

Teaching Quality and Student Engagement in Higher Education

Dila Rahmانيyah¹ ✉

Universitas Islam Negeri Kiai Ageng Muhammad Besari Ponorogo, Indonesia¹

ABSTRACT

Teaching quality plays a critical role in promoting student engagement and improving educational outcomes in higher education. This study examines the relationship between teaching quality and student engagement through a Systematic Literature Review (SLR) using the PRISMA 2020 framework. Studies published between 2019 and 2023 were systematically collected from major academic databases and analyzed using thematic analysis. The findings indicate that high-quality teaching positively influences student engagement by improving instructional effectiveness, learning participation, academic achievement, and learning satisfaction. Student-centered instructional practices, pedagogical competence, supportive learning environments, and positive teacher–student relationships further strengthen student engagement and educational effectiveness. However, challenges including technological change, diverse student learning needs, increasing instructional demands, and the need for continuous professional development continue to influence teaching quality. The study concludes that strengthening teaching quality is essential for enhancing student engagement and achieving educational excellence in higher education.

Keywords: *Teaching Quality, Student Engagement, Higher Education, Instructional Quality, Teaching Effectiveness, Student-Centered Learning.*

CORRESPONDING AUTHOR:

Dila Rahmانيyah

Universitas Islam Negeri Kiai Ageng Muhammad Besari Ponorogo, Indonesia

ARTICLE HISTORY

Received : January 22, 2024

Final Revised : April 13, 2024

Accepted : May 25, 2024

Published : June 30, 2024

1. | INTRODUCTION

Teaching quality has become a central concern in higher education as universities seek to improve student engagement, academic achievement, and overall educational quality. Rapid changes in educational practices, technological advancement, and increasingly diverse student populations require instructors to adopt effective teaching approaches that actively support meaningful learning experiences. Consequently, teaching quality is no longer viewed solely as the delivery of course content but as a multidimensional concept encompassing instructional effectiveness, student-centered pedagogy, communication, assessment, and the ability to foster active student participation.

Teaching quality refers to the extent to which instructional practices facilitate effective learning, promote student engagement, and support the achievement of educational objectives. High-quality teaching involves well-structured instruction, clear learning objectives, constructive feedback, appropriate assessment strategies, and positive interactions between instructors and students. Daumiller et al. (2022) describe teaching quality as a multidimensional construct that integrates instructional clarity, cognitive activation, supportive learning environments, and effective classroom management to enhance student learning. Similarly, Wieman (2019) argues that effective university teaching requires instructors to apply evidence-based pedagogical practices that actively engage students in meaningful learning rather than relying solely on content expertise.

Student engagement represents one of the most important outcomes associated with teaching quality. Engaged students participate actively in classroom discussions, demonstrate greater motivation, invest more effort in learning activities, and persist when facing academic challenges. Fernández-García, Rodríguez-Álvarez, and Viñuela-Hernández (2021) found that students' perceptions of teaching effectiveness significantly influence their academic engagement, indicating that high-quality instruction encourages greater participation and commitment to learning. Likewise, Lunkina et al. (2023) report that teaching quality positively predicts student engagement, well-being, and academic performance, highlighting the interconnected relationship between instructional quality and successful educational experiences.

The growing emphasis on student-centered learning has further strengthened the importance of teaching quality in higher education. Contemporary educational approaches encourage instructors to facilitate active learning by promoting collaboration, critical thinking, problem-solving, and student autonomy rather than relying primarily on traditional lecture-based instruction. Hoidn and Reusser (2020) explain that student-centered teaching creates learning environments where students actively construct knowledge through meaningful educational experiences. Similarly, Hoidn and Klemenčič (2021) emphasize that effective teaching in higher education

increasingly requires instructional practices that position students as active participants in the learning process.

