. Sustainable financial planning encourages the school administration to practice the green initiatives without compromising educational quality and education standards in schools (Arora, 2025).

Figure No. 1 Green School Administration

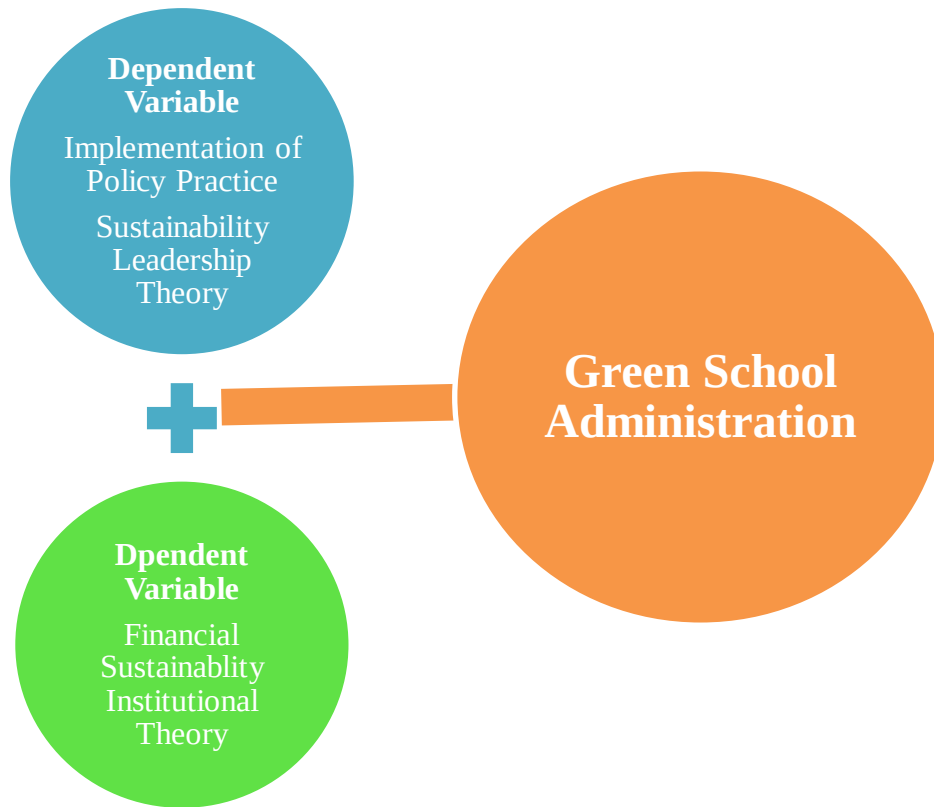


Theoretical Framework of the Study

Study adopts sustainability Leadership Theory of Hargreaves and Fink and Institutional Theory of DiMaggio and Powell for sustainable educational leadership policy practice and financial management in order to elevate the standard and quality education in schools and integrates the strategic planning, community participation for the development of school resources. Framework focuses on the effective organizational culture, decision-making, collaborative participation, and institutional development. Framework reflects green school administration support to implement the policies and reform effectively and foster continuous practice to contribute in improvement of institutional performance (Ezinwa & Osabohien, 2025).

Institutional Theory focuses on the adaptation of policies and practices to implement the formal regulations, stakeholder expectations, development of financial resources and reduce the operation expenses so that it may contribute the sustainable development of school. According to theoretical framework, school administration establish develop the infrastructure, audit and accountability mechanisms, and financial management systems in order to implement the policies and meet the social expectation of stakeholders. Institutional legitimacy is strengthened through transparent financial planning, efficient resource utilization, and compliance with environmental standards, thereby enhancing long-term financial sustainability (Sulaiman et al, 2025).

