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The impact of student engagement, quality of student faculty relationship and student loyalty on quality of higher education: A systematic literature review

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Abstract

The aim of this research work is to find the impact of student engagement, the quality of the relationship between the faculty and students, and student loyalty on higher education by conducting a systematic review. The data for this research work have been collected from the major databases, which include JSTOR, PubMed, Google Scholar, and EBSCO. This research work targeted the peer-reviewed journal articles that were published in the English Language from 2013 to 2023. The research works contain empirical data analysis included in this work for conducting the systematic review on the basis of inclusion and the exclusion criteria the PRISMA analysis used for the screening of the literature. In the initial stage, 289 primary articles were selected related to this research, and after the removal of the duplicates, the number of articles was reduced to 250; in the next stage of screening, 190 articles were excluded because the researcher did not find these articles relevant to the objectives of the study. The abstract of the remaining 60 studies analyzed, and 20 more articles have been excluded at this stage. The remaining 40 articles go through a comprehensive full-text review for the assessment related to suitability for inclusion in the study. After the completion of the assessment, the ten articles have been finalized for the final review. The results extracted from the review indicate that student engagement, the quality of student-faculty relationships, and student loyalty have a positive and significant association with the quality of higher education. The recommendations of this research are that the comprehensive review must be conducted at the primary school level and also at the secondary school level.

Keywords: Student Engagement; Faculty-Student Relationship; Student Loyalty; Higher Education; Systematic Review; PRISMA analysis

1. Introduction

The progression of higher education throughout the years has been marked by a growing focus on different facets of the educational process and its outcomes (Snijders et al., 2020). One of the focal points that have attracted increased inquiry pertains to the significance of student engagement, the caliber of student-faculty interactions, and student loyalty (Vianden & Barlow, 2015). These aforementioned factors have been identified as having a substantial impact on the level of higher education, consequently affecting overall educational achievements and playing a role in shaping the institution's standing (Susilawati et al., 2021). The concept of higher education quality encompasses a wide range of factors, such as institutional infrastructure, faculty knowledge and skills, curriculum design, teaching methods, research and development activities, and student support services, among various others (Bouchrika et al., 2019). During the intricate nature of these variables, the combination of student engagement, the quality of the student-faculty relationship, and student loyalty emerge as pivotal elements in influencing the overall quality of higher education (Duque, 2013; Bowden et al., 2019).

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Student engagement encompasses the extent to which students exhibit attentiveness, inquisitiveness, fascination, optimism, and enthusiasm during the process of acquiring knowledge or receiving instruction (Shahsavari & Sudzina, 2017). There exists a correlation between multiple facets of student performance, encompassing academic accomplishment, tenacity in educational endeavors, and rates of graduation. Moreover, a significant degree of student involvement can lead to the cultivation of critical thinking aptitude, problem-solving proficiencies, and various cognitive achievements. Therefore, the level of student engagement plays a crucial role in shaping the overall learning experience (Dogan, 2015). The student-faculty relationship plays a crucial role in determining the overall quality of higher education. Snijders et al. (2020) have consistently demonstrated that the presence of supportive and respectful relationships between students and faculty members can exert a positive influence on the overall learning experience (Bouchrika et al., 2019). This dynamic frequently cultivates an environment that is conducive to learning, wherein students can freely articulate their ideas, seek clarification, and embrace errors without apprehension of criticism. Consequently, this atmosphere promotes both their cognitive development and personal maturation (Cheong et al., 2021).

Student loyalty, which refers to the level of dedication and commitment exhibited by students towards their educational institution, is widely acknowledged as a crucial factor that impacts the overall quality of higher education (Annamdevula & Bellamkonda, 2016). Students who demonstrate loyalty are more inclined to maintain the reputation of their educational institution, actively participate in the learning experience, and advocate for their school to potential students. This can have a positive impact on the institution's overall status and financial well-being (Annamdevula & Bellamkonda, 2016a). The current global trend toward heightened recognition and emphasis on the quality of higher education highlights the significance of the study being conducted (Douglas et al., 2014). The re-evaluation of traditional education approaches and systems has been prompted by the notable transformation of higher education, which is primarily influenced by factors such as globalization, technological advancements, and societal shifts (Weerasinghe & Fernando, 2017).

The enhancement of the learning experience has been attributed to the identification of student engagement as a crucial factor (Clark et al., 2016). Active engagement facilitates students' ability to comprehend and assimilate information more effectively, thereby resulting in enhanced learning outcomes (Wong & Chapman, 2022). The promotion of essential skills such as critical thinking, analytical reasoning, and problem-solving is highly valued in contemporary knowledge-based economies (Delgado-Márquez et al., 2013). Similarly, the significance of the student-faculty relationship cannot be overstated in cultivating a learning environment (Schlesinger et al., 2016). The establishment of a mutually beneficial and effective association between students and faculty members has the potential to significantly augment the overall educational experience (Elsharnouby, 2015). This relationship fosters a culture of student engagement, cultivates a desire for intellectual exploration, and offers a framework for holistic education. The inclusion of fostering positive relationships in this study is crucial due to its association with increased academic achievement and enhanced student satisfaction (Noaman et al., 2015).

