



A STUDY ON THE ACADEMIC MANAGEMENT PROCESS OF SECONDARY SCHOOLS OF BALASORE DISTRICT, ODISHA (SADAR BLOCK)

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Paper Received On: 21 JUNE 2026

Peer Reviewed On: 25 JULY 2026

Published On: 01 AUG 2026

Abstract

The present study entitled “A Study on the Academic Management Process of Secondary Schools of Balasore District, Odisha (Sadar Block)” was conducted to examine the effectiveness of academic management practices in secondary schools and their influence on educational quality and school effectiveness. Academic management plays an important role in planning, organizing, supervising, and evaluating academic activities within schools. The study mainly focused on academic planning, teaching-learning process, supervision and monitoring, evaluation practices, and challenges faced in school management.

The study adopted a descriptive and analytical research design. The research was conducted in the Sadar Block of Balasore district, Odisha. A total of 100 respondents, including 10 headmasters and 90 teachers from 10 secondary schools, were selected for the study. Primary data were collected through structured questionnaires, interviews, and field observations, while secondary data were obtained from books, journals, reports, and official educational documents. Quantitative data were analysed using frequency, percentage, mean, and standard deviation, whereas qualitative data were analysed through content analysis.

The findings of the study revealed that academic management practices in most schools were moderately effective. Proper academic planning, supervision, evaluation systems, and teaching-learning activities positively influenced school effectiveness and student academic performance. However, problems such as lack of resources, heavy teacher workload, inadequate supervision, and limited use of modern technology affected educational quality in many schools. The study concluded that strengthening academic management through better planning, teacher training, supervision, infrastructure development, and technological support can significantly improve the quality of secondary education in the selected area.

KEYWORDS: *Academic Management, Secondary Schools, Teaching-Learning Process, Supervision, School Effectiveness, Educational Management*

INTRODUCTION:

Education is considered one of the most powerful instruments for the development of individuals and society. It plays an important role in shaping human behavior, improving knowledge, developing skills, and promoting social and economic progress. Through education, individuals become aware of their rights, responsibilities, and values, which help them contribute positively to society. Education not only develops intellectual abilities but also

strengthens moral, cultural, emotional, and social aspects of life. In modern society, education is regarded as the foundation of national development because it helps in creating responsible citizens and skilled human resources. Every country gives special importance to education as it directly influences economic growth, social harmony, and technological advancement. Therefore, a well-organized educational system is essential for the overall development of a nation.

The quality of secondary education largely depends on the effectiveness of academic management within schools. Academic management refers to the systematic planning, organization, implementation, supervision, and evaluation of academic activities in educational institutions. It includes all activities related to the teaching-learning process and academic administration. Effective academic management ensures that educational objectives are achieved properly and that students receive quality education in a disciplined and organized environment. It also helps school function smoothly by maintaining coordination among teachers, students, headmasters, and other stakeholders. Without proper academic management, schools may face problems such as poor academic performance, incomplete syllabus coverage, lack of discipline, ineffective teaching methods, and weak supervision.

Implementation is the practical execution of planned academic activities. It mainly focuses on the teaching-learning process carried out inside the classroom. Effective implementation depends on the teaching methods used by teachers, student participation, classroom environment, and availability of teaching-learning materials. In modern education, teachers are encouraged to use innovative teaching methods such as activity-based learning, group discussion, project work, and ICT-based teaching to improve student understanding and participation. The implementation process also includes classroom management, student motivation, and continuous interaction between teachers and students. A positive teaching-learning environment helps students achieve better academic performance and overall development.

In India, the government has introduced various educational reforms and programs to improve the quality of secondary education. Policies such as the National Education Policy (NEP) 2020 and programs like Samagra Shiksha focus on strengthening school management, improving teacher quality, and promoting student-centered learning. Digital systems such as the Student Academic Management System (SAMS) have also been introduced to improve academic administration and record management. Despite these initiatives, many schools still face challenges in the effective implementation of academic management practices due to shortage of resources, lack of training, teacher workload, and inadequate supervision.

