

Digital transformation capability in higher education management reframing leadership, data governance, and institutional performance

Rashed Chowdhury¹, Samira Nuzhat², Umme Kulsum³, Faria Nourin Ansaree⁴, Farzana Rahman⁵ and Tilottama Ahmed^{6*}

¹Professor, Department of Business Administration, University of Scholars, Dhaka, Bangladesh, Email: dean.dba@ius.edu.bd, ORCID: 0009-0009-9118-5322

²PhD Scholar, Centre for Higher Studies and Research (CHSR), Bangladesh University of Professionals (BUP), Dhaka, Bangladesh. Email: samira.nuzhat@gmail.com. ORCID: 0000-0002-2751-818X

³Lecturer, Department of Business Administration, University of Scholars, Dhaka, Bangladesh, Email: ukantora@ius.edu.bd, ORCID: 0000-0001-5538-8856

⁴Lecturer, Department of English, Bangladesh Army International University of Science and Technology (BAIUST), Cumilla, Bangladesh, Email: nourin.ansaree@gmail.com

⁵Lecturer, Chandpur Science and Technology University, Bangladesh. Email: farzana@dba.cstu.ac.bd, ORCID: 0009-0006-1385-199X

⁶Lecturer, University of Scholars, Bangladesh

*Correspondence: tilottama@ius.edu.bd

Abstract

This study reviews how digital transformation capability reframes leadership, data governance, and institutional performance in higher education management. Grounded in Dynamic Capability Theory and Institutional Theory, it synthesises scholarship on digital transformation capability, digital leadership, strategic decision making, data governance, digital readiness, institutional policies, accountability, operational efficiency, and institutional performance. Using a comprehensive literature review and deductive thematic analysis, the paper identifies eight interconnected themes that explain how universities adopt digital systems, govern data, support evidence based management, and improve academic and administrative outcomes. The findings show that digital transformation is not only a technological process but also a strategic and governance oriented capability through which leadership capacity, data responsibility, institutional readiness, policy alignment, and performance expectations are negotiated. The review further indicates that clear data governance, accountable leadership, digital readiness, ethical technology use, and transparent institutional policies can reduce fragmented digital practices and strengthen institutional trust. The study contributes a governance focused framework for improving digital

Copyright: © 2026 by the authors. Licensee IJBM IEISS, New Zealand. This article is an open access article distributed under the terms and conditions of the [Creative Commons Attribution \(CC BY\) license](https://creativecommons.org/licenses/by/4.0/).

leadership, responsible data use, management effectiveness, and institutional performance in higher education across diverse institutional settings worldwide.

Keywords: Digital Transformation Capability, Digital Leadership, Data Governance, Higher Education Management, Institutional Performance

JEL Classification: I23, I28, M15

1. Introduction

Digital transformation capability has become an important concern in higher education management because universities are no longer managed only through conventional administrative routines, academic committees, and policy documents. They are increasingly shaped by digital systems, data-driven decisions, artificial intelligence, online learning platforms, institutional dashboards, and technology-supported governance processes. In higher education, digital transformation capability refers to the institutional ability to adopt, integrate, govern, and sustain digital technologies in ways that improve academic leadership, administrative efficiency, teaching quality, student support, and organizational performance. Recent studies show that higher education governance, sustainability, curriculum reform, artificial intelligence, and institutional development are increasingly connected with leadership capacity, data use, and digital readiness (Chusniyah et al., 2025; Hasan et al., 2026a; Hasan et al., 2026c; Mahade et al., 2025; Mukherjee & Hasan, 2023; Stracke et al., 2025; Xu, 2025). Therefore, examining digital transformation capability is essential for understanding how higher education institutions can respond to changing academic, technological, and managerial demands. Although digital transformation is often presented as a technical process, its success depends heavily on leadership, governance, institutional culture, and organizational decision-making. Universities may adopt digital platforms, artificial intelligence tools, student analytics, and administrative technologies, but these tools do not automatically improve institutional performance. Their value depends on whether academic leaders can align technology with strategy, protect data integrity, strengthen accountability, and support evidence-based decision-making. Studies on organizational governance, ethical leadership, artificial intelligence, and knowledge transformation suggest that technology adoption is shaped by trust, legitimacy, ethical responsibility, human behavior, and institutional accountability (Hasan et al., 2025; Hasan et al., 2026b; Hasnat et al., 2025c; Hasnat et al., 2026a; Khandakar et al., 2025). In higher education, these issues become more important because digital transformation affects students, faculty members, administrators, policymakers, and external stakeholders. As a result, digital transformation capability should be understood as a management and governance issue rather than only as a technological upgrade.

Existing scholarship provides useful insights into higher education management, sustainable development, learning continuity, artificial intelligence policy, student outcomes, and

organizational performance. However, the relationship between digital transformation capability, leadership, data governance, and institutional performance remains insufficiently integrated in higher education research. Prior studies have examined curriculum innovation, sustainable campus transformation, learning continuity during COVID-19, student dropout prediction, and personalized teaching through artificial intelligence (Chusniyah et al., 2025; Hasan et al., 2026a; Hasan et al., 2026c; Mukherjee & Hasan, 2020; Mukherjee & Hasan, 2023; Rabelo & Zárate, 2025; Xu, 2025). Broader organizational studies also show that performance improvement depends on leadership behavior, knowledge systems, human resource practices, innovation capacity, risk governance, stakeholder confidence, and institutional legitimacy (Ahmed et al., 2025; Faruk et al., 2025; Hasna & Salleh, 2018; Hasnat & Alom, 2017; Hasnat & Talukder, 2017; Nishu et al., 2025; Rahman et al., 2025a; Yamin et al., 2025). These insights are relevant to higher education because universities also depend on responsible governance, reliable information, transparent decision-making, and adaptive leadership.

This review addresses these gaps by examining digital transformation capability in higher education management through the connected lenses of leadership, data governance, and institutional performance. It synthesizes literature related to higher education reform, artificial intelligence, sustainability, organizational knowledge, ethical governance, human resource management, and institutional decision-making. The study argues that digital transformation capability is not limited to the availability of technology. It also reflects how universities develop leadership capacity, govern data responsibly, manage institutional change, and convert digital resources into academic and administrative value. By connecting higher education studies with wider research on governance, innovation, organizational behavior, and performance, this review contributes to a more integrated understanding of digital transformation in higher education management (Babur et al., 2026; Hasnat et al., 2025a; Hasnat et al., 2025b; Khandakar et al., 2026; Mahade et al., 2025; Rahimi et al., 2023; Rahimi et al., 2025; Rahman et al., 2025b; Yildirim et al., 2020). Practically, the study provides insights for university leaders, policymakers, administrators, quality assurance bodies, and technology governance teams seeking to strengthen leadership, data governance, and institutional performance in digitally transforming higher education institutions. This study aims to review how digital transformation capability influences higher education management, leadership, data governance, and institutional performance. It focuses on how universities develop, organize, and apply digital resources, leadership practices, data systems, and governance structures to improve academic administration, decision-making, service delivery, and institutional outcomes.

Specific objectives include:

- To examine how digital transformation capability shapes leadership practices, strategic decision-making, and management effectiveness in higher education institutions.

- To analyze how data governance, digital readiness, institutional policies, and leadership capacity influence transparency, accountability, operational efficiency, and institutional performance in higher education management.