The role of student loyalty, a frequently neglected factor, is of considerable importance in assessing the caliber of higher education (Sultan & Yin Wong, 2014). Students who demonstrate loyalty are more likely to exhibit higher levels of engagement, make positive contributions to the institution, and serve as effective ambassadors, thereby facilitating the establishment and enhancement of the institution's reputation (Wilkins et al., 2013). Individuals are inclined to demonstrate their support for their educational institution by engaging in alumni activities and making financial contributions, thereby augmenting the institution's capacity to provide high-quality education (Wong & Chapman, 2022).

Student engagement is intricately connected to a student's motivation, determination, and dedication toward their academic pursuits. Wilkins & Huisman (2013) found that engaged students frequently exhibit a profound dedication to their educational endeavors, actively participate in their academic pursuits, and demonstrate an elevated degree of interest and satisfaction in their studies (Judson & Taylor, 2014).

The quality of student-faculty relationships holds equal significance as the faculty members play a pivotal role in shaping the educational path of students (Truta et al., 2018). Educators fulfill roles beyond that of mere knowledge transmitters, as they also assume the responsibilities of mentors and guides (Xiao & Wilkins, 2015). The establishment of a positive and nurturing rapport between students and faculty members has the potential to serve as a catalyst for students to expand their intellectual horizons and engage in the exploration of unfamiliar domains of knowledge (Pasque & Nicholson, 2023). In addition, the combination of student engagement, strong student-faculty relationships, and student loyalty can be regarded as an indicator of the caliber of higher education. These factors do not operate independently, but rather, they interact and interconnect in an intricate manner, with each factor exerting influence on and being influenced by the others (Murillo-Zamorano et al., 2019). A student who actively participates in their academic pursuits

tends to cultivate a more favorable rapport with their faculty members, resulting in heightened allegiance to the educational institution. This, in turn, reinforces the student's level of engagement and the quality of their relationships with faculty (Noaman et al., 2015).

Despite the considerable body of research conducted in the field of higher education, there exists a knowledge gap regarding the intricate and interconnected effects of student engagement, the quality of student-faculty relationships, and student loyalty on the overall quality of higher education (Al-Sheeb et al., 2018). Although there have been numerous individual studies examining these factors, there is a dearth of research that comprehensively explores the combined impact and interaction of these factors on the overall quality of education (Gora et al., 2019). Prior research has tended to concentrate on individual effects, neglecting the combined effects of these elements, which have the potential to offer a comprehensive understanding of the educational experience and its outcomes.

Furthermore, the ever-evolving landscape of higher education, which is shaped by swift technological progress and evolving student demands, requires a constant evaluation of these elements (Clark et al., 2016). The conventional criteria used to define these components may not comprehensively encompass the current state of higher education (Annamdevula & Bellamkonda, 2016a). Therefore, there exists a substantial requirement for contemporary research that considers the present landscape of higher education, specifically emphasizing the interconnectedness between student engagement, high-quality student-faculty relationships, and student loyalty (Bouchrika et al., 2019).

The objective of this study is to address a significant gap in the current literature by conducting a thorough investigation into the impact of three key elements, student engagement, the quality of student-faculty relationships, and student loyalty, on the overall quality of higher education (Snijders et al., 2020). The objective of this study is to unravel the intricacy of these interconnected variables, elucidating the details of their reciprocal influences and interdependencies (Schlesinger et al., 2016). Moreover, the objective is to put these discoveries within the dynamic realm of higher education, offering significant perspectives that will not only broaden our comprehension of the quality of higher education but also offer direction to educational professionals, leaders, and policymakers in improving the educational journey (Vianden & Barlow, 2015).

2. Literature review

2.1. Student Engagement and its Impact on Higher Education Quality

The significance of student engagement in the educational process and its impact on the quality of higher education has been widely acknowledged for an extended period. According to Kahu (2013), the concept of student engagement refers to the level of both physical and psychological energy that students dedicate to their educational experience. In contrast, Kahu & Nelson (2018) posited that the construct under consideration encompasses the temporal and cognitive investments made by students in their academic pursuits and other activities that serve educational objectives. The diverse interpretations presented here illustrate the complex and multifaceted character of student engagement, which commonly encompasses behavioral, emotional, and cognitive dimensions (Bouchrika et al., 2019; Bowden et al., 2019).