In the context of Odisha, secondary schools in rural and semi-urban areas often experience difficulties related to infrastructure, teaching resources, and academic monitoring. Balasore district, especially the Sadar Block, includes schools with diverse educational conditions. Some schools perform effectively with proper management practices, while others face challenges in maintaining academic quality. Therefore, it becomes important to study the academic management process in these schools to understand existing practices, identify problems, and suggest measures for improvement.

The present study, entitled “A Study on the Academic Management Process of Secondary Schools of Balasore District, Odisha (Sadar Block)”, aims to examine the existing academic

management practices followed in secondary schools of the selected area. The study will focus on academic planning, teaching-learning process, supervision, evaluation, and overall school effectiveness. It will also identify the challenges faced by teachers and headmasters in implementing academic management practices. The findings of the study are expected to contribute towards improving the quality of secondary education and strengthening academic management systems in schools.

Balasore district of Odisha is an important educational region with a large number of government and private secondary schools. The district includes both urban and rural areas with diverse educational conditions. Within Balasore district, the Sadar Block represents an important area for studying academic management practices because it includes schools from both rural and semi-urban settings. Many schools in this area face challenges such as limited teaching resources, shortage of infrastructure, heavy administrative workload, and insufficient monitoring of academic activities. In some schools, teachers are required to perform multiple administrative duties in addition to teaching responsibilities, which may affect the quality of classroom instruction and academic planning. Similarly, headmasters often face difficulties in supervising all academic activities effectively due to workload and lack of administrative support.

Another important issue observed in many secondary schools of Sadar Block is the variation in teaching-learning practices. While some schools use modern teaching methods and technology-based learning approaches, others still depend mainly on traditional lecture methods. The use of teaching aids, digital tools, and student-centered teaching strategies is often limited in many schools. Classroom management, student participation, and continuous assessment practices also differ from school to school. These differences directly affect students' academic performance and overall school effectiveness. Therefore, it is important to study how academic management practices are implemented in these schools and how they influence educational outcomes.

Supervision and monitoring also play a significant role in maintaining academic quality in schools. Effective supervision helps improve teacher performance, classroom teaching, and discipline. However, in many schools, regular supervision and feedback mechanisms are not properly maintained. School inspections are often irregular, and monitoring systems may not function effectively due to shortage of administrative staff and limited resources. As a result, problems related to syllabus completion, teaching quality, and student evaluation may remain unnoticed. Proper supervision and monitoring are essential for ensuring accountability and maintaining educational standards within schools.

The present study has been undertaken against this background to examine the academic management process in secondary schools of Balasore district, particularly in the Sadar Block area. The study aims to understand how academic activities are planned, organized, implemented, supervised, and evaluated in schools. It also seeks to identify the challenges faced by teachers and headmasters in managing academic activities effectively. The study will focus on important aspects such as academic planning, teaching-learning process, supervision, evaluation, and school effectiveness. By analysing the existing practices and problems, the study will help provide useful suggestions for improving academic management and strengthening the quality of secondary education in the selected area.

Thus, the background of the present study clearly indicates that academic management is a crucial factor influencing the effectiveness of secondary education. Although several reforms and initiatives have been introduced to improve school education, many schools still face difficulties in implementing academic management practices effectively. Therefore, studying the academic management process in secondary schools of Sadar Block, Balasore district, is both relevant and necessary for understanding existing conditions and suggesting appropriate measures for educational improvement.

Balasore District (Sadar Block): Balasore district of Odisha includes both rural and semi-urban educational institutions with varying academic conditions. The Sadar Block is an important area where secondary schools face challenges related to infrastructure, teacher workload, and supervision. Some schools have better academic facilities, while others struggle with limited resources and management issues. Studying academic management practices in this area is important to understand the real condition of secondary schools and identify existing gaps in school functioning.

Summary of Background Issues: The background of the study shows that academic management is essential for maintaining educational quality, discipline, and effective teaching-learning processes in schools. However, many schools still face challenges related to planning, supervision, infrastructure, and evaluation systems.