This study offers a governance-focused understanding of digital transformation capability in higher education. It also provides practical direction for strengthening digital leadership, responsible data governance, evidence-based decision-making, and institutional performance in digitally transforming universities.

2. Literature Review

2.1 Theoretical Underpinnings

This study is grounded in Dynamic Capability Theory and Institutional Theory, which together provide a relevant lens for examining digital transformation capability in higher education management. Dynamic Capability Theory explains how institutions build, integrate, and reconfigure resources to respond to changing environments. From this view, digital transformation capability is not limited to adopting digital tools. It involves the ability of universities to align digital systems, leadership practices, data resources, institutional knowledge, and strategic decision-making with changing academic and administrative demands. Recent studies on higher education management, sustainable campus transformation, curriculum innovation, artificial intelligence, and learning continuity show that universities increasingly require adaptive leadership, digital readiness, and organizational learning to improve institutional outcomes (Chusniyah et al., 2025; Hasan et al., 2026a; Hasan et al., 2026c; Mahade et al., 2025; Mukherjee & Hasan, 2020, 2023; Xu, 2025).

Institutional Theory further strengthens this analysis by explaining how universities operate within formal rules, governance structures, policy expectations, quality assurance systems, accreditation demands, and legitimacy pressures. From this perspective, digital transformation is shaped by more than technology. It is influenced by institutional norms, administrative culture, leadership capacity, stakeholder expectations, and governance arrangements. Studies on artificial intelligence policy, ethical governance, organizational knowledge transformation, and institutional accountability show that digital change depends on responsible leadership, trust, transparency, compliance, and legitimacy (Hasan et al., 2025; Hasan et al., 2026b; Hasnat et al., 2025c; Hasnat et al., 2026a; Khandakar et al., 2025; Stracke et al., 2025). Together, Dynamic Capability Theory and Institutional Theory help explain why digital transformation capability should be understood as both a strategic management capability and an institutional governance process. These theories support the present review by linking digital leadership, data governance, digital readiness, institutional policy, operational efficiency, accountability, and performance in higher education.

2.2 Digital Transformation Capability and Organizational Challenges in Higher Education Management

Digital transformation capability is approached in this study as the institutional ability to adopt, integrate, govern, and sustain digital technologies in ways that improve higher education management. In universities, this capability may include digital platforms, student information systems, artificial intelligence tools, learning management systems, administrative dashboards, data analytics, online service systems, and technology-supported decision-making. However, digital transformation capability is not only a technical matter. It also depends on leadership vision, staff readiness, institutional culture, data governance, policy alignment, and the ability to convert digital resources into academic and administrative value.

Higher education institutions face complex organizational challenges when they attempt to implement digital transformation. These challenges include limited infrastructure, fragmented systems, weak digital skills, unclear data ownership, resistance to change, uneven technology access, and gaps between policy intention and actual practice. Prior studies on higher education management, sustainable development, curriculum reform, and learning continuity show that institutional change requires coordinated leadership, stakeholder participation, and long-term governance capacity (Chusniyah et al., 2025; Hasan et al., 2026a; Hasan et al., 2026c; Mukherjee & Hasan, 2020, 2023). Similar insights from organizational and sectoral studies show that transformation efforts are often shaped by institutional behavior, resource constraints, compliance systems, and stakeholder trust (Faruk et al., 2025; Hasnat & Alom, 2017; Hasnat & Talukder, 2017; Yamin et al., 2025). Therefore, digital transformation capability should be understood as a central management concern in higher education rather than as a narrow technology adoption issue.

2.3 Digital Leadership and Strategic Decision-Making in Higher Education

Digital leadership is treated here as the ability of higher education leaders to guide institutional transformation through technology-informed strategy, ethical judgment, data use, and organizational coordination. University leaders are expected to make decisions that improve teaching quality, administrative efficiency, student support, research capacity, institutional visibility, and stakeholder confidence. Their role is not limited to approving technology purchases. It includes setting digital priorities, building institutional readiness, supporting faculty and staff, protecting data integrity, and ensuring that digital initiatives are linked with academic and administrative goals.

In practice, digital leadership is often constrained by limited resources, bureaucratic procedures, uneven digital literacy, and competing institutional interests. Leaders may support transformation, but their decisions can be shaped by institutional culture, stakeholder pressure, regulatory expectations, and uncertainty about technological risks. Studies on artificial intelligence in higher education, sustainable human resource management, ethical leadership, and organizational

knowledge transformation show that digital leadership requires communication, accountability, trust, and the capacity to manage human and technological change together (Hasan et al., 2025; Hasan et al., 2026b; Hasnat et al., 2025c; Hasnat et al., 2026a; Mahade et al., 2025; Stracke et al., 2025; Xu, 2025). Research on motivation, work-life balance, and organizational behavior also indicates that leadership decisions affect employee engagement, learning behavior, and institutional performance (Ahmed et al., 2025; Hasnat et al., 2025a; Rahman et al., 2025a). Thus, digital leadership must be examined as both a strategic capability and a governance responsibility in higher education management.

2.4 Data Governance, Digital Readiness, and Institutional Policies

Data governance is positioned in this study as a key mechanism through which digital transformation capability shapes higher education management. Universities now collect and use large amounts of data related to students, faculty members, academic programs, assessment, attendance, finance, research, quality assurance, and institutional performance. Effective data governance requires clear rules for data ownership, privacy, access, accuracy, security, ethical use, and accountability. Without strong data governance, digital systems may increase administrative complexity, weaken trust, and create risks related to surveillance, misuse, bias, and poor-quality decisions.

Digital readiness further shapes the success of data governance and technology-enabled management. Universities may introduce artificial intelligence tools, digital learning systems, and analytics platforms, but these systems require trained users, reliable infrastructure, supportive policies, and clear institutional responsibilities. Studies on artificial intelligence policy, higher education management, student dropout prediction, and personalized teaching show that digital systems can support planning and student success when they are connected with sound governance and evidence-based decision-making (Rabelo & Zárate, 2025; Stracke et al., 2025; Xu, 2025). Wider empirical studies also show the importance of data quality, risk assessment, evidence generation, and systematic analysis in decision-making across health, finance, marketing, and occupational safety contexts (Al Rakib et al., 2026; Rahimi et al., 2025; Rahman, et al., 2025b; Yildirim et al., 2020). These insights are relevant to higher education because universities also depend on accurate information, responsible monitoring, and reliable data systems to improve institutional performance.

2.5 Institutional Policies, Accountability, and Operational Efficiency

Institutional policies are central to digital transformation because they define how digital systems should be selected, implemented, monitored, and evaluated. In higher education, policies may cover data privacy, artificial intelligence use, online teaching, assessment integrity, digital records, cybersecurity, student support, quality assurance, and administrative reporting. Strong policies can improve consistency, transparency, and institutional accountability. Weak or unclear policies may

create fragmented practices, unequal access, duplication of work, and uncertainty among faculty members, students, and administrators.