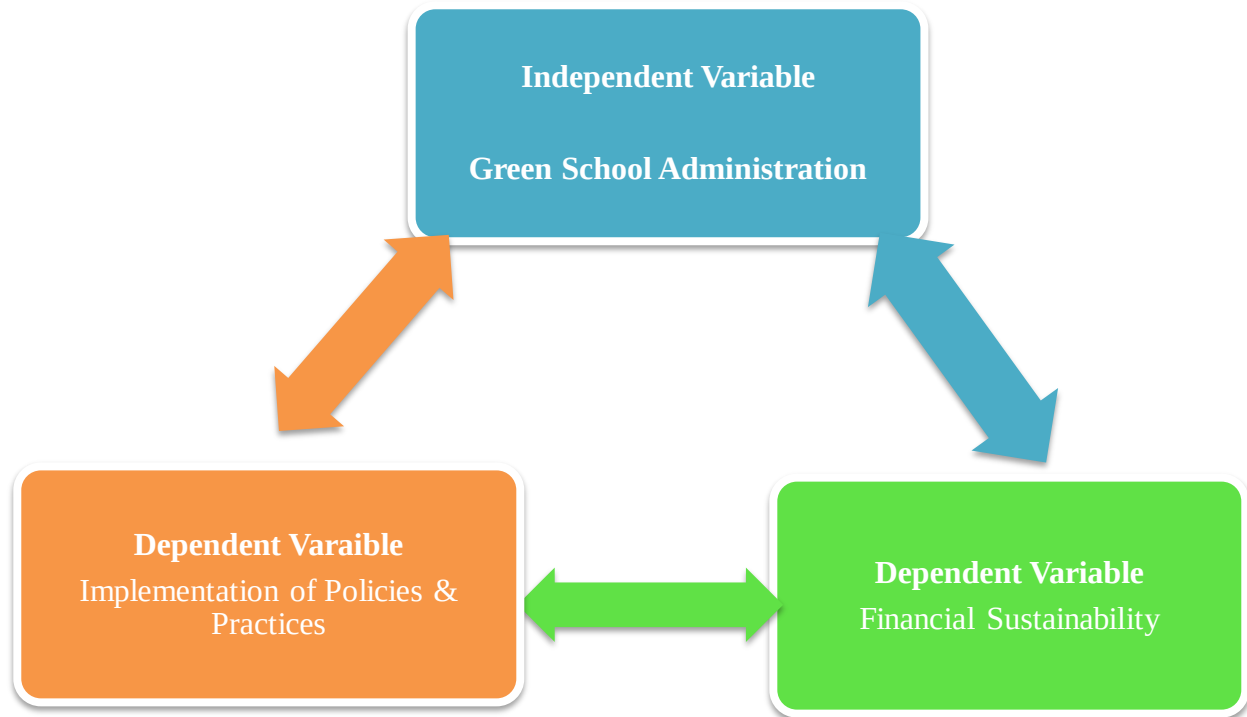
Figure No. 2 Theoretical Framework



Conceptual Framework

Conceptual framework for green school administration positively affects both the implementation of educational policies and the financial sustainability of public sector schools in Sindh. Conceptual framework comprises of five key dimensions 1. Sustainable Leadership, 2. Policy Implementation, 3. Resources Management, 4. Stakeholder Community and Stakeholders 5 Financial Planning and Management. Dimensions enhance implementation capacity of policies and reforms through strategic planning, managerial commitment, stakeholder cooperation and participation for fund raising and financial support, optimal utilization of resources, and consistent monitoring and observation of initiatives of green administrative practice at educational institutions. Furthermore green administrative practices strengthen financial sustainability, fair and transparent budgeting, cost-effective resource management and mobilization of financial resources for term goals of education and state respectively. Framework recommends the improvements in green school administration foster the achievement of overall goals and objectives through effective of educational policy and reforms for the social and economic development of state (Rasheed et al, 20230).

