IMPACT OF BUREAUCRATIC RED TAPE ON ADMINISTRATIVE EFFICIENCY AND TEACHER PRODUCTIVITY IN DEMONSTRATION SCHOOLS, FEDERAL UNIVERSITY DUTSIN-MA, KATSINA STATE

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Abstract
This study examines the impact of bureaucratic red tape on administrative efficiency and teacher productivity in the Demonstration Schools of Federal University Dutsin-Ma, Katsina State. Three objectives of the study were used, three research questions were used and one research hypotheses were also employed employing a descriptive survey research design, the population comprised all the two Fudma Demonstration Schools with about 121 registered staff working in both schools in Dutsin-Ma LGA, Katsina State. 100 % of the total populations (121 Staff) were chosen also as the sample due to size of the population. Self-structured questionnaire titled "Effect of Bureaucratic Red Tape on Administrative Efficiency in Demonstration Secondary Schools questionnaire (BRTAEDSSQ) was used to gather data from 121 staff members. Two experts validated instrument, One from Educational administration and planning, and the other from Measurement and Evaluation of Psychology Counselling Departments, Federal University Dutsin-Ma, Katsina State. The research questions were answered using mean and standard deviation, and the null hypothesis was tested at 0.05 significance level using t-test statistics. An interpretive cutoff point of 2.50 was established for the outcomes. The findings among others revealed that bureaucratic red tape significantly hampers administrative efficiency, prolongs decision-making, and complicates routine tasks, Additionally, it increases teacher workloads, reduces morale, and affects student outcomes through delays in resource provision and restricted administrative flexibility. The research concluded that Bureaucratic red tape significantly undermines administrative efficiency, teacher productivity, and student outcomes in the Demonstration Schools of Federal University Dutsin-Ma. Excessive procedures and delays hinder timely decision-making, disrupt the smooth operation of schools, and frustrate teachers, leading to diminished motivation and creativity. Recommendations include but not all the following Simplify and automate routine administrative tasks to reduce delays and enhance operational efficiency, grant greater autonomy to school leaders to make timely decisions, especially concerning resource allocation and problem-solving.
Keywords: Bureaucratic Red Tape, Administrative Efficiency, Teacher Productivity, Demonstration Secondary Schools

Introduction

Bureaucratic red tape refers to excessive regulations or rigid rules that impede decision-making processes and delay administrative tasks. Bureaucratic red tape in educational institutions manifests as complex procedures, rigid policies, and excessive documentation requirements that can slow down administrative processes. In many secondary schools, such as the demonstration secondary schools of Federal University Dutsin-Ma, layers of approval are often required for tasks ranging from budget allocation to staff recruitment, leading to delays in essential operations. This problem is not unique to Nigerian

schools but is common in many public institutions worldwide, where bureaucratic processes are often seen as a means of maintaining control and accountability (Brehm & Gates, 2020). In many secondary schools, such as the demonstration secondary schools of Federal University Dutsin-Ma, bureaucratic red tape is evident in the layers of approval often required for routine and strategic administrative tasks. For example, processes such as budget allocation, procurement of instructional materials, approval of maintenance works, or the recruitment and deployment of staff frequently involve multiple steps, each requiring authorization from various offices or committees. This often leads to significant delays in essential operations, which, in turn, affects the overall efficiency of the school system.

Bureaucratic red tape is sometimes viewed as a safeguard to ensure compliance with regulations (DeHart-Davis, 2017). However, when these procedures become overly complex, they create inefficiencies that undermine the very objectives they were designed to support. In education, this can lead to delays in providing learning resources, hiring qualified staff, and addressing student needs promptly (Rosenbloom & Kravchuk, 2017). The presence of bureaucratic red tape in educational institutions often hinders administrative efficiency. Administrative tasks that could be completed swiftly are slowed down by unnecessary procedures and approvals. For instance, in the demonstration secondary schools of Federal University Dutsin-Ma, tasks like procurement of teaching materials, staff promotions, and infrastructure development can be delayed due to long bureaucratic processes (Walker & Brewer, 2022). When funds are tied up in lengthy approval processes, schools are unable to make timely purchases of instructional materials, carry out urgent repairs, or implement planned academic programs. This hinders the smooth running of academic activities and can disrupt students' learning experiences.