The behavioral aspect of student engagement encompasses the active involvement of students in various academic, social, and extracurricular endeavors (Dogan, 2015). According to Finn & Zimmer (2012), there is a correlation between behavioral engagement and positive academic outcomes, as students who exhibit behavioral engagement consistently participate in learning activities. In a study conducted by Denny (2013), a significant association was discovered between behavioral engagement and academic achievement, which encompassed improved grades and reduced rates of student attrition (Murillo-Zamorano et al., 2019; Kahu & Nelson, 2018).

The affective dimension of student engagement pertains to the emotional responses and dispositions exhibited by students in relation to their educational institution, instructors, and fellow students (Gray & DiLoreto, 2016). Research conducted by Clark (2015), as well as Finley & McNair (2013), have demonstrated that students who exhibit emotional engagement tend to display higher levels of motivation, consequently leading to improved academic performance (Falchikov, 2013). Students who are emotionally invested in their studies are more likely to experience higher levels of satisfaction with their educational experience (Kim, 2015). This emotional engagement contributes to the creation of a positive learning environment, which in turn has the potential to improve the overall quality of higher education (Kim, 2015; Murillo-Zamorano et al., 2019; Noaman et al., 2015).

The cognitive aspect of student engagement encompasses the level of exertion students dedicate to their learning endeavors, as well as their inclination to comprehend intricate concepts and achieve proficiency in demanding abilities. The findings of Greene (2015) and Hagenauer et al. (2015) indicate a significant correlation between cognitive

engagement and deep learning, as well as critical thinking, which are considered essential measures of the quality of higher education. The authors proposed that when students are actively involved in cognitive processes, there is a higher probability of them effectively incorporating new information into their existing knowledge, employing metacognitive strategies, and cultivating a deeper comprehension of the subject matter (Hagenauer et al., 2015; Snijders et al., 2020; Kahu & Nelson, 2018).

Moreover, the impact of student engagement extends beyond personal academic achievements to encompass wider institutional results (Bouchrika et al., 2019). According to a study conducted by Wilkins & Huisman (2013), there is evidence to suggest that increased levels of student engagement have a positive correlation with enhanced student retention and graduation rates. These metrics are considered crucial indicators of institutional effectiveness. In a more recent investigation, Kahu (2013) discovered that student engagement has a positive influence on the overall educational atmosphere, cultivating a feeling of community and inclusion that has the potential to augment the caliber of higher education (Wilkins & Huisman, 2013; Kahu, 2013; Lei et al., 2018).

In addition to impacting individual and institutional outcomes, student engagement is a crucial factor in shaping the broader learning environment (Quin, 2016). It contributes to the development of an academic culture that promotes exploration, discovery, and intellectual growth (Lee, 2013; Truta et al., 2018). The active participation of students in both academic and co-curricular pursuits fosters an environment conducive to collaborative learning, wherein the free exchange of ideas and the collective construction of knowledge are encouraged. According to a study conducted by Martin & Bolliger (2018), the presence of such a setting has been found to have a substantial impact on the overall improvement of higher education. This is achieved through the facilitation of deep learning, critical thinking, and the fostering of innovative thinking (Popenici & Kerr, 2017; Bunce et al., 2016).

Furthermore, the significance of student engagement in online learning environments, which have become increasingly prevalent in the 21st century as a mode of education, has garnered growing attention in recent years (Guo et al., 2020; Gray & DiLoreto, 2016). According to the findings of Martin & Bolliger's (2018) study, student engagement in online courses has a positive correlation with student satisfaction and perceived learning, which is comparable to that observed in traditional classroom environments. Student engagement is a pivotal factor in promoting lifelong learning, which is an essential objective of higher education (Harrington et al., 2014). Through active engagement in their educational pursuits, students cultivate fundamental abilities such as self-directed learning, problem-solving, and critical thinking (Bowden et al., 2019; Kahu, 2013; Kahu & Nelson, 2018). These proficiencies not only enhance their academic achievements but also equip them with the necessary tools for continuous learning throughout their lives (Zainuddin et al., 2020; Owston et al., 2013). Thai et al. (2017) have provided evidence to support the notion that the implementation of engagement practices, such as collaborative learning and faculty interaction, can effectively foster skills and attitudes that contribute to the improvement of higher education (van der Ross et al., 2022; Fan et al., 2021; Tharapos et al., 2022).

Notwithstanding the persuasive body of evidence regarding the influence of student engagement on the caliber of higher education, certain academics have raised apprehensions regarding the divergent conceptualizations and assessments of student engagement (Truta et al., 2018; Lee, 2013). According to Dogan (2015), the absence of a universally recognized definition and standardized measurement of student engagement may result in incongruous findings and conclusions. Hence, it is imperative for future scholarly investigations to establish a more uniform and all-encompassing conceptual framework and assessment methodology for student engagement to effectively evaluate its influence on the caliber of tertiary education (Popenici & Kerr, 2017; Murillo-Zamorano et al., 2019; Wong & Chapman, 2022).