- o **Relevance of the Present Study:** The present study is important because it focuses on the academic management process in secondary schools of Balasore district, particularly in the Sadar Block area. It will help understand the real condition of school management practices and educational challenges in the selected area.

- o **Need for Improving Academic Management in Secondary Schools:** Improving academic management is necessary for enhancing teaching quality, student achievement, and overall school effectiveness. Effective planning, supervision, and evaluation can help schools provide better educational opportunities and achieve educational objectives successfully.

NEED AND SIGNIFICANCE OF THE STUDY:

The significance of the present study lies in its contribution towards improving the academic management system in secondary schools. The study will help in understanding the present academic management practices followed in schools of Sadar Block, Balasore district. It will identify the strengths and weaknesses of planning, supervision, implementation, and evaluation processes in schools. The findings of the study may help teachers and headmasters improve teaching-learning practices and classroom management. The study will also provide useful suggestions for improving school administration and educational quality.

Further, the study will be beneficial for policymakers, educational administrators, and government authorities in making effective educational decisions and developing better management strategies. It will also help researchers and future scholars who are interested in the field of educational management and secondary education. Overall, the study aims to contribute towards better school effectiveness, improved student performance, and strengthening of academic management practices in secondary schools.

STATEMENT OF THE PROBLEM:

The effectiveness of secondary education largely depends on proper academic management within schools. However, in many schools of Balasore district, particularly in the Sadar Block,

there are concerns regarding inefficient planning, lack of proper supervision, and ineffective implementation of teaching-learning processes. Despite the introduction of various educational policies and systems, gaps still exist in their practical application. These issues may affect students' academic performance and overall school functioning. Therefore, the problem of the present study is to examine **THE ACADEMIC MANAGEMENT PROCESS IN SECONDARY SCHOOLS OF BALASORE DISTRICT (SADAR BLOCK)** and to identify the challenges faced in its effective implementation.

OBJECTIVES OF THE STUDY:

- To study the academic management practices in secondary schools.
- To examine the teaching-learning process in selected schools.
- To analyse the supervision and monitoring system.
- To identify the problems in academic management.
- To suggest measures for improving academic management.

HYPOTHESIS OF THE STUDY:

- H1: There is a significant relationship between academic management practices and school effectiveness.
- H2: The teaching-learning process significantly influences student performance.
- H3: Supervision has a significant impact on teachers' performance.
- H4: There are significant problems affecting academic management in secondary schools.
- H5: Effective academic management leads to improvement in educational outcomes.

Research Design:

The study adopted a descriptive and analytical research design. The descriptive design was used to describe the existing academic management practices in secondary schools, while the analytical design was used to examine the relationship between academic management processes and educational outcomes.

Study Area:

The study was conducted in the Sadar Block of Balasore District, Odisha. This area was selected because it included both rural and semi-urban secondary schools, which provided a comprehensive understanding of academic management practices.

Population of the Study:

The population of the study consisted of all teachers and headmasters of secondary schools in the Sadar Block of Balasore district.

Sample Size:

The sample size of the study consisted of 100 respondents, including 10 headmasters and 90 teachers selected from 10 secondary schools in the Sadar Block of Balasore district. Each school contributed 1 headmaster and 9 teachers, ensuring balanced representation for data collection and analysis.

Study Sampling:

The study used a combination of random sampling and stratified sampling techniques. Teachers were selected randomly, while headmasters were selected purposively to ensure relevant and reliable information.