Accountability becomes especially important when universities use digital systems for academic and administrative decisions. Leaders must ensure that digital tools do not simply automate existing weaknesses. They must also ensure that data-driven decisions are fair, explainable, ethical, and aligned with institutional goals. Studies on ethical governance, artificial intelligence innovation, Islamic finance governance, stakeholder trust, and accountability show that institutional legitimacy depends on responsible decision-making, transparent procedures, and credible oversight (Hasan et al., 2026b; Hasnat et al., 2026a; Hasnat et al., 2025b; Khandakar et al., 2025; Yamin et al., 2025). Operational efficiency also depends on how well institutions coordinate people, processes, and technology. Research on entrepreneurial marketing, organizational performance, risk governance, and human resource sustainability suggests that performance improves when innovation, monitoring, training, and process improvement are connected with clear governance practices (Mahade et al., 2025; Nishu et al., 2025; Rahman et al., 2025a; Yildirim et al., 2020). In higher education, this means digital transformation capability should improve not only speed and automation, but also decision quality, service reliability, and institutional accountability.

2.6 Digital Transformation Capability and Institutional Performance

Institutional performance is treated in this study as the outcome of effective leadership, responsible data governance, digital readiness, and strategic management capability. In higher education, performance may include improved teaching and learning, better student retention, stronger administrative efficiency, enhanced research support, improved quality assurance, better stakeholder satisfaction, and stronger institutional reputation. Digital transformation can support these outcomes when universities use technology to improve communication, planning, reporting, resource allocation, and student-centered services.

However, the link between digital transformation and performance is not automatic. Technology can improve institutional outcomes only when leaders align digital systems with academic values, organizational capacity, and governance responsibilities. Studies on sustainable campus transformation, curriculum innovation, learning continuity, artificial intelligence-supported teaching, and student dropout prediction show that higher education performance depends on integrated systems, adaptive leadership, and evidence-based decision-making (Chusniyah et al., 2025; Hasan et al., 2026a; Hasan et al., 2026c; Mukherjee & Hasan, 2023; Rabelo & Zárate, 2025; Xu, 2025). Broader studies on finance, consumer behavior, Islamic banking, and organizational decision-making also show that performance is shaped by trust, knowledge, stakeholder expectations, behavioral patterns, and governance quality (Hasna & Salleh, 2018; Hasnat & Alom, 2017; Hasnat et al., 2023b; Hasnat et al., 2025c; Rahimi et al., 2023; Yamin et al., 2025). These

insights indicate that higher education institutions need digital transformation capability that connects technology with leadership, governance, human behavior, and institutional performance.

2.7 Identified Gaps and Contribution

Although the literature provides valuable insights into higher education management, sustainable development, learning continuity, artificial intelligence, curriculum innovation, governance, and organizational performance, the relationship between digital transformation capability, leadership, data governance, and institutional performance remains insufficiently integrated. Existing studies often focus on digital tools, artificial intelligence policy, student analytics, or institutional reform without fully explaining how leadership capacity and data governance convert digital resources into improved institutional performance (Chusniyah et al., 2025; Hasan et al., 2026a; Hasan et al., 2026c; Mahade et al., 2025; Rabelo & Zárate, 2025; Stracke et al., 2025; Xu, 2025). Similarly, studies from business, finance, health, marketing, occupational safety, and organizational governance highlight accountability, innovation, behavior, risk, stakeholder trust, and performance, but these insights are rarely integrated into a higher education management framework focused on digital transformation capability (Ahmed et al., 2025; Al Rakib et al., 2026; Babur et al., 2026; Faruk et al., 2025; Hasna & Salleh, 2018; Nishu et al., 2025; Rahimi et al., 2025).

This study addresses these gaps by developing a review-based understanding of digital transformation capability in higher education management. It contributes by connecting four central areas: digital leadership, data governance, institutional policy, and institutional performance. The study also extends the discussion beyond technology adoption by showing that digital transformation capability depends on leadership judgment, governance structures, ethical data use, digital readiness, stakeholder trust, and organizational learning. In practical terms, the study offers guidance for university leaders, policymakers, administrators, quality assurance bodies, and technology governance teams who seek to strengthen transparent, accountable, efficient, and performance-oriented higher education management. It also supports future scholarly writing by showing how evidence, rationale, research gaps, and policy implications can be organized in a clear and contribution-focused manner (Hasan et al., 2026d; Hasnat et al., 2026b; Khandakar et al., 2026; Onwuegbuzie & Frels, 2016; Snyder, 2019; Torraco, 2005).

2.8 Conceptual Framework

Formal construct definitions are consolidated in Table 1 to avoid repetition. Figure 1 presents the conceptual framework guiding this review. Digital transformation capability serves as the core institutional capability shaping digital leadership, data governance, institutional policies, digital readiness, and institutional performance in higher education. The framework positions institutional performance not as the direct result of technology adoption alone, but as an outcome of coordinated leadership, responsible data use, clear policies, digital readiness, and accountable management practices. This view aligns with higher education studies showing that institutional change depends

on leadership capacity, governance structures, stakeholder participation, and evidence-based decision-making (Chusniyah et al., 2025; Hasan et al., 2026a; Hasan et al., 2026c; Mahade et al., 2025; Mukherjee & Hasan, 2020, 2023; Stracke et al., 2025; Xu, 2025). It also reflects wider governance research showing that accountability, trust, communication, knowledge transformation, risk awareness, and stakeholder expectations shape institutional decisions and performance (Hasan et al., 2025; Hasan et al., 2026b; Hasnat et al., 2025c; Hasnat et al., 2026a; Khandakar et al., 2025; Rahimi et al., 2025; Yamin et al., 2025).

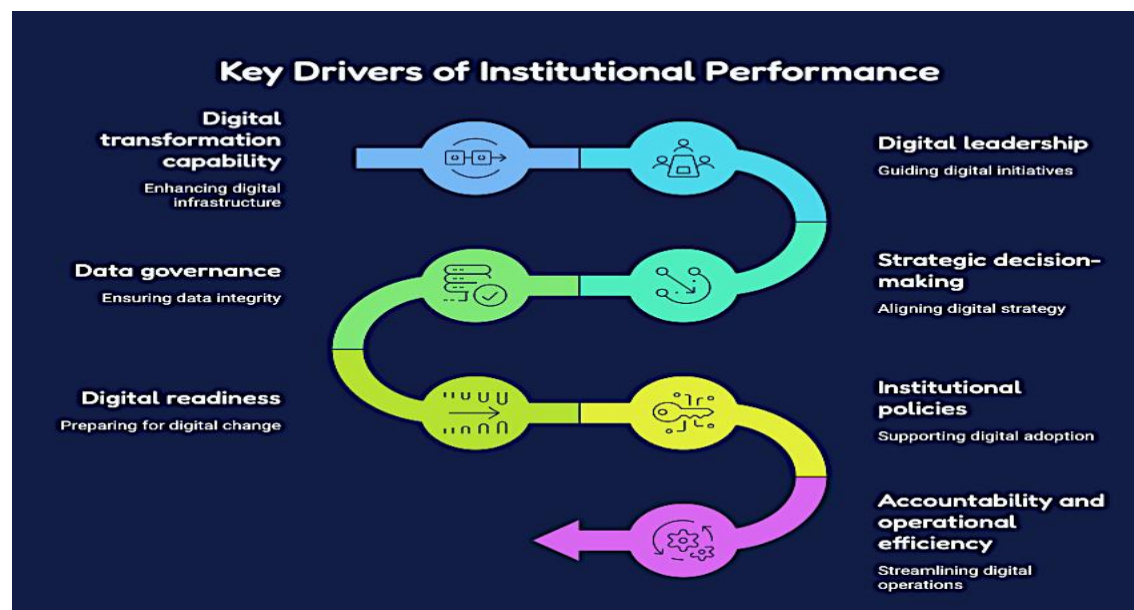
Table 1. Construct Definitions and Functional Roles in the Conceptual Framework