2.2. The Role of Quality Student-Faculty Relationships in Shaping Higher Education

Trolian et al. (2020) have highlighted the importance of the quality of student-faculty interactions in determining the standard of higher education, which has long been a focus of study in this field. The dynamic between students and faculty members plays a crucial role in shaping students' academic and personal growth, as well as their overall academic journey (Trolian & Parker, 2022; Cole & Griffin, 2013). Snijders et al. (2021) posit that establishing regular and intimate interactions between students and faculty members can effectively reinforce student motivation and engagement, thereby fostering a conducive learning atmosphere that promotes academic success (Kim & Sax, 2014; Trolian & Parker, 2020). In a similar vein, research conducted by Parker et al. (2021), as well as Yusof et al. (2020), have demonstrated that robust student-faculty connections are positively associated with increased levels of student contentment, involvement, and academic achievement.

The fostering of strong student-faculty relationships is imperative in promoting an environment conducive to promoting enhanced levels of learning and the development of critical thinking skills (de Borba et al., 2019). According

to a study conducted by Culver et al. (2021) it was found that students who had substantive interactions with faculty members demonstrated a greater propensity for engaging in higher-order cognitive processes, synthesizing knowledge from various academic disciplines, and effectively applying their acquired knowledge to real-world situations (Holles, 2021). This observation is consistent with the results reported by Komarraaj (2010), who discovered that the level of student-faculty interactions had a positive impact on student's academic self-concept and motivation, ultimately resulting in improved intellectual development and academic achievement (Cole & Griffin, 2013; Kim & Sax, 2014).

In addition, the establishment of strong student-faculty relationships plays a crucial role in enhancing student retention and persistence within the realm of higher education (Schwartz, 2023). According to Wong et al. (2019), students are more inclined to persist in their academic pursuits when they perceive a genuine interest from faculty members in both their personal and academic achievements. In a study conducted by Varga (2017), it was found that regular engagement with faculty members was linked to decreased rates of student attrition, highlighting the significance of establishing strong student-faculty relationships in fostering student retention (Dai & Matthews, 2022; de Borba et al., 2019).

According to Foerst et al. (2023), individuals who expressed favorable experiences in their interactions with faculty members demonstrated a greater inclination toward pursuing advanced studies and attaining elevated levels of professional accomplishment. Moreover, a study conducted by Cox & Orehovec (2017) revealed that students who established favorable connections with their professors exhibited a higher propensity to cultivate a lasting passion for knowledge acquisition, thereby enhancing their holistic cognitive and individual growth (McCallen & Johnson, 2019). Mentoring relationships, characterized by faculty members offering academic guidance, career advice, and personal support, have the potential to significantly enhance students' experiences in higher education (Annamdevula & Bellamkonda, 2016a). According to the research conducted by Amerstorfer & Freiin von Münster-Kistner (2021), it was observed that students who were provided with faculty mentors exhibited higher levels of satisfaction with their college experience, demonstrated superior academic performance, and displayed an increased likelihood of persisting in their studies (Trolan & Parker, 2022; Holles, 2021).

2.3. Student Loyalty: Its Significance and Influence on Higher Education Quality

The notion of student loyalty can be traced back to the wider domain of customer loyalty within the marketing discipline, wherein loyal customers are recognized for their role in boosting an organization's achievements through repeated purchases and positive word-of-mouth recommendations (Susilawati et al., 2021; Saifudin, 2021). In a similar vein, Chaudhary & Dey (2020) highlighted that it is widely believed that students who exhibit loyalty to their educational institution play a significant role in fostering the institution's achievements. This is achieved through their ongoing support and favorable advocacy, which in turn attracts additional resources and enhances the overall educational experience (Pham et al., 2019; Dlačić et al., 2013).

According to the findings of a study conducted by Helgesen & Nettet (2017), it was determined that student loyalty is significantly influenced by student satisfaction. This suggests that educational institutions should prioritize efforts to improve student satisfaction to foster loyalty among students (Akareem & Hossain, 2016; Douglas et al., 2014). Additionally, it was observed that students who displayed loyalty were more inclined to endorse the institution to others, thereby augmenting the institution's reputation and appeal to potential students. Furthermore, scholarly research has emphasized the significance of student loyalty in the acquisition of financial and social resources for educational institutions. According to Xiao & Wilkins (2015), alumni who exhibit a strong sense of loyalty towards their alma mater are inclined to contribute financially and engage in alumni activities, thereby providing support to the institution both in terms of financial resources and social involvement. The active participation of dedicated students has the potential to enhance the visibility and reputation of the institution, thereby indirectly improving the quality of education offered (Wong & Chapman, 2022).