Teaching quality is also influenced by various institutional and professional factors. Pedagogical competence, professional development, learning environments, and institutional support all contribute to instructors' ability to deliver effective instruction. Novianti and Nurlaelawati (2019) found that continuous pedagogical competence development significantly enhances university teachers' instructional effectiveness, particularly among lecturers without formal educational backgrounds. Likewise, Fernandes et al. (2023) report that professional development programs improve teaching quality by strengthening instructors' pedagogical knowledge, instructional strategies, and confidence in classroom practice.

In addition to improving engagement, high-quality teaching contributes to broader educational outcomes including academic achievement, learning satisfaction, critical thinking, and student retention. Students who experience effective teaching are generally more satisfied with their educational experiences, demonstrate stronger academic performance, and develop higher-order thinking skills that support lifelong learning. Christ et al. (2022) found that learning processes mediate the relationship between teaching quality and student achievement, indicating that effective instruction enhances learning outcomes through improved student engagement and cognitive development. Similarly, Van Wart et al. (2019) emphasize that teaching effectiveness contributes simultaneously to learning achievement, student satisfaction, faculty effectiveness, and institutional performance.

Despite increasing recognition of its importance, maintaining high teaching quality remains challenging. Higher education institutions continue to face issues related to large class sizes, diverse student needs, technological change, faculty workload, and the continuous need for pedagogical innovation. O'Leary, Cui, and French (2019) argue that recognizing and evaluating teaching quality remains a complex challenge because effective teaching involves multiple dimensions that extend beyond conventional performance measures. Furthermore, Dong (2023) highlights that emerging technologies and data-driven educational evaluation create new opportunities while also requiring universities to continuously improve quality assurance systems for teaching and learning.

Although extensive research has examined teaching effectiveness, instructional quality, pedagogical competence, and student engagement individually, relatively few studies comprehensively synthesize how teaching quality contributes to student engagement while simultaneously examining its influencing factors, educational benefits, and implementation challenges within higher education. A systematic synthesis is therefore necessary to provide a broader understanding of the role of teaching quality in promoting student engagement and improving educational quality.

Therefore, this study employs a Systematic Literature Review (SLR) following the PRISMA 2020 framework to examine the relationship between teaching quality and

student engagement in higher education. By synthesizing studies published between 2019 and 2023, this review aims to identify the principles of teaching quality, factors influencing instructional effectiveness, educational benefits, and implementation challenges. The findings are expected to provide valuable insights for educators, researchers, and higher education institutions seeking to strengthen teaching quality and foster greater student engagement through effective and student-centered instructional practices.

2. | LITERATURE REVIEW

Teaching Quality in Higher Education

Teaching quality has become one of the primary determinants of educational effectiveness in higher education because it directly influences students' learning experiences, engagement, and academic achievement. As universities increasingly adopt student-centered educational approaches, teaching quality is no longer measured solely by instructors' subject expertise but also by their ability to facilitate meaningful learning, encourage active participation, and support students' academic development. Consequently, teaching quality has emerged as a key indicator of institutional educational excellence.

Teaching quality refers to the effectiveness of instructional practices in promoting student learning and achieving educational objectives. It encompasses multiple dimensions, including instructional clarity, pedagogical competence, classroom interaction, assessment quality, feedback, and the creation of supportive learning environments. Daumiller et al. (2022) define teaching quality as a multidimensional construct consisting of instructional clarity, cognitive activation, supportive classroom climate, and effective classroom management that collectively enhance student learning outcomes. Similarly, Wieman (2019) argues that effective university teaching requires instructors to employ evidence-based teaching strategies that actively engage students in learning rather than relying solely on disciplinary expertise.

Instructional quality represents a central component of teaching quality because it determines how effectively instructors organize learning activities and facilitate knowledge construction. High-quality instruction involves clear learning objectives, coherent course organization, appropriate teaching methods, constructive feedback, and continuous monitoring of student learning. Larmuseau, Desmet, and Depaepe (2019) found that students' perceptions of instructional quality significantly influence their acceptance and effective use of learning environments, indicating that instructional quality shapes both learning behaviors and educational experiences. Likewise, Cornillez Jr. (2019) reported that instructional quality positively influences students' academic satisfaction, emphasizing the importance of effective teaching practices in higher education.