Construct	Working definition	Functional role in the framework	Supporting literature
Digital transformation capability	The institutional ability to adopt, integrate, govern, and sustain digital technologies to improve academic, administrative, and managerial functions in higher education.	Core institutional capability shaping leadership, data governance, digital readiness, and institutional performance.	Chusniyah et al. (2025); Hasan et al. (2026a); Hasan et al. (2026c); Xu (2025)
Digital leadership	The ability of university leaders to guide technology adoption, align digital initiatives with institutional goals, and support academic and administrative change.	Main leadership mechanism connecting digital transformation capability with strategic decision-making and management effectiveness.	Hasan et al. (2025); Hasan et al. (2026b); Hasnat et al. (2026a); Mahade et al. (2025)
Strategic decision-making	The process through which higher education leaders use digital tools, institutional evidence, and governance priorities to make academic and administrative decisions.	Explains how digital leadership influences planning, resource allocation, student support, quality assurance, and institutional improvement.	Mukherjee and Hasan (2020); Mukherjee and Hasan (2023); Rabelo and Zárata (2025); Stracke et al. (2025)
Data governance	The rules, responsibilities, and practices used to manage data ownership, access, privacy, accuracy, security, ethical use, and accountability.	Provides the governance foundation for evidence-based decision-making, transparency, and responsible digital management.	Al Rakib et al. (2026); Hasan et al. (2026b); Rahimi et al. (2025); Yildirim et al. (2020)
Digital readiness	The preparedness of faculty members, administrators, students, infrastructure, and institutional systems to support digital transformation.	Conditions whether digital transformation capability can be implemented effectively across academic and administrative functions.	Chusniyah et al. (2025); Hasan et al. (2026c); Mahade et al. (2025); Xu (2025)

Construct	Working definition	Functional role in the framework	Supporting literature
<i>Institutional policies</i>	The formal rules and procedures guiding artificial intelligence use, digital records, online learning, assessment integrity, data privacy, and technology governance.	Shapes consistency, accountability, compliance, and policy alignment in digital higher education management.	Hasan et al. (2026a); Hasnat et al. (2025c); Khandakar et al. (2025); Stracke et al. (2025)
<i>Accountability and operational efficiency</i>	The extent to which digital systems improve responsible decision-making, service reliability, workflow coordination, monitoring, and administrative effectiveness.	Links data governance and institutional policies with transparent, efficient, and accountable management practices.	Hasnat et al. (2026a); Nishu et al. (2025); Yamin et al. (2025)
<i>Institutional performance</i>	The improvement of teaching, learning, student support, administrative efficiency, research support, quality assurance, stakeholder satisfaction, and institutional reputation.	Final outcome of the framework, shaped by digital leadership, data governance, readiness, policy alignment, and accountability.	Hasan et al. (2026a); Hasan et al. (2026c); Mukherjee and Hasan (2023); Rabelo and Zárte (2025); Xu (2025)

Source: Authors' own compilation

Figure 1. Conceptual Framework of Digital Transformation Capability, Leadership, Data Governance, and Institutional Performance in Higher Education Management



Source: Authors

3. Methodology

The methodological foundation of this study is a comprehensive literature review, which is designed to synthesize existing knowledge, integrate diverse theoretical perspectives, and develop conceptual insights from established scholarship. This approach follows the principles outlined by Torraco (2005), who explains that a comprehensive literature review can generate new frameworks by critically examining, comparing, and integrating prior research. It also aligns with recent methodological discussions on framing research rationale, identifying research gaps, and connecting evidence to policy, practice, and future implications (Hasan et al., 2026d; Hasnat et al., 2026b; Khandakar et al., 2026). Consistent with Snyder (2019) and Onwuegbuzie and Frels (2016), the review process emphasized transparency in the search procedure, systematic selection of sources, and integrative analysis across related fields. Academic articles were identified through structured searches in Scopus, Web of Science, and relevant peer-reviewed academic sources. The search strategy used concept-driven keywords aligned with the core themes of this study, including digital transformation capability, higher education management, digital leadership, data governance, institutional policies, digital readiness, accountability, operational efficiency, institutional performance, artificial intelligence, and evidence-based decision-making. Boolean operators were used to expand and refine the search results to ensure broad but relevant coverage. Retrieved studies were screened for conceptual relevance, theoretical contribution, methodological rigor, and alignment with the study's focus on leadership, data governance, and institutional performance in higher education management. The selected literature was then examined through thematic analysis with deductive coding. Initial codes were developed from the study objectives and conceptual framework, including digital transformation capability, digital leadership, strategic decision-making, data governance, digital readiness, institutional policies, accountability, operational efficiency, and institutional performance. These deductive codes guided the organization, comparison, and synthesis of the reviewed literature. This integrative and thematic strategy enabled the study to draw together dispersed bodies of scholarship into a coherent analytical foundation for examining how digital transformation capability reframes leadership, data governance, and institutional performance in higher education management.

4. Discussion

Table 2 summarizes the key themes that explain how digital transformation capability shapes higher education management. Digital leadership, data governance, institutional policies, and digital readiness influence how universities adopt technologies, manage data, support evidence-based decision-making, and improve administrative and academic functions. These dynamics affect accountability, operational efficiency, transparency, service quality, and institutional performance in digitally transforming higher education institutions.

Table 2. Key Themes Shaping Digital Transformation Capability, Leadership, Data Governance, and Institutional Performance in Higher Education Management

Main theme	Sub-theme	Quote from Literature	Source(s)
Digital transformation capability	<i>Technology integration in higher education management</i>	“Digital transformation capability reflects how universities adopt, integrate, and sustain digital systems to improve academic and administrative functions.”	Chusniyah et al. (2025); Hasan et al. (2026a); Xu (2025)
	<i>Digital capability as institutional capacity</i>	“Digital transformation is not only a technical process, but also an institutional capability shaped by leadership, governance, readiness, and strategic alignment.”	Hasan et al. (2026c); Mahade et al. (2025); Stracke et al. (2025)
	<i>Transformation and organizational adaptation</i>	“Universities require adaptive capability to respond to changing academic demands, policy expectations, data systems, and technology-supported management practices.”	Mukherjee and Hasan (2020, 2023); Hasan et al. (2026a)
Digital leadership	<i>Strategic leadership and digital vision</i>	“Digital leadership guides how universities set priorities, align technology with institutional goals, and support academic and administrative change.”	Hasan et al. (2025); Hasan et al. (2026b); Mahade et al. (2025)
	<i>Evidence-based decision-making</i>	“Higher education leaders increasingly depend on digital evidence, institutional data, and analytical systems to support planning and decision-making.”	Rabelo and Zárate (2025); Stracke et al. (2025); Xu (2025)
	<i>Ethical accountable leadership</i>	“Digital leadership requires ethical judgment, accountability, transparency, and the ability to manage human and technological change together.”	Hasnat et al. (2026a); Khandakar et al. (2025); Khandakar et al. (2026)
Data governance	<i>Data ownership and responsible use</i>	“Data governance defines how universities manage data ownership, access, privacy, accuracy, security, and ethical use.”	Hasan et al. (2026b); Rahimi et al. (2025); Yildirim et al. (2020)
	<i>Data quality and decision reliability</i>	“Reliable institutional decisions depend on accurate data, systematic monitoring, analytical capacity, and responsible interpretation.”	Al Rakib et al. (2026); Rabelo and Zárate (2025); Rahman et al. (2025a)