According to Duque (2013) individuals who exhibit loyalty towards their educational institution tend to establish enduring connections with their alma mater, thereby gaining advantageous access to a network of support and various resources that can prove advantageous in both their professional and personal endeavors. The significance of student loyalty in the higher education context is further reinforced by this reciprocal relationship (Elsharnouby, 2015). According to Yusof et al. (2020), former students who exhibit loyalty frequently assume the roles of mentors and role models for present-day students, thereby providing valuable guidance and support that enhances the overall educational journey. In addition, institutions of higher education may provide internships or employment prospects, facilitating a seamless transition for students from academia to the workforce, and this facet of higher education quality is of utmost importance (Shahijan et al., 2015; Hanssen & Solvoll, 2015). According to Cotten & Wilson (2016), the establishment of strong relationships between students and faculty members has the potential to enhance students'

feelings of belonging and satisfaction, which in turn may cultivate a sense of loyalty toward the educational institution (Al-Sheeb et al., 2018; Annamdevula & Bellamkonda, 2016a; Chaudhary & Dey, 2020).

3. Methodology

The research method selected for this study was the systematic literature review due to its capacity to generate comprehensive and transparent findings. The chosen methodology is deemed suitable for the present research due to its ability to integrate various studies, thereby facilitating the identification of overarching patterns, the formulation of broader conclusions, and the potential identification of research gaps within the existing literature. This methodology is appropriate for investigating research inquiries pertaining to student engagement, the student-faculty relationship, and student loyalty, as well as their influence on the caliber of higher education. To gain a comprehensive overview, data was gathered from various academic databases such as JSTOR, EBSCO, Google Scholar, and PubMed. The researcher targeted peer-reviewed journal articles, conference proceedings, dissertations, and theses in the English language published from 2013 to 2023. The time frame was chosen to ensure the inclusion of relevant research reflecting contemporary understanding and practices in higher education.

The systematic review followed a strict search strategy to ensure the retrieval of the most relevant studies. The researcher used search terms and Boolean operators to enhance the search's precision and depth. The primary search terms included "student engagement," "student-faculty relationship," "student loyalty," and "quality of higher education." The researcher implemented rigorous inclusion and exclusion criteria to filter the studies for relevance. The inclusion criteria required that studies must (1) have been published in English; (2) have been published between 2013 and 2023; (3) contain empirical data; and (4) directly explore at least one of the research questions. Studies that did not meet these criteria were excluded. The data obtained from specific studies were systematically extracted and synthesized in a consistent manner. The data extracted from each study encompassed the authors' names, publication year, sample size, research methodology, primary findings, and implications for the quality of higher education. The assessment of the quality of each study was conducted based on a predetermined set of criteria. This encompassed the evaluation of the lucidity of research objectives, the suitability of the methodology employed, the soundness of the findings obtained, the pertinence to the research inquiries, and the acknowledgment of any potential conflicts of interest. Any studies that did not meet these quality checks were excluded.

4. Results

The PRISMA approach was meticulously applied to streamline the screening process of the identified literature. The process began with a comprehensive search in the chosen databases, which resulted in an accumulation of 289 primary articles related to the research theme. The initial phase involved the elimination of duplicate entries, a common occurrence when using multiple databases. This process ensured that each article was unique, contributing its own original insights into the study. Upon removing the duplicates, the number of articles was reduced to 250. The next phase involved a preliminary screening of these 250 studies. The focus in this stage was primarily on the titles of the articles to determine their alignment with the main research themes. This cursory yet critical review led to the exclusion of 190 articles, as they were found not to be directly relevant to our study's objective. Consequently, the remaining pool was narrowed down to 60 articles. In the subsequent phase, the abstracts of the remaining 60 articles were meticulously analyzed to gauge their pertinence to the study's objectives and the research questions. Based on this examination, 20 more articles were excluded, leaving us with 40 potential articles. These 40 articles then underwent a comprehensive full-text review to assess their suitability for inclusion in the study. This phase was especially critical as it involved an in-depth analysis of each article to verify whether the data, results, and conclusions were meaningful and significant to our research. Upon completion of this process, these articles were deemed ineligible and excluded, leaving 10 articles for the final analysis. Finally, an eligibility analysis was conducted on the remaining 10 articles. This phase was guided by the previously determined inclusion and exclusion criteria, along with the overall aim and scope of the systematic review. Based on this final analysis, 10 articles were selected for the final review.