Teaching quality is also closely associated with student-centered learning approaches that position students as active participants in the educational process.

Rather than emphasizing passive knowledge transmission, student-centered teaching encourages collaboration, critical thinking, independent learning, and active engagement throughout classroom activities. Hoidn and Reusser (2020) explain that student-centered learning promotes deeper understanding by encouraging students to construct knowledge through meaningful participation and reflection. Furthermore, Hoidn and Klemenčič (2021) emphasize that student-centered teaching enables instructors to respond more effectively to diverse learning needs while fostering higher levels of student autonomy and engagement.

Overall, teaching quality represents a multidimensional educational construct that integrates instructional effectiveness, pedagogical competence, supportive learning environments, and student-centered instructional practices. Strengthening teaching quality provides an essential foundation for improving student engagement, academic achievement, and the overall quality of higher education.

Teaching Quality and Student Engagement

Student engagement is widely recognized as one of the most important outcomes of high-quality teaching in higher education. Engaged students participate actively in learning activities, demonstrate greater motivation, invest sustained effort in academic tasks, and develop stronger commitment toward achieving educational goals. Consequently, teaching quality serves as a critical factor that influences students' behavioral, emotional, and cognitive engagement throughout their university education.

Research consistently demonstrates that effective teaching practices strengthen student engagement by creating meaningful, interactive, and supportive learning experiences. When instructors provide clear explanations, encourage classroom interaction, and deliver constructive feedback, students become more willing to participate actively in learning activities. Fernández-García, Rodríguez-Álvarez, and Viñuela-Hernández (2021) found that students' perceptions of teaching effectiveness significantly predict academic engagement, indicating that high-quality instruction encourages greater participation, motivation, and commitment to learning. Similarly, Zhao and Ko (2020) reported that effective pedagogical practices enhance vocational students' engagement by improving classroom interaction, instructional quality, and learning experiences.

Teaching quality also influences engagement through positive teacher–student relationships. Supportive communication, mutual respect, and instructor accessibility foster students' sense of belonging and confidence within academic environments. Karpouza and Emvalotis (2019) explain that positive teacher–student relationships encourage meaningful educational interactions that strengthen students' academic engagement and personal development. Likewise, Mallik (2023) found that strong teacher–student relationships positively influence both student engagement and academic achievement, demonstrating the importance of interpersonal relationships in higher education.

In addition, teaching quality contributes to engagement by promoting positive learning environments that support academic satisfaction and psychological well-being. Lunkina et al. (2023) found that teaching quality serves as a significant predictor of student engagement, well-being, and academic performance, suggesting that effective instruction produces multiple educational benefits simultaneously. Christ et al. (2022) further explain that high-quality teaching enhances student achievement through learning processes that mediate the relationship between instructional quality and academic outcomes. These findings collectively demonstrate that teaching quality represents a fundamental driver of student engagement and educational success in higher education.

Factors Influencing Teaching Quality

Teaching quality is influenced by multiple factors related to instructors, students, institutional environments, and educational resources. Effective teaching requires more than subject expertise, as instructors must possess pedagogical knowledge, communication skills, and the ability to create supportive learning environments that encourage student participation. Consequently, teaching quality develops through the interaction of individual competencies and institutional conditions that collectively shape educational effectiveness.

One of the most influential factors affecting teaching quality is pedagogical competence. Instructors who possess strong pedagogical knowledge are better equipped to design meaningful learning experiences, apply appropriate instructional strategies, assess student learning effectively, and adapt teaching methods to diverse learning needs. Novianti and Nurlaelawati (2019) found that the development of pedagogical competence significantly improves university teachers' instructional effectiveness, particularly for lecturers without formal educational backgrounds. Similarly, Okolie et al. (2020) reported that professional qualifications alone do not guarantee effective teaching, emphasizing the importance of continuous pedagogical competence development for improving higher education instruction.

