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Performance Monitoring and Performance Evaluation on Academic Sustainability of Public Universities in Anambra and Enugu States, Nigeria

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ABSTRACT: The study examined the performance monitoring and performance evaluation on academic sustainability of public universities in Anambra and Enugu States, Nigeria**.** The objective of the study was to: assess the relationship between performance monitoring and Well-being; and analyze the relationship between performance evaluation and security stability sustainability of public universities in Anambra and Enugu States, Nigeria. Survey research method was used in this study. The sources of data for this research were mainly primary data set. The population comprised 13,011 academic staff from four public universities in Anambra and Enugu States, Nigeria. The sample size consisted of 373 academic staff, determined using the statistical formula devised by Krejcie and Morgan, of which 354 valid responses were used for the final analysis. The researcher employed Online (Google form) structured questionnaire as the method of data collection. The study found that; Performance evaluation positively correlates with security and stability sustainability of public universities in Anambra and Enugu States, Nigeria ($r = 743$, p-value = 0.000 $p<0.05$). There is a significant positive relationship between performance monitoring and well-being sustainability of public universities in Anambra and Enugu States, Nigeria ($r = 955$, p-value = 0.000, $p<0.05$). The study concludes that, performance management is an important institutional mechanism for promoting the sustainability of public universities. Both performance evaluation and performance monitoring demonstrated positive and statistically significant relationships with the identified dimensions of academic sustainability, It was recommended public universities should conduct regular performance evaluations to ensure security and stability sustainability. Universities should establish a systematic performance monitoring framework to promote well-being sustainability.

Keywords: performance monitoring, performance evaluation, academic sustainability, public universities

1.1 INTRODUCTION

The sustainability of higher education institutions has become an important concern in both developed and developing countries due to the increasing demand for quality education, accountability, effective resource utilisation and improved academic outcomes (Chendo, Oguanobi & Anyaegbunam, 2025). Universities are expected not only to provide teaching and research but also to maintain academic standards, produce employable

graduates, generate knowledge and contribute meaningfully to social and economic development (Orajaka, 2021). Achieving these responsibilities requires universities to continuously monitor their activities and evaluate their performance in order to identify areas of strength, weaknesses and opportunities for improvement. Consequently, performance monitoring and performance evaluation have become important management mechanisms for promoting institutional effectiveness and ensuring the long-term sustainability of academic institutions (Leal Filho, & Consorte-McCrea, 2020).

Performance monitoring refers to the systematic and continuous process of tracking institutional activities, programmes and outcomes against predetermined objectives, targets and performance standards (Udodiugwu, Obiakor; Eneremadu; Njoku And Anyaegbunam, 2025). It enables university management to obtain timely information about the extent to which academic and administrative activities are progressing as planned (Maiyeri, Bin, & Liu, 2022). Through performance monitoring, management can identify deviations from institutional objectives and take corrective measures before such deviations negatively affect institutional performance. In the university environment, performance monitoring may involve tracking students' academic achievement, staff productivity, teaching effectiveness, research activities, graduation rates, utilisation of educational resources and compliance with academic standards. Effective monitoring therefore provides university administrators with relevant information for making informed decisions and improving institutional operations (Moses, & Ezeanolue, 2021).

Performance evaluation, on the other hand, involves the systematic assessment of the effectiveness, efficiency and outcomes of university activities in relation to established goals and standards (Meek, 2020). While performance monitoring is primarily concerned with continuously tracking progress, performance evaluation focuses on determining whether the activities and programmes of an institution have achieved their intended results. Performance evaluation may provide information on the quality of teaching, research productivity, staff performance, student outcomes, financial management, infrastructure utilisation and overall institutional effectiveness. When properly conducted, evaluation provides a basis for accountability, resource allocation, policy formulation and institutional improvement (Mujtab, and Mubarik, 2022).

Academic sustainability is increasingly important because universities operate in an environment characterised by financial constraints, increasing student enrolment, technological changes, competition for qualified academic staff and growing expectations from students, government and other stakeholders (Mujtab, and Mubarik, 2022). Academic sustainability refers to the ability of a university to continuously maintain and improve the quality, relevance and effectiveness of its academic activities over time (Mollel-Eliphaz, Mulongo, & Razia, 2017). A sustainable university should be capable of maintaining qualified academic personnel, providing relevant academic programmes, supporting teaching and research, attracting and retaining students, improving academic standards and adapting to changing educational demands. Academic sustainability therefore goes beyond short-term academic performance and emphasises the capacity of an institution to maintain desirable academic outcomes in the long term (Meek, 2020).