Main theme	Sub-theme	Quote from Literature	Source(s)
Institutional policies	<i>Trust and accountability</i>	“Trust in digital management increases when data practices are transparent, accountable, and aligned with institutional responsibilities.”	Hasnat et al. (2026a); Hasnat et al. (2025c); Yamin et al. (2025)
	<i>Digital rules and governance procedures</i>	“Institutional policies shape how digital systems, artificial intelligence tools, online learning, assessment integrity, and data privacy are governed.”	Hasan et al. (2026a); Stracke et al. (2025); Xu (2025)
	<i>Policy alignment and compliance</i>	“Digital transformation becomes more effective when policies align technology adoption with accountability, quality assurance, and institutional goals.”	Chusniyah et al. (2025); Hasan et al. (2026c); Khandakar et al. (2025)
	<i>Ethical and institutional legitimacy</i>	“Universities strengthen legitimacy when digital policies support ethical practice, stakeholder trust, and responsible governance.”	Hasan et al. (2026b); Hasnat et al. (2025b); Hasnat et al. (2026a)
Digital readiness	<i>Faculty, staff, and student preparedness</i>	“Digital readiness depends on the preparedness of faculty members, administrators, students, infrastructure, and institutional systems.”	Chusniyah et al. (2025); Mahade et al. (2025); Xu (2025)
	<i>Skills, infrastructure, and participation</i>	“Successful digital transformation requires digital skills, reliable infrastructure, stakeholder participation, and institutional support.”	Hasan et al. (2026a); Hasan et al. (2026c); Mukherjee and Hasan (2023)
	<i>Human behavior and organizational change</i>	“Digital readiness is influenced by motivation, work practices, learning behavior, and the willingness of institutional actors to adapt.”	Ahmed et al. (2025); Hasnat et al. (2025a); Rahman et al. (2025b)
Accountability and operational efficiency	<i>Transparent management practices</i>	“Digital systems can strengthen transparency when decisions are supported by clear records, accessible evidence, and accountable procedures.”	Hasnat et al. (2026a); Rahimi et al. (2025); Yamin et al. (2025)

Main theme	Sub-theme	Quote from Literature	Source(s)
	<i>Process improvement and monitoring</i>	“Operational efficiency improves when digital tools support workflow coordination, service reliability, monitoring, and process improvement.”	Nishu et al. (2025); Rahman et al. (2025a); Yildirim et al. (2020)
	<i>Governance performance and responsibility</i>	“Technology-supported management must connect efficiency with responsibility, fairness, accountability, and stakeholder confidence.”	Hasan et al. (2025); Hasnat et al. (2025c); Khandakar et al. (2026)
	<i>Teaching, learning, and student support</i>	“Digital transformation can improve institutional performance by strengthening teaching, learning, student support, retention, and academic service delivery.”	Mukherjee and Hasan (2020, 2023); Rabelo and Zárate (2025); Xu (2025)
Institutional performance	<i>Administrative and research performance</i>	“Universities improve performance when digital systems support planning, reporting, research management, quality assurance, and administrative coordination.”	Chusniyah et al. (2025); Hasan et al. (2026a); Hasan et al. (2026c)
	<i>Stakeholder satisfaction and institutional reputation</i>	“Institutional performance is strengthened when digital transformation improves trust, responsiveness, stakeholder satisfaction, and organizational legitimacy.”	Hasna and Salleh (2018); Hasnat and Alom (2017); Rahimi et al. (2023); Yamin et al. (2025)

Source: Authors’ own compilation

4.1 Research Themes in Digital Transformation Capability, Digital Leadership, Data Governance, Digital Readiness, Institutional Policies, and Institutional Performance

The thematic analysis identified eight interconnected themes: digital transformation capability, digital leadership, strategic decision-making, data governance, digital readiness, institutional policies, accountability and operational efficiency, and institutional performance. These themes did not operate in isolation. Instead, they interacted through institutional conditions that shaped how higher education institutions adopted technologies, governed data, supported leadership decisions, and improved academic and administrative performance. Across the reviewed literature, digital transformation capability emerged as the central institutional capability influencing leadership practices, evidence-based management, and organizational improvement. Studies on higher education management, sustainable campus transformation, curriculum innovation, learning continuity, artificial intelligence, and personalized teaching show that universities increasingly require digital capacity, leadership readiness, and governance alignment to respond

to changing academic and managerial demands (Chusniyah et al., 2025; Hasan et al., 2026a; Hasan et al., 2026c; Mahade et al., 2025; Mukherjee and Hasan, 2020, 2023; Xu, 2025).

Digital transformation capability was especially visible in areas where leadership, data use, institutional policy, and performance expectations overlapped. University leaders were expected to make decisions about digital systems, online learning, student support, quality assurance, artificial intelligence use, administrative reporting, and institutional reform. However, these decisions were shaped by institutional readiness, data quality, governance clarity, resource capacity, and stakeholder expectations. This pattern aligns with broader studies on leadership, ethical governance, organizational knowledge, risk assessment, innovation, and stakeholder trust, which show that institutional decisions are shaped by values, accountability, communication, evidence, and organizational capacity (Hasan et al., 2025; Hasan et al., 2026b; Hasnat et al., 2025c; Hasnat et al., 2026a; Rahimi et al., 2025; Yamin et al., 2025).

Data governance operated as a key mechanism linking digital transformation capability with institutional performance. Data ownership, privacy, access, accuracy, security, ethical use, and accountability shaped whether digital systems could support reliable decisions. Digital readiness also played an important role. Where faculty members, administrators, students, infrastructure, and institutional systems were prepared, digital transformation was more likely to support effective management. Where readiness was weak, digital initiatives became more fragmented and less connected to institutional goals. Institutional policies further shaped how universities managed artificial intelligence, online learning, assessment integrity, digital records, and data privacy.

Two systemic patterns were especially clear. First, digital transformation capability shaped leadership and strategic decision-making most strongly when digital initiatives were connected with institutional goals, governance structures, and human capacity. Second, data governance, digital readiness, and institutional policies influenced whether digital transformation improved accountability, operational efficiency, transparency, and institutional performance. These findings address the study objectives by showing that digital transformation capability affects leadership practices and strategic decision-making, while data governance, readiness, policies, and accountability mechanisms influence management effectiveness and institutional performance in higher education.

4.2. Digital Transformation Capability, Digital Leadership, and Strategic Decision-Making

Digital transformation capability functioned as an important driver of leadership practice in higher education management. The reviewed literature showed that digital transformation is not limited to the adoption of technology platforms. It also involves the ability of universities to align technology with academic priorities, administrative systems, institutional policies, and stakeholder needs. Digital leaders are expected to guide technology adoption, support institutional change, strengthen digital readiness, and ensure that digital tools improve decision-making rather than simply automate existing administrative routines.