Figure No. 3 Conceptual Framework



RESEARCH METHODOLOGY AND RESEARCH DESIGN

Study adopted the mixed-methods research approach, parallel research design was used collect the evidence on the effectiveness of green school administration in the implementation of policies and financial sustainability in school. Quantitative component aspect of the study explores the relationships between the variables whereas qualitative portion of the study focuses the in-depth experiences of school admonition about the challenges and issues for implementation of green school practices. Population of study comprises of school head teachers and teachers working in public sector schools across Sindh, multistage sampling technique employed to collect data schools of Sindh through stratified random sampling technique, data was collected from 382 respondents (head teachers' and teachers) through five-point Likert scale which was piloted contents validity, construct validity and reliability, Cronbach's alpha coefficient found 0.78 who were affiliated to school administration and teaching whereas qualitative portion of the study in which data was collected through purposive sampling technique, data was collected through semi structured interviews from 20 head teachers, interviews were conducted after informed consent from the sampled participants. Quantitative data analyzed through SPSS, descriptive statistics and regression and correlation tests were conducted to test the hypothesis testing, qualitative data was analyzed through thematic. Findings were integrated during interpretation in order to develop the comprehensive understanding about the green school administration, policy implementation, and financial sustainability in schools (Dashnyam et al, 2026).

RESULTS AND FINDINGS

Table No.1 Regression and Co Variance

Dependent Variable	R	R ²	Adjusted R ²	F-value	Sig. (p-value)
Implications of Policies	0.836	0.683	0.679	193.74	0.000
Financial Sustainability	0.785	0.614	0.618	1433.35	0.000

Table indicates the findings of regression which reflects the green school administration is statistically significant for both implementation of policies practices and financial sustainability in public sector schools in Sindh. Finding of correlation $R = 0.836$, reflects 68.2% of variance $R^2 = 0.683$, Adjusted $R^2 = 0.679$ reveals that Green administration has significant relationship with implementation of policies where F-value $F = 193.74$ and p-value $p = 0.000$ confirms that the regression model is statistically significant significant that green school administration highly contributes in effectiveness of implementation of policies. Similarly, findings $R = 0.785$ indicates 61.3% of the variance for the financial sustainability $R^2 = 0.614$ reveals that there is significant of green administration with financial sustainability. Although the adjusted R^2 is 0.619, which is little higher than the R^2 value reflects the model is highly significant and large F-value $F = 1433.35$ and p-value $p = 0.000$ assures the positive and significant relationship between green administration and financial sustainability. Overall, findings indicates that effective green school administration significantly improve the capacity and magnitude of implementation of policies and the financial sustainability in schools which depends upon the credibility and competency of school leadership to plan wisely for the development and utilization and management of resources, reduce the extra expenses, raise the fund and grant through the engagement of stakeholder and community and evaluation of budget and academic process in order to analyze the contrast that the practice are genuinely implemented and compare the outcomes implementation so that it might be re plan to accomplish the goals and objectives of institution and education.

Table No.2 Regression for Test Hypothesis

Hypothesis	Regression Path	Standardized Beta (β)	t-value	Sig. (p-value)	Decision
H₀₁: Green school administration has a positive and significant effect on the implementation of environmental sustainability policies at public sector schools in Sindh.	Green School Administration → Policy Implementation	0.684	13.843	0.000	Rejected
H₀₂: Green school administration has a positive and significant effect	Green School Administration	0.623	11.981	0.000	Rejected

on the financial sustainability of public sector schools in Sindh.	→ Financial Sustainability				
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Finding of hypothesis testing indicates that green school administration has a positive and statistically significant effect on implementation of policies and the financial sustainability. H_{01} hypothesis reflected through the results standardized regression coefficient $\beta = 0.684$ shows positive effect of green school administration on policy implementation whereas higher t-value 13.843 and p-value 0.000 confirm that the relationship is statistically significant. Null hypothesis H_{01} is rejected which reflects effective green school administration improves implementation policies, similarly, the second hypothesis reflects that green school administration has a significant positive effect on financial sustainability, $\beta = 0.614$, a high t-value 11.972 and a p-value 0.000. Null hypothesis H_{02} is rejected effectiveness of green school administration enhances the financial sustainability in schools. Overall, the findings reflects the empirical evidence that competent school leadership pivotal role for successful implementation policies to strengthen the financial sustainability of schools in Sindh.