Anambra and Enugu States provide an important context for examining the

relationship between performance management practices and academic sustainability in public universities. The states host public universities that serve substantial populations of students and contribute to the development of human capital in the South-East region of Nigeria. These institutions operate within the broader challenges confronting Nigerian public universities while also responding to local educational, economic and social demands. Their ability to sustain academic activities may depend partly on how effectively university management monitors institutional performance and evaluates the outcomes of academic programmes and administrative activities.

It is against this background that this study examines performance monitoring and performance evaluation on academic sustainability of public universities in Anambra and Enugu States, Nigeria**.**

1.2 Objectives of the study

The main objective of this study is to examine the performance monitoring and performance evaluation on academic sustainability of public universities in Anambra and Enugu States, Nigeria**.** . The specific objectives are to:

i. Assess the relationship between performance monitoring and Well-being sustainability of public universities in Anambra and Enugu States, Nigeria.
ii. Analyze the relationship between performance evaluation and security stability sustainability of public universities in Anambra and Enugu States, Nigeria.

2.0. LITERATURE REVIEW

2.1 Conceptual Review

2.1.1 Performance Evaluation.

Performance evaluation analyzes assessment data to identify areas for improvement. This includes interpreting performance data, identifying trends and patterns, evaluating progress toward goals, providing constructive feedback, and developing improvement plans. Effective evaluation promotes employee growth, improves performance, and informs strategic decisions (Pulakos & Rose, 2019). Ojugwu (2011) maintains that supervision creates the awareness of sound education philosophies in teachers and makes them to be aware of educational policies and reforms. Thus supervisors are to play leadership roles that would stimulate and encourage both staff and students in the system to perform their duties as to achieve the institutional task or objectives. Also the effective supervision of instruction will help administrators to identify the quality of lecturers in the institution. It will also check and balance academic staff, non-academic staff and students. Through constant monitoring and evaluation of the system activities in terms of effective control by the different heads of units or departments and constant feedback to management and good utilization of reports the standard in the system would be raised high and sustained (Udodiugwu, Njoku, & Anyaegbunam, Enyinna, & Obiakor 2024).

2.1.2 Performance Monitoring

Monitoring is descriptive in nature and gives information on where a project is at any given time relative to respective targets and outcomes ((Niguse & Getacheew, 2019). Applied as a function, monitoring is an integral part of project management involving a system of reflection and communication supporting project implementation ((Niguse and Getacheew, 2019).) Monitoring, whilst seen as an on-going management function, and evaluation as the post-event function, which feeds information back to management for the next event, is too simplistic a distinction. In monitoring, one is evaluating, as one is making a judgment about progress and intervening based on this judgment (Tirta

& Enrika, 2020). Performance monitoring involves continuously tracking performance progress. This includes regular check-ins and progress updates, monitoring key performance indicators (KPIs), identifying areas for improvement, adjusting strategies and plans, and providing ongoing feedback and coaching continuous monitoring ensures timely interventions, improves performance, and enhances accountability (Pagdonsolan, Balan, Mariscal & Chiu, 2020).

2.1.3 Security and stability Sustainability

Security, stability, and sustainability are increasingly recognized as interconnected concepts within academia, particularly in the context of global challenges like climate change, conflict, and resource scarcity. Education plays a crucial role in building capacity to address these challenges, promoting awareness, and fostering responsible citizenship (Göker & Aslı 2022).

Security, stability, and sustainability are interconnected and crucial for long-term well-being and development. Security, in the context of stability and sustainability, refers to the protection of individuals, communities, and resources from various threats, including violence, conflict, and environmental degradation (Paternotte & Mieke 2021). Stability, on the other hand, refers to the ability of a system or society to resist external shocks and maintain a relatively predictable and functioning environment. Sustainability, in this context, implies the ability to meet present needs without compromising the ability of future generations to meet their own needs, encompassing environmental, economic, and social dimensions (Okafor, Anyaegbunam, & Nwokike 2023). The Initiative for Sustainability, Stability and Security in academic tackles the interlinked issues of climate resilience, youth unemployment and migration. By strengthening natural, human and institutional resources, the initiative enhances academic sustainability, stability and security (Göker & Aslı 2022).