The procedure of article screening is presented in the above figure-1 of PRISMA analysis. During this whole procedure, student engagement, Quality of Student Faculty Relationships, and Student Loyalty for Quality of Higher Education were deemed focused on. The chosen articles directly address both research design and the influence of the engagement, loyalty, and quality of student-faculty relationships with higher education quality. In addition, the descriptive analysis was completed to review and analyze each article. After the analysis was done, the articles were then compared. The name of the author, objectives of the study, student engagement, student loyalty, student-faculty relationship, and quality of higher education were retrieved from the literature review. In addition, the analysis was performed, and the

data was gathered to check the credibility and validity of the results. This analysis was performed with the assistance of identification and description of the issues of each key term and keyword.

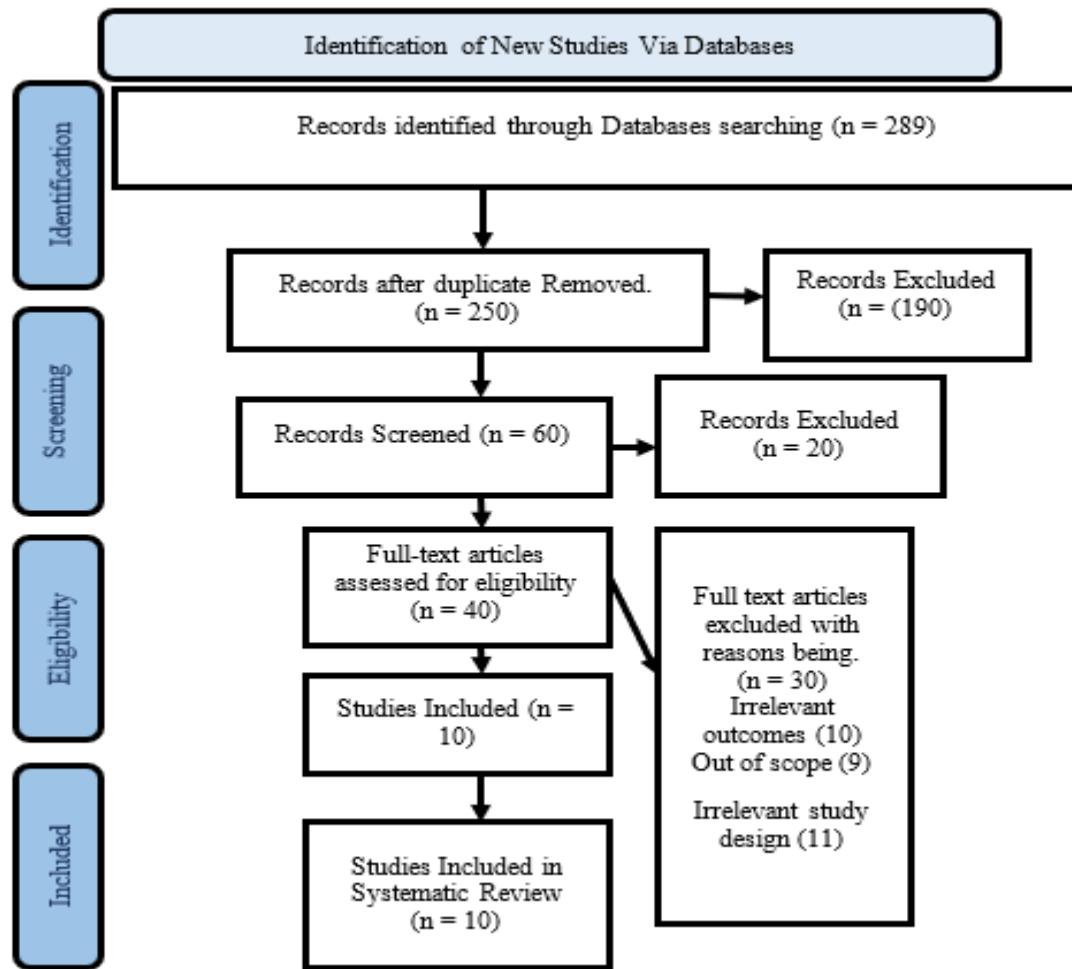


Figure 1 PRISMA (Preferred Reporting Items for Systematic Reviews and Meta-analysis)

Table- 1 shows the selected 10 articles and reviews that were finally screened in the PRISMA flow diagram; through the pre-established inclusion procedure, these selected studies support the impact of Student Engagement, Quality of Student Faculty Relationship, and Student Loyalty on the Quality of Higher Education.