Thematic Analysis

Green School Administration Strengthen the Educational Leadership

Participants perceived that green school administration strengthens the vision, commitment of leadership, strategic planning and effective monitoring of implementation process of policy practices culture of effective teaching learning process, welcome the participation of teachers and stakeholders for decision making process and training and mentorship of teachers for effective teaching and performance based evaluation in public sector educational institutions

Effective Implementation of Policies and Fair Accountability

Participants perceived that administration experiences for the implementation of policies, administration plans and allocates the responsibilities, tasks among the teachers; collect the genuine data about implantation of policies and reforms. Majority of the participant perceived that accountability in public sector school is least fair and transparent therefore green administration compare and contrast the outcomes of policies and contemporary status of implantation in order to redesign the planning and decision making for the implementation and compare the results of implementation in to improve the progress of institution.

Efficient Use of Resource and Infrastructure Management

Majority of the participants perceived that schools should develop and manage the resources infrastructure, effective use of building, furniture, and water and electricity facility in order to develop the attractive academic environment in schools.

Green Initiatives for Financial Sustainability

Perception of the respondents reflects that budgeting, financial management, optimal use of resources, resources saving, reduce the extra cost, strategies, resource mobilization, and transparent accountability of financial resources to ensure sustainability of green administration in public sector schools.

Stakeholder and Community Engagement

Most of the participants perceived contribution of teachers, students, parents, school management committees collects finds and raises the budget for the educational improvement and achievement of institutional objectives

Challenges and Issues for Implementation of Green Policies

Most of the participant perceived that challenges and issues badly affect the green school reforms such as inadequate funds and grants, poor administrative capacity, insufficient training, poor monitoring and performance based evaluation and shortage of infrastructure and furniture restrict the effectiveness of green school administration.

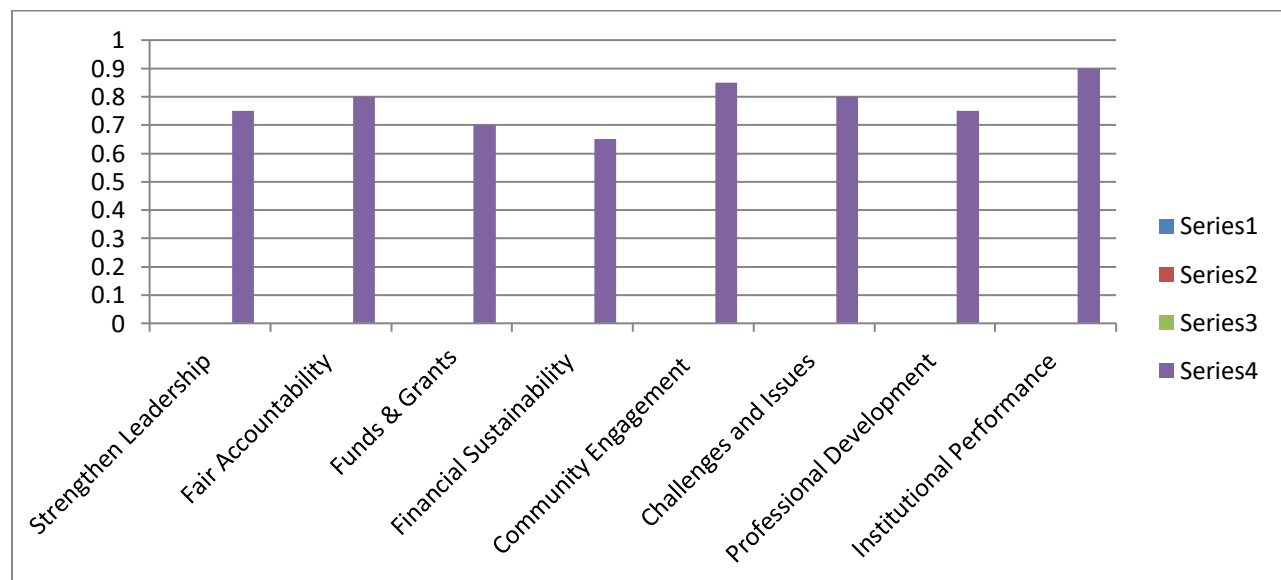
Professional Development and Performance Management for Green Initiatives