Studies on sustainable campus governance, curriculum reform, artificial intelligence, and higher education management show that leadership is central to institutional transformation, but leadership effectiveness depends on coordination, participation, policy clarity, and strategic alignment (Chusniyah et al., 2025; Hasan et al., 2026a; Hasan et al., 2026c; Stracke et al., 2025; Xu, 2025). In digitally transforming universities, leaders must balance academic quality, administrative efficiency, data use, faculty readiness, student needs, and institutional accountability. This creates a strong connection between digital leadership and strategic decision-making.

A recurring pattern was the relationship between digital leadership and evidence-based management. University leaders increasingly need reliable data to support planning, student support, quality assurance, resource allocation, and institutional improvement. However, digital tools can support strategic decision-making only when leaders understand how to interpret data responsibly and connect digital evidence with institutional goals. Broader studies on organizational leadership, ethical governance, and knowledge transformation also suggest that effective leadership depends on trust, communication, accountability, and responsible use of information (Hasan et al., 2025; Hasan et al., 2026b; Hasnat et al., 2025c; Hasnat et al., 2026a; Khandakar et al., 2026). These findings address Objective 1 by showing that digital transformation capability shapes leadership practices, strategic decision-making, and management effectiveness in higher education institutions.

4.3 Strategic Decision-Making and Management Effectiveness in Digital Higher Education

Strategic decision-making emerged as a central outcome of digital leadership and digital transformation capability. In higher education institutions, strategic decisions are increasingly supported by digital systems, student data, institutional dashboards, artificial intelligence tools, and performance indicators. These systems can help leaders identify student risks, improve service delivery, track academic progress, monitor administrative performance, and support quality assurance. Studies on learning continuity, student dropout prediction, and artificial intelligence-supported teaching show that digital evidence can strengthen higher education planning when it is used with clear institutional purpose and responsible interpretation (Mukherjee and Hasan, 2020, 2023; Rabelo and Zárate, 2025; Xu, 2025).

The literature suggested that strategic decision-making can both strengthen and challenge higher education management. When digital evidence is used through transparent procedures and accountable leadership, it can improve planning, responsiveness, and institutional learning. However, when data systems are fragmented, poorly governed, or disconnected from academic values, digital decisions may become unreliable or overly technical. This distinction is important because digital transformation is not automatically strategic. It becomes strategic only when digital tools are aligned with leadership judgment, institutional goals, and governance responsibilities.

Management effectiveness was also linked with the capacity to coordinate people, processes, and technology. Studies from broader organizational contexts show that performance and decision quality are influenced by innovation capacity, human behavior, motivation, work arrangements, stakeholder expectations, and risk management (Ahmed et al., 2025; Hasnat et al., 2025a; Nishu et al., 2025; Yildirim et al., 2020). In higher education, similar patterns apply because digital transformation requires cooperation among academic leaders, faculty members, administrators, students, technology teams, and policy actors. These findings reinforce Objective 1 by showing that management effectiveness depends on how digital transformation capability is translated into strategic, evidence-informed, and institutionally responsible decisions.

4.4 Data Governance, Digital Readiness, and Institutional Policies

Data governance shaped the extent to which digital transformation supported transparent, accountable, and reliable higher education management. Formal data rules, access procedures, privacy safeguards, security mechanisms, reporting systems, and ethical data-use policies provided the foundation for digital decision-making. Where these structures were clear, university leaders had stronger support for evidence-based planning, quality assurance, student monitoring, and administrative coordination. Where data governance was weak or fragmented, digital systems were more likely to create inconsistency, mistrust, duplication, and unreliable decisions.

The reviewed literature showed that data governance is especially important during artificial intelligence adoption and digital reform. Studies on artificial intelligence policy, ethical artificial intelligence innovation, student analytics, and technology-supported teaching emphasize that digital systems require responsible oversight, institutional clarity, and ethical use of data (Hasan et al., 2026b; Rabelo and Zárate, 2025; Stracke et al., 2025; Xu, 2025). Similarly, research from health, finance, marketing, and risk assessment contexts shows that evidence-based decisions depend on data quality, systematic monitoring, analytical accuracy, and accountable interpretation (Al Rakib et al., 2026; Rahimi et al., 2025; Yamin et al., 2025; Yildirim et al., 2020).

Digital readiness and institutional policies further shaped the success of data governance. Universities may introduce digital tools, but these systems require trained users, reliable infrastructure, clear responsibilities, and supportive institutional policies. Faculty members and administrators need the skills and confidence to use digital systems effectively. Students need accessible services and fair data practices. Institutional leaders need policies that guide artificial intelligence use, digital records, online learning, data privacy, assessment integrity, and administrative reporting. Studies on higher education reform, sustainable campus transformation, and digital transformation show that institutional change requires leadership coordination, stakeholder participation, and governance capacity (Chusniyah et al., 2025; Hasan et al., 2026a; Hasan et al., 2026c; Mahade et al., 2025). These findings address Objective 2 by showing that data governance, digital readiness, and institutional policies influence transparency, accountability, and responsible digital management.

4.5 Accountability, Operational Efficiency, and Institutional Performance

Accountability and operational efficiency emerged as major outcomes of digital transformation capability in higher education management. Digital systems can improve accountability by creating clearer records, better reporting, stronger monitoring, and more transparent decision processes. They can also improve operational efficiency by reducing duplication, supporting workflow coordination, improving communication, and strengthening academic and administrative service delivery. However, these outcomes depend on how digital systems are governed and how leaders use digital evidence in practice.

The reviewed literature showed that institutional performance is shaped by the interaction between leadership, data governance, readiness, and policy alignment. In higher education, performance includes teaching quality, student support, retention, research coordination, quality assurance, administrative efficiency, stakeholder satisfaction, and institutional reputation. Studies on sustainable campus transformation, curriculum innovation, learning continuity, student dropout prediction, and artificial intelligence-supported teaching show that universities perform better when digital systems are connected with institutional goals and academic values (Chusniyah et al., 2025; Hasan et al., 2026a; Hasan et al., 2026c; Mukherjee and Hasan, 2023; Rabelo and Zárate, 2025; Xu, 2025). Transparency, accountability, and efficiency appeared as the main governance outcomes connected to digital transformation capability. Transparent management requires clear criteria, reliable data, documented procedures, and open communication. Accountability requires leaders to justify digital decisions and align them with institutional rules and stakeholder expectations. Operational efficiency requires digital systems that improve workflows, service reliability, and institutional responsiveness without weakening fairness or human judgment. Broader studies on governance, stakeholder trust, organizational performance, and institutional legitimacy show that performance improves when accountability, communication, ethical leadership, and stakeholder confidence are integrated into decision-making systems (Hasna and Salleh, 2018; Hasnat and Alom, 2017; Hasnat et al., 2025b; Hasnat et al., 2026a; Khandakar et al., 2025; Rahimi et al., 2023; Yamin et al., 2025).

These findings confirm that digital transformation capability does not simply improve institutional performance through technology adoption. It improves performance when universities combine digital leadership, responsible data governance, digital readiness, clear policies, accountability, and operational efficiency. When these conditions are present, digital transformation can strengthen evidence-based decision-making, service quality, institutional trust, and performance outcomes. When these conditions are weak, digital transformation may remain fragmented, symbolic, or disconnected from institutional improvement. This fulfills Objective 2 by showing how data governance, digital readiness, institutional policies, accountability, and operational efficiency influence institutional performance in higher education management.