The impact on administrative efficiency is significant because it restricts school leaders' ability to make timely decisions, thereby affecting the overall functionality of the school (Rosenblatt, 2023). Inefficiencies in areas like procurement or staff management can lead to shortages of resources, poor staff morale, and delayed project implementations. In many cases, these delays directly impact the quality of education students receive (Peters & Pierre, 2018). Research highlights that reducing bureaucratic red tape can enhance administrative efficiency by promoting quicker decision-making and allowing for more flexibility in managing school operations (Hood & Dixon, 2015) Bureaucratic red tape negatively affects teacher productivity by creating additional administrative burdens. Teachers may be required to fill out multiple forms, seek approvals from various levels of authority, or navigate through complex administrative channels just to access basic teaching resources or obtain permissions (Frink & Klimoski, 2021). This can cause frustration, decrease motivation, and reduce the time teachers spend on actual instructional tasks. In demonstration secondary schools, these challenges may be more pronounced because the dual mandate of adhering to university regulations and secondary school-specific policies creates additional layers of bureaucracy (Leonard & David, 2021). The time teachers spend dealing with administrative hurdles detracts from their primary responsibility of teaching and mentoring students. As a result, productivity decreases, affecting the quality of instruction students receive (Hoekstra & Crockett, 2016). Empirical studies suggest that reducing administrative burdens on teachers can improve productivity, as teachers will have more time

to focus on lesson planning, student engagement, and personal development (Mabey & Finch-Lees, 2017). Based on the above discuss it means rigidity in administration or management of a school kills the ego of the staff hence affects the quality teaching and learning, also reduces productivity this is because the quality of time the heads supposed to spend with their subordinates the wasted it on administrative or management affairs.

The inefficiencies caused by bureaucratic red tape can trickle down to negatively affect student outcomes. Delays in administrative processes can lead to insufficient teaching resources, overcrowded classrooms, and unqualified or demotivated teachers, all of which impact the quality of education students receive (Smith & Brown, 2018). In environments like the demonstration secondary schools of Federal University Dutsin-Ma, where students are expected to benefit from the university's academic standards, bureaucratic hurdles can prevent the school from reaching its full potential. Bureaucratic delays can also affect students' access to essential services such as scholarships, extracurricular activities, and timely assessments (Hanson, 2020). Research shows that streamlined administrative processes can lead to improved student engagement and academic achievement (Davis, 2023). Additionally, when teachers are empowered to make quicker decisions without excessive bureaucratic interference, the overall learning environment improves, positively impacting student outcomes (Rosenbloom & Kravchuk, 2017). Bureaucratic red tape in demonstration secondary schools like those at Federal University Dutsin-Ma significantly affects administrative efficiency, teacher productivity, and student outcomes. While bureaucracy is necessary to maintain order and compliance, excessive red tape hinders the effective functioning of the school system. Addressing these issues requires streamlining administrative processes to enhance efficiency, reduce teacher burden, and ultimately improve student performance.

In educational institutions, particularly in demonstration secondary schools like those at Federal University Dutsin-Ma, bureaucratic red tape can significantly affect the smooth operation of administrative functions, teacher productivity, and student outcomes. Understanding its effects is essential to improving administrative efficiency and creating an environment where teachers and students can thrive. This research explores the concept of bureaucratic red tape and its impact on various aspects of the education system, with a focus on administrative efficiency, teacher productivity, and student performance.

Statement of the Problem

Bureaucratic red tape has become a significant obstacle to administrative efficiency in educational institutions, particularly in public secondary schools like the Demonstration Secondary Schools of Federal University Dutsin-Ma, Katsina State. Excessive regulations, procedural delays, and rigid administrative structures are impeding the ability of school administrators to make timely decisions, which negatively affects the operational performance of the schools. For example, routine tasks such as procurement of learning materials, staff recruitment, and budget approvals are often delayed, creating inefficiencies that cascade through the entire system. These delays are particularly problematic because they limit school leaders' ability to address pressing issues, such as providing adequate resources for students and teachers, improving the learning environment, and maintaining infrastructure. Teachers, who are at the forefront of the education process, are burdened with