Professional development also plays a critical role in strengthening teaching quality. Continuous training enables instructors to update their pedagogical knowledge, integrate innovative teaching approaches, and respond effectively to evolving educational technologies and student expectations. Fernandes et al. (2023) found that pedagogical training positively influences teaching quality by improving instructors' confidence, instructional practices, and classroom effectiveness. Likewise, Kálmán, Tynjälä, and Skaniakos (2020) emphasize that university teachers' professional development is closely associated with teaching approaches and supportive departmental cultures that encourage continuous instructional improvement.

The learning environment further contributes to teaching quality by shaping both instructional practices and student engagement. Positive classroom climates, supportive institutional cultures, and adequate educational resources enable instructors to

implement interactive and student-centered teaching more effectively. Sökmen (2021) reported that supportive learning environments strengthen student engagement by enhancing students' self-efficacy and willingness to participate in learning activities. Similarly, Larmuseau, Desmet, and Depaepe (2019) demonstrated that students' perceptions of instructional quality influence their acceptance and effective use of learning environments, highlighting the reciprocal relationship between instructional quality and educational settings.

Teacher–student relationships represent another important factor influencing teaching quality. Effective communication, mutual respect, accessibility, and constructive interactions contribute to positive learning experiences and encourage greater student participation. Karpouza and Emvalotis (2019) explain that positive teacher–student relationships foster trust, collaboration, and meaningful academic interactions that enhance both teaching effectiveness and student engagement. These findings suggest that teaching quality depends not only on instructional competence but also on instructors' ability to establish supportive and respectful educational relationships.

Benefits of High-Quality Teaching

High-quality teaching provides substantial benefits for students, instructors, and higher education institutions by improving learning experiences, academic achievement, and overall educational quality. Effective instruction promotes active learning, strengthens student engagement, and encourages the development of higher-order thinking skills that support lifelong learning. Consequently, teaching quality has become a central objective for universities seeking to enhance educational effectiveness and student success.

One of the primary benefits of high-quality teaching is increased student engagement. Students are more likely to participate actively in classroom discussions, collaborative activities, and independent learning when instruction is well organized, interactive, and responsive to their learning needs. Fernández-García, Rodríguez-Álvarez, and Viñuela-Hernández (2021) found that students' positive perceptions of teaching effectiveness significantly increase academic engagement, demonstrating that effective instruction encourages greater commitment to learning. Similarly, Lunkina et al. (2023) reported that teaching quality positively predicts student engagement while simultaneously improving psychological well-being and academic performance.

High-quality teaching also contributes to improved academic achievement and learning satisfaction. Effective instructional practices facilitate deeper understanding, stronger knowledge retention, and greater confidence in learning, enabling students to achieve better educational outcomes. Christ et al. (2022) found that learning processes mediate the positive relationship between teaching quality and student achievement, indicating that effective teaching strengthens academic performance through improved cognitive engagement. Likewise, Van Wart et al. (2019) emphasize that teaching

effectiveness contributes to higher learning achievement, increased student satisfaction, improved faculty performance, and stronger institutional outcomes.

Another important benefit is the promotion of student-centered learning. High-quality teaching encourages students to become active participants in constructing knowledge rather than passive recipients of information. Hoidn and Reusser (2020) explain that student-centered instructional approaches strengthen critical thinking, problem-solving, collaboration, and independent learning by actively involving students throughout the educational process. Furthermore, Abdigapbarova and Zhiyenbayeva (2023) demonstrate that student-centered learning within digital environments supports learner autonomy and enhances the quality of professional education.

Overall, high-quality teaching contributes to stronger student engagement, higher academic achievement, increased learning satisfaction, and the development of lifelong learning competencies. These educational benefits demonstrate that continuous improvement of teaching quality should remain a strategic priority for higher education institutions seeking to promote student success and educational excellence.