2.1.4 Well-Being Sustainability

Academic well-being and sustainability in higher education are intertwined, with sustainability education playing a key role in fostering both. Education for Sustainable Development aims to equip individuals with the knowledge, skills, and values to address societal challenges, including environmental concerns, and contributes to a positive impact on academics well-being (Bech, Olsen, Kjoller, & Rasmussen 2023). The relationship between sustainability and well-being is multifaceted. Addressing environmental issues, promoting social equity, and ensuring economic viability all contribute to a healthier and more sustainable future, which in turn positively impacts the well-being of individuals, communities, and the plane (Anyeagbunam & Anekwe 2021).

Academic well-being and sustainability focuses on equipping individuals with the knowledge, skills, and values necessary to navigate complex societal challenges and contribute to a sustainable future (Hossain, O'Neill & Strnadová, 2023). It encourages learning that is cognitive, socio-emotional, and behavioral, fostering critical thinking, empathy, and positive action. Integrating sustainability into the curriculum can positively impact student well-being by fostering a sense of purpose, engagement, and responsibility towards societal issues. Studies suggest that sustainability education can lead to increased student well-being, particularly through its impact on mindfulness, social skills, and emotional intelligence (Liu, Morrison & Zeng 2024). Sustainability initiatives, such as campus greening, community engagement, and curriculum changes, can create a more sustainable and supportive environment for students, further

enhancing their well-being. While integrating sustainability into higher education curricula presents some challenges, such as requiring cross-departmental collaboration and adapting to evolving educational needs, the benefits are substantial, including enhanced student engagement, knowledge acquisition, and a greater sense of responsibility towards creating a sustainable future (Khatri, Duggal, Lim, Thomas& Shiva 2024). Universities have a crucial role to play in promoting sustainability, not only through curriculum changes but also through research, community engagement, and operational practices.

2.2 Theoretical Framework

Stakeholder Theory

Stakeholder theory, developed by Edward Freeman in 1984, Stakeholder Theory posits that universities must consider the interests and needs of various stakeholders to achieve academic sustainability. This theory recognizes that universities operate within a complex network of relationships with diverse stakeholders.

Relevance to the Study.

i. Multiple stakeholders: Public universities have diverse stakeholders with competing interests, making stakeholder theory particularly relevant.
ii. Performance Management: Stakeholder theory emphasizes the importance of balancing stakeholder needs in performance management, ensuring that organizational goals align with stakeholder expectations.
iii. Academic sustainability focus: Stakeholder theory highlights the role of stakeholder engagement in achieving long-term academic sustainability, recognizing that stakeholder support is crucial for universities success.

Implications of the Stakeholder Theory for Public Universities:

Effective stakeholder management is critical for securing funding, resources, and support. Balancing stakeholder needs requires strategic communication, collaboration, and compromise. Ignoring stakeholder interests can lead to decreased legitimacy, reputation damage, and reduced academic sustainability.

Highlighting the implications of both Resource-based theory (RBT) and Stakeholder Theory, the study demonstrate a deeper understanding of how these theories inform performance management and academic sustainability in public universities. Both theories offer valuable insights, but Resource-based theory (RBT) might be more suitable for examining internal resource management and performance, while Stakeholder theory focuses on external relationships and stakeholder engagement.

2.3 Empirical Review

Mulwa and Weru (2017) explored the influence of performance management system on employee performance in banks in Kitui Town, Kenya. The population under study was 118 employees. Data was collected by use of questionnaires. Data from the research was analyzed using SPSS. It was found that performance management system enhances employee performance by providing a reliable performance measure, increasing staff competency and hence realization of set targets.

Kariuki (2017) examined the effect of performance appraisal on the employees'

performance in Barclays Bank of Kenya. The objectives of the study were; to determine the effect of job satisfaction on employee's performance, find out the effect of employee motivation on employee's performance and to identify the effects of career progression on employee's performance. The study adopted a descriptive study in which it targeted all the 479 staff from 51 branches. The study sampled 144 respondents. The study used self-administered questionnaires to collect data. The data was then analyzed using descriptive statistics such as mean, mode and percentages. Inferential statistics mainly the regression analysis was used to measure the correlation between employee performance which is the dependent variable and the independent variables (job satisfaction, motivation and career progression). The study established that the performance appraisal practices through fair compensation and management support, employees' productivity has been enhanced through job satisfaction. The study further established that the performance appraisal practices have enhanced employee motivation through the performance reward system, fair compensation and the working environment. The results revealed that performance appraisal enhanced the employee career progression through career growth, link between performance and employee goals in the organization and the link between reward and performance.