Participants believed that professional development and performance management through trainings and workshops polish the skills and abilities of school heads and teachers. They adopt modern trend and techniques for teaching and assessment, need analysis, effective and friendly communication, encourage the participation of teachers in decisions, so that institutional objectives can be achieved and raise the standard of education. Participants perceived that training programs and workshops, awareness and continuous professional development improve the administrators' competence to implement the policies.

Institutional Performance and Financial Sustainability

Majority of respondents perceived effective green administration contributes effective performance for financial stability through engagement of community for resources development, minimize the operational costs, effective resources utilization increases the reputation and credibility of institution to ensure the and the long-term financial sustainability in schools.

Graph No.1 Green School Administration Effectiveness in Implementation of Policy and Financial Sustainability in Schools



DISCUSSION

Study analyzed that green school administration plays a significant role for the implementation of policies and financial sustainability in schools. Results revealed a statistically significant relationship between green school administration, effective policy implementation, and financial sustainability which indicates that skilled and competent leadership, effective school management, collaboration and participation of community, appropriate resource allocation and financial planning and management accurately implement the policy with mutual consensus of teachers and staff and it also develops the financial stability in school. Qualitative results supports the study finding and reveals that school administrators and teachers perceived that committed leadership, strategic planning and vision, fair accountability of financial resources, professional development of school administration, continuous monitoring and active participation stakeholders foster the achievement of institutional objective and successful implementation of green initiatives at schools. Participants endorsed that implementation of policy practices strengthens the overall operations of school, such as efficient utilization of school resources, and community collaboration, reducing operational costs and improving institutional performance. Participants also highlighted the critical issues and challenges which restrict the implementation the green administration perspective for the policy implementation and financial self-reliance such as inadequate financial resources, improper professional development, insufficient administrative capacity, and weak policy enforcement.

Overall, the integration of quantitative and qualitative findings inclusively analyzed that effective green school administration is a key determinant for successful implementation of policies and reforms and financial sustainability which enhance the quality performance of institution. Sustainability Leadership Theory and Institutional Theory supported the findings of the study and highly focused the development of leadership capacity, healthy communication, democratic perspective of school administration and institutional commitment strengthens the sustainable educational management which consequently foster the resilience in public sector institutions/schools.

Practical Implications of the Study

Findings of this study are essential to practice policies and reforms in order to raise the caliber of educational management in public sector schools, findings also recommends that school leaders should integrate sustainability principles with strategic planning, management decision and routine activities. School management should prioritize cost effective practices, saving and optimal use of institutional resources, green procurement, maintenance of infrastructure through funds and grants from the related stakeholders and community in order to improve institutional efficiency. Study also analyzed the importance of stakeholder participation such as teachers, students, parents, School Management Committees SMC and local communities should be actively engage in policy making process, decisions, fund development, and practice the green school initiatives. Consistent professional development programs and workshops should be organized to strengthen the school leadership competencies for development, financial planning, and resource management enables the green practices effectively materialized in the institution effectively. Findings of the study reflect the need for the School Education and Literacy Department, Government of Sindh to integrate the green school administration into educational policies, improvement frameworks, and leadership standards.