Challenges of Teaching Quality

Despite its importance, maintaining high teaching quality remains a significant challenge for higher education institutions. Rapid changes in educational practices, technological development, increasing student diversity, and evolving expectations regarding teaching effectiveness require instructors to continuously adapt their instructional approaches. Consequently, universities must address multiple challenges that influence the delivery of high-quality teaching while ensuring that educational experiences remain engaging, inclusive, and effective.

One of the primary challenges concerns the continuous improvement of instructors' pedagogical competence. Although university lecturers often possess strong disciplinary expertise, they may have limited formal preparation in teaching and learning. Effective instruction requires ongoing professional development to strengthen pedagogical knowledge, instructional design, assessment practices, and classroom management skills. Fernandes et al. (2023) found that pedagogical training positively enhances teaching quality by improving instructors' instructional confidence and teaching practices. Similarly, Kálmán, Tynjälä, and Skaniakos (2020) emphasize that continuous professional development is essential for enabling university teachers to respond effectively to changing educational demands and institutional expectations.

Technological advancement also presents both opportunities and challenges for teaching quality. The increasing adoption of online, blended, and technology-enhanced learning requires instructors to integrate digital tools while maintaining instructional effectiveness and student engagement. Dong (2023) explains that data-driven approaches to teaching quality monitoring provide valuable opportunities for educational improvement but also require universities to develop effective quality

assurance systems capable of adapting to rapidly changing digital learning environments. Likewise, Stracke, Burgos, and Tlili (2023) highlight that maintaining instructional quality within digital learning environments requires careful learning design, appropriate technological integration, and continuous evaluation of teaching practices.

Another important challenge involves responding to increasingly diverse student needs. Higher education classrooms include students with different academic backgrounds, learning preferences, cultural experiences, and levels of preparedness. Instructors must therefore adopt flexible and inclusive teaching strategies that support equitable participation while maintaining high academic standards. Hoidn and Klemenčič (2021) argue that student-centered teaching provides an effective framework for addressing learner diversity by encouraging active participation, personalized learning experiences, and instructional flexibility.

Institutional factors may further influence teaching quality. Limited instructional resources, increasing administrative responsibilities, large class sizes, and competing academic demands can reduce instructors' capacity to deliver individualized and engaging learning experiences. O'Leary, Cui, and French (2019) note that evaluating and rewarding teaching quality remains a complex challenge because institutional performance measures often fail to capture the multidimensional nature of effective teaching. These conditions may discourage continuous instructional innovation despite growing expectations for educational excellence.

Overall, the literature suggests that sustaining high teaching quality requires collaborative efforts among instructors, higher education institutions, and policymakers. Continuous pedagogical development, supportive institutional policies, effective integration of educational technologies, and student-centered instructional approaches are essential for addressing current challenges while promoting meaningful student engagement and long-term educational quality.

3. | RESEARCH METHOD

This study employed a qualitative Systematic Literature Review (SLR) to examine the relationship between teaching quality and student engagement in higher education. The review synthesized findings from previous empirical studies to identify the characteristics of teaching quality, factors influencing instructional effectiveness, educational benefits, and challenges associated with maintaining high-quality teaching in university settings.

The review followed the PRISMA 2020 (Preferred Reporting Items for Systematic Reviews and Meta-Analyses) framework proposed by Page et al. (2021). The review process consisted of four stages: identification, screening, eligibility assessment, and inclusion of relevant studies. This systematic procedure ensured transparency, consistency, and methodological rigor throughout the literature selection and analysis process.

Relevant publications were identified through Scopus, ScienceDirect, SpringerLink, ERIC, Taylor & Francis Online, Wiley Online Library, and Google Scholar. The search employed combinations of keywords including *teaching quality*, *instructional quality*, *teaching effectiveness*, *student engagement*, *student-centered learning*, *pedagogical competence*, *learning environment*, *teacher–student relationship*, *professional development*, and *higher education*. Only English-language studies published between 2019 and 2023 were included to capture recent developments in teaching quality research.