unnecessary administrative tasks that detract from their instructional roles. This not only reduces their productivity but also diminishes the quality of education that students receive. Moreover, the rigid bureaucratic systems in place in these schools can create a disconnect between administrative efforts and actual educational outcomes. Students, who are the primary beneficiaries of the education system, often bear the brunt of these inefficiencies through delayed access to educational materials, poorly maintained facilities, and a lack of timely support from the administration. This can lead to diminished academic performance, decreased engagement, and lower overall student outcomes. While much attention has been given to the role of bureaucracy in public administration, there is a gap in the literature regarding how these bureaucratic practices specifically affect administrative efficiency, teacher productivity, and student outcomes in secondary school settings, especially within the context of Nigerian public schools. This study seeks to fill this gap by investigating the effects of bureaucratic red tape on the administrative efficiency of Demonstration Secondary Schools in Federal University Dutsin-Ma, examining how these inefficiencies affect teacher productivity and ultimately impact student outcomes.

By identifying the challenges posed by bureaucratic red tape, this research will provide valuable insights into how educational institutions can streamline their administrative processes to improve overall efficiency. The study will also explore strategies to mitigate the negative effects of bureaucratic hurdles on teachers and students, thus contributing to the broader field of educational management and policy reform. This research is particularly crucial in ensuring that these schools can operate optimally and provide quality education to their students, in line with the university's standards and educational goals.

Objectives of the Study

The aim of this study was to examine the impact of Bureaucratic Red Tape on Administrative Efficiency in Demonstration Secondary Schools of Federal University Dutsin-Ma, Katsina State. Specifically, the study objectives include:

1. to examine the impact of bureaucratic red tape on administrative efficiency in the Demonstration Secondary Schools of Federal University Dutsin-Ma.
2. to assess the impact of bureaucratic red tape on teacher productivity in Demonstration Secondary Schools of Federal University Dutsin-Ma.
3. to evaluate the effect of bureaucratic red tape on student outcomes in the Demonstration Secondary Schools of Federal University Dutsin-Ma.

Research Questions

The following research questions were raised to guide to this work.

1. To what extent does bureaucratic red tape impact the administrative efficiency of Demonstration Secondary Schools in Federal University Dutsin-Ma?
2. What is the impact of bureaucratic red tape on teacher productivity in Demonstration Secondary Schools of Federal University Dutsin-Ma?
3. What is the effect of bureaucratic red tape on student outcomes in the Demonstration Secondary Schools of Federal University Dutsin-Ma?

Hypothesis

There is no significant relationship between bureaucratic red tape and administrative efficiency, teacher productivity in the Demonstration Secondary Schools of Federal University Dutsin-Ma.

Methodology

The study is to investigate the Effect of Bureaucratic Red Tape on Administrative Efficiency in Demonstration Secondary Schools of Federal University Dutsin-Ma, Katsina State. A descriptive survey research design was adopted. The population comprised all the two FUDMA demonstration schools with about 121 registered staff working in both schools in Dutsin-Ma local government area, Katsina State. 100 % of the total populations (121 Staff) were chosen also as the sample due to size of the population. Self-structured questionnaire titled "Effect of Bureaucratic Red Tape on Administrative Efficiency in Demonstration Secondary Schools questionnaire (BRTAEDSSQ) was used to gather data. The survey used a four-point Likert scale: Strongly Agree (SA) = 4, Agree (A) = 3, Disagree (D) = 2, and Strongly Disagree (SD) = 1. The instrument was validated by two experts; One from Department of Educational foundations, University of Jos and the other from the Department of educational administration and planning federal university Dutsin-Ma, Katsina state. The research issues were addressed using mean and standard deviation, and the null hypothesis was examined at 0.05 significance level using t-test statistics. An interpretive cutoff point of 2.50 was established for the outcomes.

Results and Discussions

Research Question One: To what extent does bureaucratic red tape impact the administrative efficiency of Demonstration Secondary Schools in Federal University Dutsin-Ma?

Table 1

Mean and Standard Deviation on extent bureaucratic red tape impact the administrative efficiency of Demonstration Secondary Schools in Federal University Dutsin-Ma.