Samwell (2018) assessed the impact of performance management on employee and organizational performance. The study adopted a cross-sectional survey research design and involved a sample size of 120 human resource officers and managers from selected private organizations in Tanzania. Data was collected using structured questionnaires and interviews and analyzed using descriptive and inferential statistics and the results presented using tables. The findings of the study reveal that private organizations practice performance management and have effective performance management system to evaluate/appraise the performance of their employees. Moreover, the findings reveal that there is a significant relationship between performance management and employee performance as well as between performance management and organizational performance.

Chekol (2018) examined the effects of performance appraisal on employees moral and satisfaction in Jinka town civil service office. The specific objectives of the study were to point out the current performance of employees, performance appraisal problems and to examine the effects of performance standards contribute to shape employees moral and satisfaction. Data for this study were collected from sample employees. So, from the total of 76 employees the researcher was used 39 (56%) through simple random sampling techniques. The study employed quantitative data like questionnaire as it is the major source of information even through there were some qualitative data obtained from sample employees. The result of the study revealed that evaluating employees by their past contribution affects employees' moral and satisfaction negatively and also pay cut is not the measure to improve performance since it demoralizes employees moral and satisfaction. The study also

indicated that team appraisal system affect employee's moral and satisfaction negatively.

Kagotho (2018) examined the effects of performance appraisal on employee performance in the healthcare sector in Kenya a case study of Gertrude's children hospital. The research design adopted was a descriptive research design that is cross sectional in nature. The study target populations were 250 staff of Gertrude's Children hospital with the sample population of 100 employees. The researcher used questionnaires as the main data collection instrument that was pilot tested using the questionnaire on 25 staff based at Gertrude's Pangani Clinic. The data was analysed by use of descriptive statistics. The data analysis tools were simple tabulations and presentations of the report using spreadsheets. The data is presented using tables, charts and graphs. The study has established that performance appraisal feedback are critically important because the process offers organizations a valuable opportunity to measure how each staff in relations to previously established standards and expectations. The findings indicate that performance appraisal and performance appraisal feedback are critically important because the process offers organizations a valuable opportunity to measure how each staff in relations to previously established standards and expectations.

3.0. METHODOLOGY

3.1 Research Design

The study adopted a descriptive research design, which provided an in-depth description of the effect of performance management on academic sustainability of public universities. According to Creswell (2013), descriptive research is ideal for studies seeking to provide a detailed description of a phenomenon.

3.2 Population of the Study

The target population for this study comprised 13,011 academic staff from four public universities in Anambra and Enugu States, Nigeria, namely: Nnamdi Azikiwe University, Awka (UNIZIK), Chukwuemeka Odumegwu Ojukwu University, Uli (COOU), University of Nigeria, Nsukka (UNN), and Enugu State University of Science and Technology, Agbani (ESUT). See the breakdown of the population tableau below.

Table 3.1: Population Distribution

S/N	Names of Federal Universities	State	Number of Academic Staff
1	Nnamdi Azikiwe University, Awka	Anambra	**3,198**
2	Chukwuemeka Odumegwu Ojukwu University, Uli	Anambra	**3,051**
3	University of Nigeria, Nsukka	Enugu	**3,761**
4	Enugu State University of Science and Technology, Agbani	Enugu	**3,001**

	Total		**13,011**

Source: From Universities Personnel Departments 2026

3.3. Sampling Technique

A sampling technique is a method or procedure used to select a sample from a larger population. The goal of a sampling technique is to ensure that the sample is representative of the population and that the results can be generalized to the larger population. The sample size was calculated using Krejcie and Morgan's (1970) formula, ensuring a manageable and unbiased representation of the large population.

$$s = \frac{x^2NP(1-P)}{d^2(N-1) + x^2P(1-P)}$$

The Krejcie and Morgan sample size statistical determination model is stated thus:

Where:

S = Sample size
N = Population size (13,011)
p = Population proportion is taken as 0.5 since this would provide the maximum sample size
d = degree of accuracy expressed as a proportion
x^2 = Table value of chi-square for 1 degree of freedom at 5% confidence level (3.84)

Substituting Values:
$(3.841*13,011*0.5*0.5)/ (0.05)^2*(13,011-1) +3.841*0.5*0.5*)$

Calculating:

(3.841*13,011*0.25) =12,493.813

Divided by:

(0.0025*13,010+0.96025) = 33.485

Result:

$$S = \frac{12,493.813}{33.485} = 373.116$$

Sample size = 373

Thus, the sample size was 373 academic staff from four public universities in Anambra and Enugu States, Nigeria were randomly selected for this study. Thereafter, the respondents were randomly selected from the academic staff of the four public universities in Anambra and Enugu States, Nigeria in order to give every member of the population equal chance of being selected for the study. Thus, simple random sampling technique was employed to select the participants. This is to ensure that the selected participants respond to the survey at their own convenient without any stress or pressure.