Explanation: The teaching experience of 90 teacher respondents selected for the study. The highest number of teachers, representing 30%, had teaching experience between 6–10 years. Teachers with 11–15 years of experience also formed a significant group in the study. Experienced teachers provided useful information regarding academic planning, classroom management, supervision, and evaluation practices. The inclusion of teachers with different teaching experiences helped in collecting balanced and reliable data for the research study: It indicates that academic planning practices were effective in many secondary schools. About 42.2% of respondents reported that academic planning activities such as timetable preparation and lesson planning were effective, while 35.6% considered them highly effective. Only a small number of respondents reported ineffective planning practices. Effective planning helped schools maintain discipline, complete the syllabus on time, and organize academic activities systematically. The findings suggest that academic planning positively influenced school management and teaching quality. It is also found that many teachers regularly prepared lesson plans before classroom teaching. Nearly 45.6% of respondents prepared lesson plans daily, which reflected systematic teaching practices in schools. Some teachers prepared lesson plans weekly or occasionally due to workload and time limitations. Only a few teachers reported that they never prepared lesson plans. Proper lesson planning helped teachers improve classroom organization and complete academic tasks effectively. The table indicates that student participation was moderate to high in most schools. About 43.3% of respondents reported moderate student participation, while 32.2% observed highly active participation during classroom teaching. Active participation improved communication skills, confidence, and academic understanding among students. However, some students remained less active because of lack of motivation and limited use of interactive teaching methods. Classroom participation played an important role in improving the teaching-learning process.

DATA ANALYSIS:

- The quantitative analysis mainly focused on important aspects of academic management such as academic planning, teaching-learning process, supervision and monitoring, evaluation practices, and school effectiveness. Data obtained from the questionnaires were arranged in tables and represented through graphs for better understanding and interpretation. The analysis also helped identify relationships between independent variables such as planning, supervision, and teaching-learning practices with dependent variables like student academic performance and school effectiveness. Chi-square statistical tests were used wherever necessary to test hypotheses and examine the association between different variables included in the study.
 - The quantitative findings provided valuable information regarding the present condition of academic management practices in secondary schools of Sadar Block, Balasore district. The statistical analysis also helped identify strengths and weaknesses in school management systems and provided evidence-based support for the conclusions and recommendations of the study.
- o **Qualitative Analysis**
- Qualitative data collected through interviews and field observations were analysed using the content analysis method. The responses obtained from headmasters and teachers during interviews were carefully examined to understand their opinions, experiences, and

perceptions regarding academic management practices in secondary schools. Important statements, repeated ideas, and common themes were identified and grouped according to different aspects of the study such as planning, supervision, classroom teaching, evaluation, and challenges faced in school management.

- Thematic descriptions and qualitative tables were used to present the findings in a systematic manner. The qualitative analysis supported the quantitative findings and provided a deeper understanding of the academic management process in secondary schools. It also helped identify practical problems faced by teachers and headmasters and suggested possible measures for improving educational quality and school effectiveness in the selected study area.

Interpretation: The table shows that academic planning practices were effective in most secondary schools. A large number of respondents reported that lesson planning, timetable preparation, and academic scheduling were properly maintained in schools. Around 42.2% respondents considered academic planning effective, while 35.6% considered it highly effective. Around 44.4% respondents considered the teaching-learning process effective, while 34.4% viewed it as highly effective. Modern teaching practices and classroom interaction improved learning outcomes. However, some respondents reported less effective teaching because of inadequate resources and teacher workload. The findings indicate that effective teaching-learning practices positively influenced academic performance. About 43.3% respondents reported moderate participation, while 32.2% reported highly active participation. Interactive teaching methods encouraged students to communicate and engage in learning. However, some students remained less active because of traditional teaching practices and lack of motivation. Active participation improved confidence, communication skills, and academic understanding among students. supervision and monitoring practices were regularly conducted in many schools. Around 44.4% respondents stated that headmasters regularly supervised classroom teaching and academic activities. Around 37.8% respondents reported continuous assessment, while 35.6% followed periodic examinations. Some schools conducted occasional tests because of workload and limited supervision. Around 46.7% respondents viewed school effectiveness as satisfactory because of proper planning, supervision, and teaching-learning activities

The qualitative interview findings revealed that supervision and teacher support were important for maintaining academic quality in schools. Many respondents reported that heavy administrative workload reduced the effectiveness of classroom supervision and academic planning. Lack of educational resources and technological facilities also affected teaching-learning activities. Respondents emphasized the importance of teacher training programs for improving professional skills and classroom management. The thematic findings supported the quantitative data and provided a deeper understanding of practical problems faced by teachers and headmasters in secondary schools.