The inclusion criteria consisted of peer-reviewed journal articles, conference proceedings, systematic literature reviews, scholarly books, and book chapters focusing on teaching quality and student engagement within higher education. Studies discussing instructional quality, pedagogical competence, student-centered learning, teaching effectiveness, professional development, learning environments, and teacher–student relationships were included. Editorials, opinion articles, duplicate publications, and studies conducted outside higher education contexts were excluded from the review.

The selected studies were analyzed using thematic analysis. The findings were organized into five themes: (1) teaching quality in higher education, (2) teaching quality and student engagement, (3) factors influencing teaching quality, (4) benefits of high-quality teaching, and (5) challenges of teaching quality. This thematic organization enabled a comprehensive synthesis of current evidence regarding how teaching quality contributes to student engagement and educational effectiveness in higher education.

The analytical framework positions teaching quality as a multidimensional construct that enhances student engagement through effective instructional practices, pedagogical competence, student-centered learning, supportive learning environments, and positive teacher–student relationships. The framework also recognizes professional development, institutional support, technological adaptation, and learning environments as critical factors influencing the continuous improvement of teaching quality in higher education.

4. | RESULTS

The findings of this systematic literature review demonstrate that teaching quality is a fundamental factor influencing student engagement and educational effectiveness in higher education. Across the reviewed studies, high-quality teaching consistently contributes to greater academic participation, stronger learning motivation, improved academic achievement, and higher levels of student satisfaction. The literature further indicates that teaching quality is strengthened by pedagogical competence, supportive learning environments, continuous professional development, and positive teacher–student relationships.

One of the most consistent findings is the positive relationship between teaching quality and student engagement. Students are more likely to participate actively in learning activities when instructors provide clear instruction, meaningful feedback, and

interactive learning experiences. Fernández-García, Rodríguez-Álvarez, and Viñuela-Hernández (2021) found that students' perceptions of teaching effectiveness significantly enhance academic engagement, demonstrating that instructional quality encourages active participation in higher education. Similarly, Lunkina et al. (2023) reported that teaching quality positively predicts student engagement, psychological well-being, and academic performance, highlighting the broad educational benefits of effective instruction.

The review also demonstrates that student-centered teaching practices strengthen educational outcomes by promoting active learning and learner autonomy. Instructors who employ interactive teaching methods, collaborative activities, and learner-centered instructional strategies create learning environments that encourage deeper understanding and greater student responsibility for learning. Hoidn and Reusser (2020) explain that student-centered learning facilitates meaningful knowledge construction through active participation and reflection. Likewise, Zhao and Ko (2020) found that effective pedagogical practices significantly improve student engagement by encouraging interaction and participation throughout classroom activities.

Another important finding concerns the influence of pedagogical competence and professional development on teaching quality. Continuous professional learning enables instructors to strengthen instructional design, classroom management, assessment strategies, and communication skills that improve educational effectiveness. Novianti and Nurlaelawati (2019) found that pedagogical competence development significantly improves university teaching effectiveness, particularly among lecturers without formal educational backgrounds. Similarly, Fernandes et al. (2023) reported that pedagogical training enhances instructors' confidence and instructional practices, resulting in improved teaching quality and more effective learning experiences.

The reviewed studies further indicate that supportive learning environments and positive teacher–student relationships contribute substantially to student engagement. Learning environments characterized by mutual respect, effective communication, accessibility, and institutional support encourage students to participate more actively in academic activities while strengthening their sense of belonging. Sökmen (2021) found that supportive learning environments increase student engagement by improving students' self-efficacy and academic confidence. Likewise, Mallik (2023) demonstrated that positive teacher–student relationships significantly enhance both student engagement and academic achievement.