However, the proportion of the questionnaire administered to each of the four public universities was determined using Bowley's proportional allocation formula.

Thus:

$$nh = \frac{n \times Nh}{N}$$

Where:

nh = Number of copies of the questionnaire allocated to each university
n = Total sample size
Nh = Number of employees in each of the public Universities.
N = Population size

For Nnamdi Azikiwe University, Awka,

n = 373
Nh = 3,198
N = 13,011

$$nh = \frac{373 \times 3,198}{13,011}$$

Thus, nh = 91.68

Approximately 92 copies of the questionnaire were distributed to Nnamdi Azikiwe University, Awka.

For Chukwuemeka Odumegwu Ojukwu University, Uli

n = 373
Nh = 3,051
N = 13,011

$$nh = \frac{373 \times 3,051}{13,011}$$

Thus, nh = 87.46

Approximately 87 copies of the questionnaire were distributed to Chukwuemeka Odumegwu Ojukwu University, Uli

For University of Nigeria, Nsukka

n= 373
Nh = 3,761
N = 13,011
nh = $\frac{373 \times 3,761}{13,011}$
Thus, nh = 107.82
Approximately 108 copies of questionnaire were distributed to University of Nigeria, Nsukka.

For Enugu State University of Science and Technology, Agbani
n= 373
Nh = 3,001
N = 13,011
nh = $\frac{373 \times 3,001}{13,011}$
Thus, nh = 86.03
Approximately 86 copies of questionnaire were distributed to Enugu State University of Science and Technology, Agbani.

Table 2: Questionnaire Allocation to each of the Public Universities

S/N	Federal Universities	Population	Questionnaire Allocated
1	Nnamdi Azikiwe University, Awka	**3,198**	**92**
2	Chukwuemeka Odumegwu Ojukwu University, Uli	**3,051**	**87**
3	University of Nigeria, Nsukka	**3,761**	**108**
4	Enugu State University of Science and Technology, Agbani	**3,001**	**86**
Total		**13,011**	**373**

Source: Field Survey, 2025

3.4 Sources of Data

This study employed a mixed-methods approach, combining primary and secondary data to provide a comprehensive understanding of the research topic. Primary data was collected through a structured questionnaire, carefully designed to elicit specific and relevant information from respondents. The questionnaire was administered to a sample of (373) academic staff from four public universities in Anambra and Enugu States, Nigeria.

3.5. Instruments for Data Collection

The data collection instrument employed in this study was a structured questionnaire designed by the researcher, utilizing a 5-point Likert scale to measure attitudinal variables. The scale ranged from Strongly Agree (SA, 1) to Strongly Disagree (SD, 5), with intermediate options including Agree (A, 2), Undecided/Neutral (N, 3 points), and Disagree (D, 4).

3.6 Method of Data Analysis

The need to enhance easy comprehension and analysis prompted the use of the frequency distribution table to present the data gathered. Simple percentage analysis was employed to

answer the research questions. Pearson Product Moment Correlation Coefficient Efficient Analysis was use in testing hypotheses. Pearson Product Moment Correlation Coefficient was adopted because they are used to measuring significance relationship between variables which makes use of correlation analysis. All tests were conducted at 0.05 level of significance.The statistical package for social sciences (SPSS) version 23 was employed to test the hypotheses.

3.6 Decision Rule

If t-value is greater than or equal to 2 and the probability is less than 0.005 level of significance, we accept alternative hypothesis and reject the null hypothesis. Otherwise, we accept the null and reject the alternative hypothesis

DATA PRESENTATION AND ANALYSIS

In this section, the data generated from the academic staff of the four public universities in Anambra and Enugu States, Nigeria were presented, analyzed and interpreted.

4.1 Questionnaire Distribution Analysis

Table 4.1: Questionnaire Response Rate

Items distributed	Number	Percentage
Copies of the questionnaire distributed	373	100
Copies of the questionnaire Returned	354	94.9
Copies of invalid questionnaire	19	5.3
Total	**354**	**100**

Author's compilation 2026

A total of three hundred seventy three 373 (100%) questionnaires were distributed to the respondents, out of which three hundred and fifty four 354 (94.9%) were properly filled and found relevant to the study while 19 (5.3%) of the questionnaires were not properly filled. Therefore, the analysis in this section was based on the three hundred and fifty four relevant copies. The first section covers the demographic features of the respondents. The second section analyzed the data relevant to research questions.