Furthermore findings reveal the budget allocations and financial resources support school overall development,. Provincial authorities need to establish the comprehensive monitoring and evaluation mechanism to analyze the sustainability indicators for policy implementation and institutional performance. Green initiatives should apply for the recruitment school management, training and development and performance evaluation of school leaders in order to ensure accountability of green administration. Collaboration departments, local governments, agencies, development partners and private sector to

strengthened and mobilize technical expertise and financial resources for the implementation of green initiatives for sustainable educational development in public sector school.

CONCLUSION

Findings of the study concluded that effective green school administration plays a significant role to strengthen the implementation of policies reforms and supports the financial sustainability. Results reflect the statistically significant relationship between green administration policy implementation, and financial sustainability which confirms that competent leadership, strategic planning, transparent accountability, community participation, and efficient resource management foster the achievement of outcomes of education and schools. Furthermore findings support that school management, teachers, and other stakeholders perceived that efficient leadership, policy awareness, community engagement, leadership capacity building, and continuous accountability and evaluation mechanism successfully incorporate the green school initiatives. However, study also analyzed the challenges and issues which hinder the practice and implementation of green school administrative policy and financial stability such as shortage of funds, inadequate professional training opportunities, poor policy enforcement commitment, and insufficient institutional support which restrict the long-term sustainability of green school practices.

Overall, the integration of evidence confirms that effective green school administration not only enhances the successful practices policies reforms but also strengthens financial stability which boost up the utilization of resources for improvement of quality education, effective teaching learning environment, attractive professional development culture and performance based evaluation which consistency enhance the performance of school. Community supports increases the finance resources which can be helpful for the educational tools like books, stationary, scientific equipment and extra-curricular activities.

SUGGESTIONS AND RECOMMENDATIONS

1. School Education and Literacy Department SELD, Government of Sindh enforce the Green School Administration Policy implementation guidelines, performance indicators, and fair accountability system.
2. Continuous professional development programs and workshop for school leadership in order to strengthen leadership capacity for policy implementation, and financial sustainability.
3. Schools should establish the Green School Committees of head teachers, teachers, students, parents, and community focal personas to coordinate and monitors policy implementation.
4. Annual school development plans as budget allocations for green initiatives such as tree plantation, water and energy conservation, renewable energy, environment friendly efforts and development of sound infrastructure of schools.
5. School administration should strengthen the financial transparency and accountability through budgeting, financial monitoring, and periodic audit in order to ensure the efficient utilization of resources.
6. Government should establish the cooperation with local governments, private organizations, NGOs, higher education institutions and other donors to mobilize additional financial and technical resources for green school implementation initiatives.

7. Environmental education and sustainability practices should be incorporated at school administration operations, classroom management & instructions, and extracurricular activities to foster awareness and responsible behavior about the environment and resources among teachers and students.
8. Monitoring and evaluation roadmap should be established to evaluate the schools' progress, implementation of policies, improve the financial condition and accomplish the teaching learning outcomes through performance based recognition at schools.
9. Schools should adopt cost-effective green technologies such as solar energy, rainwater harvesting, energy-efficient lighting, digital administration and recycling programs, to minimize the expenditures of institution.
10. Policymakers should provide the institutional support such as sufficient financial allocations, technical services, policy for monitoring and evaluation, funding mechanisms to ensure the long term sustainability of green school administration at public sector schools.

Delimitations for the Study

Study focused specifically focused on the effectiveness of green school administration policy implementation and financial sustainability therefore other factors such as school culture, teachers' competencies, students' behavior, government support, technological infrastructure, and community participation are also analyzed through this study. Population of the study is confined at public sector primary, elementary secondary and higher secondary school of Sindh province.. Furthermore it has focuses the green school administration policy implementation and financial sustainability which revealed practical finding can be incorporated by government, policymakers and related stakeholder. Study is confined public sector schools of Sindh whereas generalizability of the findings to private schools or educational institutions of other provinces of Pakistan. Study only focuses on the self-reported responses of participants and individual perceptions. Study adopted the mixed method research design and correctional and regression designs are used to conduct this study.

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