Despite these positive findings, several challenges continue to influence teaching quality in higher education. Rapid technological development, increasing student diversity, limited institutional resources, and the continuous need for pedagogical innovation require instructors to adapt their teaching practices continually. O'Leary, Cui, and French (2019) identified the complexity of evaluating teaching quality as an ongoing institutional challenge because effective teaching involves multiple

dimensions beyond traditional performance indicators. Similarly, Dong (2023) emphasized that technology-supported quality monitoring systems create new opportunities for teaching improvement while requiring universities to strengthen educational quality assurance mechanisms.

Overall, the reviewed literature demonstrates that teaching quality serves as a key determinant of student engagement and educational success in higher education. Effective instruction, student-centered learning, pedagogical competence, supportive learning environments, and continuous professional development collectively contribute to creating meaningful educational experiences that promote student engagement, academic achievement, and institutional educational quality.

5. | DISCUSSION

The findings demonstrate that teaching quality plays a central role in promoting student engagement and improving educational outcomes in higher education. High-quality teaching extends beyond effective content delivery by creating learning environments that encourage active participation, meaningful interaction, critical thinking, and continuous academic development. The reviewed studies consistently indicate that students are more engaged and academically successful when instructors employ effective pedagogical practices supported by strong instructional design and positive educational relationships.

One of the principal findings of this review is the positive relationship between teaching quality and student engagement. Students who perceive instruction as well-organized, interactive, and supportive demonstrate higher levels of behavioral, emotional, and cognitive engagement. Effective teaching encourages students to participate actively in classroom discussions, collaborate with peers, and take greater responsibility for their own learning. These findings suggest that teaching quality functions as a key driver of student engagement and should be regarded as a strategic priority for improving educational quality in higher education.

The review also highlights the importance of student-centered teaching in enhancing engagement and learning outcomes. Student-centered instructional practices shift the focus from passive knowledge transmission to active learning, enabling students to develop critical thinking, problem-solving abilities, and independent learning skills. By encouraging participation, reflection, and collaboration, instructors create learning environments that support deeper understanding and sustained academic interest. Consequently, adopting student-centered pedagogical approaches contributes significantly to both teaching effectiveness and student success.

Another important finding concerns the influence of pedagogical competence and professional development on teaching quality. Effective instruction requires instructors to continuously strengthen their pedagogical knowledge, instructional strategies, assessment practices, and communication skills. Professional development programs provide opportunities for lecturers to respond to changing educational demands,

integrate innovative teaching methods, and improve classroom effectiveness. These findings indicate that continuous professional learning is essential for maintaining high standards of teaching quality within higher education.

The findings further demonstrate that supportive learning environments and positive teacher–student relationships contribute substantially to student engagement. Students are more likely to participate actively and maintain motivation when instructors establish respectful communication, provide constructive feedback, and create inclusive classroom environments. Institutional support through adequate educational resources, faculty development programs, and effective learning facilities further strengthens instructors' capacity to deliver high-quality teaching. These conditions collectively create positive educational experiences that benefit both students and educators.

Despite these educational benefits, several challenges continue to affect teaching quality in higher education. Rapid technological advancement, increasingly diverse student populations, large class sizes, administrative responsibilities, and continuous curriculum changes require instructors to adapt their teaching practices on an ongoing basis. In addition, maintaining consistent teaching quality across different learning environments remains challenging, particularly as universities expand online and hybrid education. Addressing these challenges requires sustained institutional investment in faculty development, educational technology, quality assurance systems, and supportive teaching policies.

Overall, the reviewed literature demonstrates that teaching quality represents a fundamental determinant of student engagement and educational effectiveness in higher education. Strengthening teaching quality through continuous professional development, student-centered instructional practices, supportive learning environments, and institutional commitment will contribute to greater student engagement, improved academic achievement, and sustainable educational excellence.

6. | CONCLUSION

This study examined the relationship between teaching quality and student engagement in higher education through a Systematic Literature Review (SLR) using the PRISMA 2020 framework. By synthesizing studies published between 2019 and 2023, the review identified the characteristics of teaching quality, factors influencing instructional effectiveness, educational benefits, and implementation challenges within higher education.