4.2 Test of Hypotheses

4.2.1 Hypothesis One

Ho: There is no significant positive relationship between performance monitoring and well-being sustainability of public universities in Anambra and Enugu States, Nigeria.

H1: There is a significant positive relationship between performance monitoring and well-being sustainability of public universities in Anambra and Enugu States, Nigeria.

Table 4.2: Correlation Performance Monitoring and Well-Being Sustainability

	Well-Being Sustainability	Performance

		Monitoring
Well-Being SustainabilityPearson Correlation	1	**.955
Sig. (2-tailed)		000
N	354	354
Performance Monitoring Pearson Correlation	**.955	1
Sig. (2-tailed)	000	
N	354	200

**. Correlation is significant at the 0.01 level (2-tailed).
Source: SPSS vision 23.0

From the analysis, r = 955, p-value is 0.000, which is less than the significant level of 0.05, ($p<0.05$). Therefore, reject Ho and accept H1. In other words, there is a significant positive relationship between performance monitoring and well-being sustainability of public universities in Anambra and Enugu States, Nigeria. Based on the result, this indicates significant positive relationship between performance monitoring and well-being sustainability because of the positive value for the correlation coefficient which is 0.955, 95.5%. therefore, the an increase in performance monitoring will lead to an increase in well-being sustainability. The value of this correlation coefficient 0.955 falls under coefficient range from + 0.91 to + 0.100. Therefore, the relationship between performance monitoring and well-being sustainability is very high.

4.2.2 Hypothesis Two

Ho: Performance evaluation does not positively correlate with security and stability sustainability of public universities in Anambra and Enugu States, Nigeria.

H_1: Performance evaluation has a significant relationship with security and stability sustainability of public universities in Anambra and Enugu States, Nigeria.

Table 4.3: Relationship between Performance Evaluation and Security and Stability Sustainability

	Security and Stability Sustainability	**Performance Evaluation**
Security and Stability Sustainability	1	**.743
Pearson Correlation		000
Sig. (2-tailed)	354	354
N		

Performance	.743	1
Evaluation Pearson Correlation	000	
Sig. (2-tailed)		
N	354	354

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

Source: SPSS Vision 23.0

Table 4.58 indicates that the r = 743, p-value = 0.000 which is less than 0.05, ($p<0.05$). Therefore, reject H0 and accept H1. Hence, Performance evaluation positively correlated with security and stability sustainability of public universities in Anambra and Enugu States, Nigeria. From the result, Correlation is 0.743, 74.3% shows that there is positive relationship between performance evaluation and security and stability sustainability because of the positive value for correlation coefficient. Thus, an increase in performance evaluation, increase security and stability sustainability. The value of this correlation coefficient 0.74.3 falls under coefficient range from + 0.70 to + 0.80. Therefore, the relationship between performance evaluation, security and stability sustainability is high.

Summary of Findings

This study investigated the relationship between performance management and academic sustainability of public universities in Anambra and Enugu States, Nigeria. The study was subjected the Pearson Correlation analysis. The result revealed that:

1. Performance evaluation positively correlates with security and stability sustainability of public universities in Anambra and Enugu States, Nigeria (r = 743, p-value = 0.000 $p<0.05$).
2. There is a significant positive relationship between performance monitoring and well-being sustainability of public universities in Anambra and Enugu States, Nigeria (r = 955, p-value = 0.000, $p<0.05$).

CONCLUSION

The study concludes that performance management is an important institutional mechanism for promoting the sustainability of public universities. Both performance evaluation and performance monitoring demonstrated positive and statistically significant relationships with the identified dimensions of academic sustainability. The findings therefore emphasise the need for public universities in Anambra and Enugu States to strengthen their performance management systems by conducting regular performance assessments and maintaining continuous monitoring of institutional activities and outcomes. Such practices can enhance accountability, institutional stability and the well-being of members of the university community, thereby contributing to the long-term sustainability of public university education

Recommendations

Based on the findings and conclusions, the study recommends the following:

i. Public universities should conduct regular performance evaluations to ensure security and stability sustainability. This involves assessing risks, identifying areas for improvement, and implementing corrective actions.
ii. Universities should establish a systematic performance monitoring framework to promote well-being sustainability. This includes tracking key performance indicators (KPIs), conducting regular

reviews, and making data-driven decisions.

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