4.6 Theoretical and Practical Implications

This study advances theoretical understanding by extending Dynamic Capability Theory and Institutional Theory to explain how digital transformation capability shapes leadership, data governance, and institutional performance in higher education management. The review framework shows that digital transformation capability, digital leadership, strategic decision-making, data governance, digital readiness, institutional policies, accountability, operational efficiency, and institutional performance interact as connected elements of digitally enabled university management. Dynamic Capability Theory explains how universities develop, integrate, and reconfigure digital resources, leadership capacity, data systems, and institutional knowledge to respond to changing academic and administrative demands. Institutional Theory explains how formal rules, policy expectations, quality assurance systems, governance norms, and legitimacy pressures influence digital transformation in higher education. Together, these theories show that digital transformation is not a neutral technical process, but a strategic and governance-oriented capability shaped by leadership, data responsibility, institutional readiness, and accountability (Chusniyah et al., 2025; Hasan et al., 2026a; Hasan et al., 2026c; Mahade et al., 2025; Mukherjee and Hasan, 2020, 2023; Stracke et al., 2025; Xu, 2025).

Practically, the study provides guidance for university leaders, administrators, policymakers, quality assurance bodies, and technology governance teams seeking to improve digital management in higher education. University leaders should connect digital initiatives with institutional goals, academic values, evidence-based decision-making, and stakeholder needs. Institutions should also strengthen data governance policies, digital readiness programs, accountability channels, artificial intelligence guidelines, reporting systems, and operational monitoring mechanisms. These practices can reduce fragmented technology use, weak data control, unclear accountability, and symbolic digital transformation. They can also improve transparency, service quality, administrative efficiency, institutional trust, and performance. The findings may support the development of a digital governance protocol for higher education management that defines minimum safeguards for responsible data use, leadership accountability, digital readiness, and performance-oriented institutional transformation.

5. Conclusion, Limitations, and Future Research Directions

This study provides a timely review of how digital transformation capability reframes leadership, data governance, and institutional performance in higher education management. Grounded in Dynamic Capability Theory and Institutional Theory, the findings show that digital transformation depends on more than technology adoption. It is shaped by leadership capacity, strategic decision-making, data governance, digital readiness, institutional policies, accountability, and operational efficiency. Digital transformation capability is therefore not only a technical resource. It is also a management and governance capability through which universities align digital systems with academic priorities, administrative needs, stakeholder expectations, and institutional performance

goals. The review highlights that higher education institutions become more effective when digital transformation is supported by responsible data use, clear policies, transparent leadership, accountable decision-making, and organizational readiness.

This study is limited by its reliance on a comprehensive literature review rather than primary empirical data. The analysis synthesizes existing scholarship and uses deductive thematic coding, but it does not include interviews, surveys, institutional case studies, or direct evidence from university leaders, faculty members, administrators, students, or technology governance teams. The available literature also varies in disciplinary focus, with some studies drawn from broader governance, finance, health, marketing, organizational behavior, and risk management contexts. As a result, the findings should be understood as conceptual and interpretive rather than statistically generalizable. Another limitation is that the study focuses mainly on leadership, data governance, and institutional performance, while deeper attention to cybersecurity, digital inequality, institutional type, national policy context, faculty resistance, student privacy, and comparative digital maturity remains limited.

Future research could use qualitative interviews, focus groups, or institutional case studies to examine how university leaders, administrators, faculty members, information technology staff, and quality assurance actors experience digital transformation in everyday management practice. Comparative studies across public and private universities, national systems, or institutional levels could show how digital readiness, data governance, and policy implementation vary across contexts. Quantitative research could also test the relationships among digital transformation capability, digital leadership, strategic decision-making, data governance, digital readiness, institutional policies, accountability, operational efficiency, and institutional performance. Such future work would strengthen empirical understanding of how higher education institutions can use digital transformation to improve transparency, accountability, service quality, and long-term institutional performance.

References

- Ahmed, T., Chowdhury, M. R., Rahman, F., & Hasan, K. R. (2025). Beyond the Borderlines: Redefining Work-Life Balance for Women in Bangladesh's Evolving Private Sector. *European Journal of Business and Management Research*, 10(6), 42-48. <https://doi.org/10.24018/ejbmr.2025.10.6.2835>
- Al Rakib, A., Sultana Toma, D. J., Akhtar, D. M., Hasnat, M. A., Rana, M. S., Haque Aubhi, R. U., ... & Sharmin, S. (2026). Exploring factors contributing to antibiotic resistance: A cross-sectional empirical study in Bangladesh. *Plos one*, 21(5), e0344449. <https://doi.org/10.1371/journal.pone.0344449>

- Babur, M. A., Hasnat, M. A., & Er, B. (2026). Changing Human Behavior Based on Ideologies Can Replace the System: Capitalistic System to Islamic System. *Uluslararası İktisadi ve İdari İncelemeler Dergisi*, (51), 195-210. <https://doi.org/10.18092/ulikidince.1824851>
- Chusniyah, A., Makruf, I., & Supriyanto. (2025). Two decades of sustainable development studies in higher education management: a bibliometric analysis. *International Journal of Sustainability in Higher Education*, 26(3), 614-632.
- Faruk, M. O., Patwary, M. M., & Hasnat, M. A. (2025). The Influence of Legal Person Ownership on Leverage and Financing Costs in Chinese Listed Companies. *European Modern Studies Journal*, 9(6), 84-104.
- Hasan, K. K., Akhtar, M. M., Hasnat, M. A., & Khandakar, H. (2026b). Ethical AI innovation in healthcare and sustainable development in Bangladesh. *Journal of Health Organization and Management*, 1-23. <https://doi.org/10.1108/JHOM-12-2025-0862>
- Hasan, K. K., Hasnat, M. A., & Khandakar, H. (2025). Boardroom Communication Networks and AI Driven HRM in Cyber-FinTech: A Theory Building Framework for Employee Retention. *Telematics and Informatics Reports*, 100280. <https://doi.org/10.1016/j.teler.2025.100280>
- Hasan, K. K., Hasnat, M. A., & Khandakar, H. (2026c). Technical and vocational education and training (TVET) in Bangladesh: educator perspectives on innovative curriculum design. *Education+ Training*, 1-24. <https://doi.org/10.1108/ET-08-2025-0631>
- Hasan, K. K., Hasnat, M. A., & Khandakar, H. (2026d). Framing the Rationale in Research Blogging: Establishing Relevance and Context Across Disciplines. *HHH Research Blog*, 1(1). <https://doi.org/10.66246/9acv8522>
- Hasan, K. K., Khandakar, H., & Hasnat, M. A. (2026a). Sustainability for the modern campus: curriculum, governance and community impact through systemic change in higher education. *International Journal of Organization Theory & Behavior*, 1-31. <https://doi.org/10.1108/IJOTB-10-2025-0310>
- Hasna, M. A., & Salleh, M. C. M. (2018). Comparative Analysis on EPF Investors' knowledge, Experience, And Behaviour Towards Investing in Islamic and Conventional Unit Trusts: The Case of Malaysia. *Journal of Islamic Economics, Banking and Finance*, 14(1), 125-145. <https://doi.org/10.12816/0051171>
- Hasnat, M. A., & Alom, S. (2017). The implementation of Kafalah in Islamic banking and finance organizations in Malaysia. *Int J Sci Res Publ*, 7(7), 768-777.
- Hasnat, M. A., & Talukder, K. I. (2017). The Role of Banking Sector during the Global Financial Crisis of 2007 and 2008. *International Journal of Scientific and Research Publications*, 7(2), 189-2250.