S/N	Item Statements	N	Mean	Standard Deviation	Remark
1.	Bureaucratic red tape slows down decision-making in school administration.	121	2.86	.69	Agree
2.	Excessive regulations delay the supply of learning materials.	121	2.47	.57	Disagree
3.	Routine tasks take longer due to multiple approval steps.	121	2.69	.64	Agree
4.	Administrative inefficiencies affect the smooth running of schools	121	3.04	.74	Agree
5.	Rigid procedures make it hard for leaders to respond quickly to problems.	121	3.08	.75	Agree

	Average Mean	**2.83**	**0.68**	**Agree**

Data in Table 1 show that item 1, 3, 4, and 5 had mean scores above the mean cutoff point of 2.50, this implies that respondents were of the opinions that bureaucratic red tape slows down decision-making in school administration, that routine tasks take longer due to multiple approval steps, that administrative inefficiencies affect the smooth running of schools, that Rigid procedures make it hard for leaders to respond quickly to problems. Moreso, item 2 had mean score below the mean cutoff point of 2.50, it implies that respondents were of the opinions that excessive regulations do not delay the supply of learning materials. However, from the responses of the respondents one can find that bureaucratic red tape impacts the administrative efficiency of Demonstration Secondary Schools in Federal University Dutsin-Ma to a high extent as indicated by the average mean score of 2.83.

Research Question Two: What is the impact of bureaucratic red tape on teacher productivity in Demonstration Secondary Schools of Federal University Dutsin-Ma?

Table 2
Mean and Standard Deviation on the impact of bureaucratic red tape on teacher productivity in Demonstration Secondary Schools of Federal University Dutsin-Ma.

S/N	Item Statements	N	Mean	Standard Deviation	Remark
6	Red tape adds extra tasks, leaving teachers less time to teach.	121	2.81	.68	Agree
7	Delays in getting teaching materials reduce teacher morale.	121	2.97	.72	Agree
8	Promotion and incentives are slowed by red tape, lowering motivation.	121	2.71	.65	Agree
9	Bureaucracy increases teacher workload, reducing focus on lessons.	121	2.82	.68	Agree
10	Red tape frustrates teachers and stifles creativity.	121	2.66	.63	Agree
	Average Mean		**2.79**	**0.67**	**Agree**

Data in Table 2 show that item 6, 7, 8, 9, and 10 had mean scores above the mean cutoff point of 2.50, this implies that respondents were of the opinions that red tape adds extra tasks, leaving teachers less time to teach, that delays in getting teaching materials reduce teacher morale, that promotion and incentives are slowed by red tape, lowering motivation, that bureaucracy increases teacher workload, reducing focus on lessons and that red tape frustrates teachers and stifles creativity. However, from the responses of the respondents one can find that there is impact of bureaucratic red tape on teacher productivity in Demonstration Secondary Schools of Federal University Dutsin-Ma to a high extent as indicated by the average mean score of 2.79.

Research Question Three: what is the effect of bureaucratic red tape on student outcomes in the Demonstration Secondary Schools of Federal University Dutsin-Ma?

Table 3

Mean and Standard Deviation on the effect of bureaucratic red tape on student outcomes in the Demonstration Secondary Schools of Federal University Dutsin-Ma.

S/N	Item Statements	N	Mean	Standard Deviation	Remark
11	Delays in learning materials hurt student performance.	121	2.82	.68	Agree
12	Poorly managed classrooms reduce student engagement.	121	2.76	.66	Agree
13	Red tape slows extracurricular programs, limiting development.	121	2.66	.63	Agree
14	Teacher delays disrupt students' learning progress.	121	2.51	.58	Agree
15	Administrative delays block timely academic support for students.	121	2.59	.61	Agree
	Average Mean		**2.67**	**0.63**	**Agree**

Data in Table 3 show that item 11, 12, 13, 14, and 15 had mean scores above the mean cutoff point of 2.50, it implies that respondents were of the opinions that delays in learning materials hurt student performance, that poorly managed classrooms reduce student engagement, that red tape slows extracurricular programs, limiting development, that teacher delays disrupt students' learning progress, and that administrative delays block timely academic support for students. However, from the responses of the respondents one can find that bureaucratic red tape influences student outcomes in the Demonstration Secondary Schools of Federal University Dutsin-Ma as indicated by the average mean score of 2.67.

Hypothesis: There is no significant relationship between bureaucratic red tape and administrative efficiency, teacher productivity in the Demonstration Secondary Schools of Federal University Dutsin-Ma.