Table 1 General Characteristics of Included Studies

#	Author	Year	Study Type	Sample Size	Study Approach	Summary Findings
1	Alsheyadi & Albalushi	2020	Quantitative	352	Structural Equation Modelling	Cross-functional collaboration plays a mediating role between the quality of student services and student satisfaction. When different departments work together effectively, it positively impacts the overall service quality, leading to higher levels of student satisfaction.
2	Amerstorfer & Freiin von Münster-Kistner	2021	Quantitative	108	Descriptive, Surveys	Students reported higher levels of engagement when they had supportive and interactive relationships with their teachers.

3	Duque	2014	Quantitative	286	Descriptive	There is a significant relationship between students' satisfaction, perceived learning outcomes, and dropout intentions in higher education.
4	Hanaysha et al.	2023	Quantitative, Cross-sectional	314	Descriptive, Surveys	A conducive classroom environment and well-equipped resources positively influenced student engagement and academic performance.
5	Kankhuni et al.	2022	Quantitative, Cross-sectional	239	Partial least squares (PLS) structural equation modeling	Satisfied and engaged students showed stronger attachment and loyalty to higher education.
6	Mohammed et al.	2023	Quantitative, Cross-sectional	756	Self-administered Questionnaire Survey	A positive institutional image and relationship strengthened the relationship between student satisfaction and loyalty.
7	Snijders, Wijnia, Dekker, et al.	2021	Qualitative	513	Structured Interviews	The multifaceted nature of student-faculty relationships significantly influences student engagement.
8	Snijders, Wijnia, Kuiper, et al.	2021	Longitudinal data, Cross-lagged panel models	1649	Questionnaire	Positive relationship experiences with faculty and peers correlated with higher levels of engagement and increased student loyalty to the institution.
9	Snijders et al.	2020	Quantitative	454	Survey, Questionnaire	Strong bridges in higher education relationships positively influenced student engagement and loyalty, contributing to a more conducive learning environment.
10	Vianden & Barlow	2015	Quantitative	1207	Correlational analysis, survey	Strengthening advising services can enhance student retention and overall loyalty.

5. Discussion

This research study revealed a positive correlation between student engagement and the perceived quality of education, emphasizing the importance of actively involving students in their learning experiences. Additionally, a strong connection between the quality of student-faculty relationships and the overall educational quality was established, underlining the pivotal role of supportive and positive interactions between students and faculty members. Moreover, student loyalty emerged as a crucial factor, indicating that institutions fostering strong bonds with their students were more likely to be associated with higher educational quality. Overall, the combined impact of these factors underscored the significance of creating an engaging and supportive learning environment to enhance the overall quality of higher education.

This research revealed that student engagement, the quality of student-faculty relationships, and student loyalty collectively exert a significant impact on the overall quality of higher education. The study found a strong positive correlation between student engagement and the perceived quality of education. Actively engaged students demonstrated greater enthusiasm and commitment to their academic pursuits, leading to a deeper understanding of the subject matter and higher levels of satisfaction. Moreover, the quality of student-faculty relationships emerged as a crucial determinant of educational quality. Positive and supportive interactions between students and faculty members fostered a conducive learning environment, resulting in a more positive perception of the overall educational

experience. Additionally, student loyalty was found to play a pivotal role in the quality of higher education. Students who developed a sense of attachment and loyalty to the institution displayed higher levels of satisfaction and engagement, contributing to an enhanced educational environment. Collectively, these findings emphasize the significance of fostering student engagement, strengthening student-faculty relationships, and nurturing student loyalty to improve the overall quality of higher education.

This research assessed 289 empirical papers published between 2013 to 2023. These published research articles assisted in the identification of the current aspects that play a role in student engagement, especially the quality of services and student-faculty relationships. The study by Pérez-Salas et al. (2021) showed that there exists a positive correlation between student engagement and various desirable outcomes in academia, such as increased persistence, improved academic performance, and greater satisfaction with educational experiences. Furthermore, studies revealed that educational institutions that place emphasis on and actively encourage student engagement demonstrate a positive correlation with increased graduation rates and improved student learning outcomes. The studies collectively corroborate the primary discovery of our research, underscoring the pivotal significance of student engagement in influencing the caliber of higher education (Kit et al., 2022; Hofkens & Pianta, 2022; Guzzardo et al., 2020). Extensive research has been conducted to examine the influence of student-faculty relationships on the overall quality of higher education. The presence of faculty-student interactions that are supportive in nature has been found to have a significant impact on fostering a positive college experience, as well as promoting student learning and overall development. In a similar vein, studies revealed that establishing positive connections with faculty members was associated with increased levels of student satisfaction and academic achievement. Additionally, the study conducted by Komarraju et al. (2013) revealed a significant correlation between the quality of student-faculty relationships and both student engagement and overall college experiences.