CONCLUSION:

The findings of the study clearly indicate that academic management practices played an important role in maintaining the smooth functioning of schools and improving educational quality. Most respondents reported that schools followed proper academic planning practices such as preparation of academic calendars, lesson plans, timetables, and examination schedules. Effective academic planning helped schools organize educational activities

systematically and ensured timely completion of the syllabus. Teachers who regularly prepared lesson plans were able to conduct classroom teaching more effectively and maintain proper classroom discipline. Thus, the study concluded that academic planning is one of the fundamental elements for improving school management and educational outcomes.

Evaluation and assessment practices also played a significant role in academic management. Most schools conducted periodic examinations and continuous assessment activities to evaluate student progress. Proper evaluation systems helped teachers identify students' strengths and weaknesses and modify teaching methods accordingly. Continuous assessment practices supported better learning outcomes and improved academic achievement among students. However, some schools lacked systematic evaluation procedures because of heavy workload, inadequate monitoring, and shortage of trained staff. The study emphasized the importance of regular and comprehensive evaluation systems for maintaining academic standards and improving student performance.

The study further identified several major problems affecting academic management practices in secondary schools. Lack of educational resources, inadequate infrastructure, teacher workload, shortage of trained teachers, and poor supervision were major challenges reported by respondents. Many rural and semi-urban schools lacked modern classroom facilities, digital resources, teaching aids, and technological support. Teachers were often required to perform multiple administrative duties in addition to teaching responsibilities, which affected lesson preparation, classroom interaction, and evaluation practices. These problems negatively influenced the effectiveness of academic management and educational quality in schools.

The study also highlighted the importance of school leadership in maintaining effective academic management practices. Headmasters played a significant role in planning academic activities, maintaining discipline, supervising teachers, and ensuring proper implementation of educational policies. Effective leadership created a positive educational environment and improved coordination among teachers and staff members. Schools with strong leadership systems showed better academic organization and school effectiveness. Therefore, the study concluded that strengthening school leadership and providing leadership training to headmasters are essential for improving secondary education.

Another important conclusion of the study is that academic management practices directly influence school effectiveness and student academic performance. Schools with better planning, supervision, evaluation, and teaching-learning systems were found to perform better academically. Proper academic management improved classroom discipline, increased teacher accountability, encouraged student participation, and supported better learning outcomes. Therefore, strengthening academic management systems can significantly contribute to improving educational quality and achieving educational objectives successfully.

In conclusion, the present study clearly establishes that academic management is one of the most important factors influencing the quality and effectiveness of secondary education. Effective academic planning, supervision, evaluation, leadership, and teaching-learning practices contribute significantly to improving school functioning and student academic achievement. Although many secondary schools in Sadar Block of Balasore district have adopted satisfactory academic management practices, several challenges such as shortage of

resources, teacher workload, inadequate supervision, and infrastructural limitations continue to affect educational quality.

Therefore, there is a strong need for improving academic management systems in secondary schools through better planning, regular supervision, teacher training, improved infrastructure, technological support, and administrative assistance. Educational authorities, policymakers, school administrators, and teachers must work together to strengthen academic management practices and create a more effective educational environment. Such improvements will not only enhance school effectiveness and student performance but also contribute to the overall development of secondary education in Balasore district and Odisha as a whole.

Thus, future studies on academic management can contribute significantly to educational development by identifying practical solutions, strengthening school administration, and improving teaching-learning processes in secondary schools.

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K. Laxmi Senapati. (2026). A STUDY ON THE ACADEMIC MANAGEMENT PROCESS OF SECONDARY SCHOOLS OF BALASORE DISTRICT, ODISHA (SADAR BLOCK). *Scholarly Research Journal for Interdisciplinary Studies*, 14(76), 211–220. <https://doi.org/10.5281/zenodo.22826014>