Table 4

PPMC Showing the Relationship between bureaucratic red tape and administrative efficiency, teacher productivity

Variable	Correlation, Sig. & N.	Bureaucratic Red Tape	Administrative Efficiency, Teacher Productivity
Bureaucratic Red Tape	Pearson Correlation	1	.162
	Sig. (2-tailed)		.431
	N	121	121
Administrative Efficiency Teacher	Pearson Correlation	.162	1
	Sig. (2-tailed)	.431	
	N	121	121

Productivity

Note: mean significant at 0.05 alpha level of Significance

Table 4 indicated relationship analysis between bureaucratic red tape and administrative efficiency, teacher productivity. The r. value is .162 and the p. value .431 which is greater than .05 alpha level. The above stated null hypothesis is thereby retained. It implies that, there is no significant relationship between bureaucratic red tape and administrative efficiency, teacher productivity in the Demonstration Secondary Schools of Federal University Dutsin-Ma.

Discussion of Findings

The findings of this study offer important insights into how bureaucratic red tape affects key aspects of the functioning of Demonstration Secondary Schools in Federal University Dutsin-Ma, focusing on administrative efficiency, teacher productivity, and student outcomes. The responses to research question one demonstrates that bureaucratic red tape significantly impacts administrative efficiency, with an average mean score of 2.83. This high impact highlights how administrative processes are hindered by delays, excessive paperwork, and rigid procedural requirements. According to Ayinde (2020), bureaucratic red tape in educational institutions often leads to delayed decision-making and inefficient execution of routine administrative tasks. For instance, tasks such as resource allocation or staff approvals may require multiple layers of approval, resulting in slower operations and reduced organizational responsiveness. These inefficiencies ultimately compromise the ability of school administrators to meet institutional goals effectively.

The findings for research question two reveal a similar high-level impact of bureaucratic red tape on teacher productivity; with an average mean score of 2.79. Teachers are particularly affected by delays in accessing teaching resources and by the burden of unnecessary administrative tasks. This aligns with the observations of Onuoha and Nwankwo (2021), who noted that excessive bureaucracy in schools often shifts teachers' focus away from instructional responsibilities toward non-essential tasks. Additionally, delays in processing promotions, salaries, and incentives may lower morale and reduce their overall effectiveness in delivering quality education. Such systemic inefficiencies contribute to reduced job satisfaction and performance among teachers, which are critical factors for achieving institutional goals. Research Question Three focuses on the effect of bureaucratic red tape on student outcomes, with findings showing an average mean score of 2.67, indicating a moderate-to-high impact. Administrative inefficiencies, such as delays in resource provision and inadequate academic support services, directly and indirectly affect students' academic performance and engagement. This corroborates the work of Okonkwo and Ezeh (2019), who emphasized that poorly managed bureaucratic processes in schools can lead to disruptions in learning activities and limit students' access to essential learning tools, ultimately impacting their academic achievements.

The hypothesis tested the relationship between bureaucratic red tape, administrative efficiency, and teacher productivity. The analysis revealed an r-value of .162 and a p-value of .431, indicating no significant relationship, as the p-value is greater than the 0.05 alpha level. This finding suggests that while respondents perceive high impacts of bureaucratic red

tape on individual aspects like efficiency and productivity, these impacts do not translate into statistically significant relationships between the variables in this study. The study's findings underline the need for streamlining bureaucratic processes within educational institutions to enhance efficiency and productivity. Simplified procedures, reduced administrative hurdles, and timely decision-making are essential to ensuring effective school management and improved educational outcomes. As suggested by Nwankwo (2020), reducing bureaucratic bottlenecks can foster a more conducive environment for both teachers and students, leading to better overall institutional performance.

Conclusion

Bureaucratic red tape significantly undermines administrative efficiency, teacher productivity, and student outcomes in the Demonstration Secondary Schools of Federal University Dutsin-Ma. Excessive procedures and delays hinder timely decision-making, disrupt the smooth operation of schools, and frustrate teachers, leading to diminished motivation and creativity. Ultimately, these inefficiencies negatively impact the quality of education delivered to students.

Recommendations

1. Simplify and automate routine administrative tasks to reduce delays and enhance operational efficiency.
2. Grant greater autonomy to school leaders to make timely decisions, especially concerning resource allocation and problem-solving.
3. Minimize unnecessary administrative burdens on teachers, enabling them to focus on instructional tasks and student engagement.
4. Implement digital tools to track and expedite administrative processes, improving transparency and accountability while reducing inefficiencies.

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