- Hasnat, M. A., Hasan, K. K., & Khandakar, H. (2025c). Intelligent Machines and Organizational Knowledge Transformation in Bangladesh's Islamic Banking Sector: Navigating Innovation and Shariah Compliance. *Journal of Integrated Islamic Finance and Socio-Economic Systems*, 1, 11-28.
- Hasnat, M. A., Hasan, K. K., & Khandakar, H. (2026a). Ethical leadership and AI-driven financial management in Bangladesh: toward sustainable governance in the FinTech sector. *Leadership & Organization Development Journal*, 1-27. <https://doi.org/10.1108/LODJ-06-2025-0545>
- Hasnat, M. A., Hasan, K. K., & Khandakar, H. (2026b). Identifying the Research Gap: A Guide to Articulating Scholarly Contribution in Blog Format. *HHH Research Blog*, 1(1). <https://doi.org/10.66246/2yfmj747>
- Hasnat, M. A., Rahimi, Z., Ahmad, F., & Kara, M. (2023b). Afghan Consumers' Beliefs, Attitudes, And Behaviors Towards Social Media Advertising: A Case Study on Parwan-Afghanistan. *İşletme Araştırmaları Dergisi*, 15(3), 1897-1914.
- Hasnat, M. A., Rahman, K., Khandakar, H., Kalam, F. A., & Hasan, K. K. (2025a). A Brief Study of Motivation in English as A Second Language Learning in Bangladesh. *Journal of Language Teaching and Learning*, 15(1), 74-97.
- Hasnat, Md. A., Khandakar, H., Rahman, Md. A., Islam, S. N., & Hasan, K. K. (2025b). Capitalism in modern ignorance (jahilliyah): exploring Islamic alternatives to reshape human behaviour and provide solutions for the 21st century. *International Journal of Islamic and Middle Eastern Finance and Management*, 18(4), 975-991. <https://doi.org/10.1108/IMEFM-08-2024-0393>
- Khandakar, H., Hasan, K. K., & Hasnat, M. A. (2026). Projecting Future Implications in Research Blogs: Connecting Evidence to Policy, Practice, and Innovation. *HHH Research Blog*, 1(1). <https://doi.org/10.66246/rzq8tq72>
- Khandakar, H., Hasnat, M. A., Rahman, M. A., Aubhi, R. U. H., Babur, A., & Hasan, K. K. (2025). Reforming Islamic financial standards for inclusive and sustainable development: a Maturidi creed perspective on behaviour, equity and justice. *International Journal of Ethics and Systems*. 41 (2), 1-25. <https://doi.org/10.1108/IJOES-04-2025-0186>
- Mahade, A., Elmahi, A., Alomari, K. M., & Abdalla, A. A. (2025). Leveraging AI-driven insights to enhance sustainable human resource management performance: moderated mediation model: evidence from UAE higher education. *Discover Sustainability*, 6(1), 267.
- Mukherjee, D., & Hasan, K. K. (2020). Challenges in learning continuity during the COVID-19 pandemic: A methodological and thematic review. *South Asian Journal of Management*, 27(3), 56-78.

- Mukherjee, D., & Hasan, K. K. (2023). Learning continuity during COVID-19: An analysis of the higher education sector of Bangladesh. *Journal of Education Culture and Society*, 14(1), 650-671.
- Nishu, M. A., Tat, H. H., Kumarusamy, R., Hafiz, N., Karim, I. U., Fazal, S. A., & Hasnat, M. A. (2025). Entrepreneurial Marketing and SME Performance: The Mediating Role of Process and Product Innovation in Bangladesh. *Journal of Posthumanism*, 5(5), 2163-2186.
- Onwuegbuzie, A. J., & Frels, R. K. (2016). *Seven steps to a comprehensive literature review: A multimodal and cultural approach*. Sage Publications.
- Rabelo, A. M., & Zárate, L. E. (2025). A model for predicting dropout of higher education students. *Data Science and Management*, 8(1), 72-85.
- Rahimi, Z., Hasnat, M. A., Rana, M. S., Mishad, N. A. A., Talukder, K. I., Arman, S. M., & Hasan, K. K. (2025). Product packaging and consumer purchase intentions: A structural analysis in the Afghan perfume market. *Cogent Business & Management*, 12(1), Article 2506609. <https://doi.org/10.1080/23311975.2025.2506609>
- Rahimi, Z., Hasnat, M., Kara, M., & Ahmad, F. (2023). Consumer ethnocentric tendencies in purchasing foreign products: A study in Afghanistan. *Uluslararası Ekonomi, İşletme ve Politika Dergisi*, 7(2), 401-422. <https://doi.org/10.29216/ueip.1311862>
- Rahman, F., Chowdhury, R., Ahmed, T., & Rifat Hasan, K. A. M. (2025a) Exploring the Impact of Alternative Work Arrangements, Work-Family Enrichment, and Work-Family Supportive Culture on Work-Life Balance: Evidence from the Banking Sector in Bangladesh. *Journal of Human Resource and Sustainability Studies*, 13, 625-642. doi: 10.4236/jhrss.2025.134030.
- Rahman, S., Nashek, M. H., Aubhi, R. U. H., Sarmin, S., Sharmin, S., Rana, M. S., & Hasnat, M. A. (2025b). Risk Assessment, Worker Training, Personal Protective Equipment, and Safety Monitoring in Occupational Safety and Health: The Case of the Construction Sector in Bangladesh. *Journal of Posthumanism*, 5(5), 3943-3963.
- Snyder, H. (2019). Literature review as a research methodology: An overview and guidelines. *Journal of Business Research*, 104, 333-339. <https://doi.org/10.1016/j.jbusres.2019.07.039>
- Stracke, C. M., Griffiths, D., Pappa, D., Bećirović, S., Polz, E., Perla, L., ... & Hollins, P. (2025). Analysis of Artificial Intelligence Policies for Higher Education in Europe. *International Journal of Interactive Multimedia and Artificial Intelligence*, 9(2), 124-137.
- Torraco, R. J. (2005). Writing integrative literature reviews: Guidelines and examples. *Human Resource Development Review*, 4(3), 356-367. <https://doi.org/10.1177/1534484305278283>



- Xu, X. (2025). AI optimization algorithms enhance higher education management and personalized teaching through empirical analysis. *Scientific Reports*, 15(1), 10157.
- Yamin, N., Asif, M., Hasnat, M. A., Islam, M. M., Nasiruddin, M., Khandakar, H., & Rahman, M. A. (2025). The impact of Basel III implementation on the financial performance of the banking industry in Bangladesh. *Banks and Bank Systems*, 20(1), 98-108. doi:10.21511/bbs.20(1).2025.09
- Yildirim, F., Ghorbani, S., Talukder, K. I., Hasnat, M. A., & Nayeem, A. R. (2020). Applications of Hesitant fuzzy sets and FTA for selecting the best risk-based strategy for Green Manufacturing in GSC. *International Journal of Grid and Distributed Computing*, 13(2), 220-234.