Numerous studies have delved into the exploration of student loyalty as a determining factor of educational quality. Snijders et al. (2020) discovered a positive relationship between student loyalty toward an educational institution and their inclination to recommend the university to others, as well as their intention to persist in their studies. Furthermore, Ladhari et al. (2018) emphasized the noteworthy correlation between student loyalty and satisfaction, suggesting that students who demonstrate loyalty are more likely to experience higher levels of satisfaction with their educational endeavors. Additionally, Gray & Diloreto (2016) put forward the notion that student loyalty is indicative of the intensity of the emotional bond that students form with their university, thereby influencing their comprehensive educational encounter. The findings provide support for the primary outcome of our study, emphasizing the significance of student loyalty in influencing the caliber of higher education.

Numerous scholarly investigations have been conducted to explore the combined influence of student engagement, student-faculty relationships, and student loyalty on the overall quality of higher education. The concept of a "student integration model" was introduced by Tinto (1993), emphasizing the interrelated nature of these factors. According to Tinto, the likelihood of students persisting and succeeding in their academic pursuits increases when they experience a sense of engagement, receive support from faculty, and develop a strong attachment to the institution, as noted by Wong & Chapman (2022). In addition, the study conducted by Kahu (2013) investigated the mediating function of student engagement in the association between student-faculty interactions and student satisfaction. The results of the study provided empirical evidence in support of the hypothesis that students who actively participate and invest themselves in their educational endeavors generally hold more favorable attitudes towards their academic experiences and exhibit stronger allegiance to the educational institution. These studies are consistent with our research, highlighting the collective influence of these factors on the quality of higher education (van der Ross et al., 2022; Fan et al., 2021; Tharapos et al., 2022).

6. Conclusion

The primary objective of the present study was to conduct a systematic literature review to investigate the influence of student engagement, the quality of student-faculty relationships, and student loyalty on the overall quality of higher education. The present study has effectively incorporated results from multiple empirical investigations, yielding valuable insights that can provide guidance to higher education institutions and policymakers in their ongoing endeavor to achieve educational excellence. The research revealed that student engagement plays a crucial role in shaping the overall quality of higher education. The discovery aligns with the existing body of scholarly literature, confirming the significant impact of student engagement on educational achievements (Kit et al., 2022; Hofkens & Pianta, 2022; Guzzardo et al., 2020). Significantly, the research shed light on the complex nature of student engagement, demonstrating its significance not only within academic settings but also within extracurricular and social domains. Promoting active participation facilitates the cultivation of a dynamic and supportive educational setting, which contributes to the improvement of students' cognitive capacities and academic achievements while simultaneously

enhancing their overall satisfaction with their educational encounters (Hagenauer et al., 2015; Snijders et al., 2020; Kahu & Nelson, 2018).

The impact of student-faculty relationships on the quality of higher education has been identified as a significant factor. Professors who demonstrate accessibility and a strong commitment to their student's academic achievement have the potential to significantly enhance the educational experience. This can be achieved through the cultivation of intellectual curiosity, the facilitation of personal development, and the cultivation of a lasting passion for lifelong learning (Guo et al., 2020; Gray & DiLoreto, 2016). Consequently, it is imperative for higher education institutions to actively foster an environment that encourages inclusive, constructive, and fruitful engagements between faculty members and students. The review further emphasized that student loyalty is a crucial factor in determining the quality of higher education. This conclusion aligns with previous research conducted by Mohammed et al. (2023) as well as Hanaysha et al. (2023), who have also identified loyalty as a crucial factor contributing to institutional achievement. The results indicate that fostering student loyalty can make a substantial impact on an institution's reputation, prospective student enrollment, and overall educational experience quality.

Collectively, these findings underscore the importance for higher education institutions to adopt proactive strategies aimed at augmenting student engagement, cultivating significant student-faculty connections, and cultivating student loyalty. This approach has the potential to enhance the quality of higher education, affecting not only academic achievements but also the overall educational experiences of students. Moreover, this research work is limited to the Higher Education level; therefore, findings cannot be generalizable to other educational levels or sectors. It is recommended that future researchers can conduct the same research on different educational levels with a primary data approach to get a more nuanced and comprehensive understanding of the research topic.

Compliance with ethical standards

Disclosure of conflict of interest

There is no conflict of Interest associated with this research work.

Statement of ethical approval

The research was approved by the Educational Leadership and Policy Studies Department of the University of Education.

Statement of informed consent

The informed consent was obtained from all the participants.

Data Availability Statement

The data supporting the results of this research will be provided on reasonable request.

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Authors' Contributions

Iram Tahir, as the first and corresponding author, significantly contributed to the study design, data collection, and played a pivotal role in interpreting the results. Noor Fatima, as a co-author, played a vital role in identifying relevant databases and conducting the literature search. Both authors have thoroughly reviewed and approved the manuscript, ensuring its accuracy and quality in line with the systematic review methodology.

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