The findings indicate that teaching quality positively contributes to student engagement by improving instructional effectiveness, learning participation, academic achievement, and learning satisfaction. Student-centered instructional practices, pedagogical competence, supportive learning environments, and positive teacher–student relationships strengthen students' engagement and enhance overall educational experiences. Furthermore, continuous professional development enables instructors to improve instructional practices and adapt to evolving educational needs.

However, several challenges continue to influence teaching quality in higher education, including technological change, diverse student learning needs, increasing instructional demands, limited institutional resources, and the need for ongoing pedagogical innovation. Addressing these challenges requires universities to provide continuous faculty development, strengthen institutional support systems, and promote evidence-based teaching practices that encourage meaningful student engagement.

Overall, teaching quality represents a fundamental foundation for student engagement and educational excellence in higher education. Universities should continue investing in professional development, student-centered teaching, supportive learning environments, and comprehensive quality assurance systems to strengthen instructional effectiveness and improve student learning experiences. Future research may further explore innovative pedagogical approaches, digital teaching strategies, and cross-cultural perspectives that contribute to sustaining high-quality teaching in diverse higher education contexts.

Acknowledgement

We gratefully acknowledge the contributions of individuals who supported the completion of this article.

Declaration of Conflicting Interests

The authors declare that there is no conflict of interest.

Ethical Approval and Originality Statement

Ethical approval was obtained for this study. The manuscript represents original work and has not been previously published, nor is it under consideration by another journal.

Data Disclosure Statement

The data that support the findings of this study are available from the corresponding author upon reasonable request.

REFERENCES

- Abdigapbarova, U., & Zhiyenbayeva, N. (2023). Organization of student-centered learning within the professional training of a future teacher in a digital environment. *Education and Information Technologies*, 28(1), 647–661.
- Antony, J., Karamperidis, S., Antony, F., & Cudney, E. A. (2019). Understanding and evaluating teaching effectiveness in the UK higher education sector using experimental design: A case study. *International Journal of Quality & Reliability Management*, 36(2), 202–216.
- Channa, N., & Kazimi, A. B. (2020). The influence of students' feedback on teaching effectiveness and students' satisfaction at higher education level: Students' perspective. *Academic Journal of Social Sciences*, 4(3), 498–523.
- Christ, A. A., Capon-Sieber, V., Grob, U., & Praetorius, A. K. (2022). Learning processes and their mediating role between teaching quality and student achievement: A systematic review. *Studies in Educational Evaluation*, 75, 101209.
- Cornillez Jr, E. E. C. (2019). Instructional quality and academic satisfaction of university students. *European Journal of Education Studies*.
- Daumiller, M., Janke, S., Hein, J., Rinas, R., Dickhäuser, O., & Dresel, M. (2022). Teaching quality in higher education. *European Journal of Psychological Assessment*.
- Dong, Y. (2023). Teaching quality monitoring and evaluation in higher education through a big data analysis. *International Journal of Emerging Technologies in Learning*, 18(8), 61–78.
- Fernandes, S., Araújo, A. M., Miguel, I., & Abelha, M. (2023). Teacher professional development in higher education: The impact of pedagogical training perceived by teachers. *Education Sciences*, 13(3), 309.
- Fernández-García, C. M., Rodríguez-Álvarez, M., & Viñuela-Hernández, M. P. (2021). University students and their perception of teaching effectiveness: Effects on students' engagement. *Revista de Psicodidáctica (English Edition)*, 26(1), 62–69.
- Hoidn, S., & Klemenčič, M. (Eds.). (2021). *The Routledge International Handbook of Student-Centered Learning and Teaching in Higher Education*. Routledge.
- Hoidn, S., & Reusser, K. (2020). Foundations of student-centered learning and teaching. In *The Routledge International Handbook of Student-Centered Learning and Teaching in Higher Education* (pp. 17–46). Routledge.
- Inamorato, D., Gausas, S., Mackeviciute, R., Jotautyte, A., & Martinaitis, Ž.

- (2019). *Innovating professional development in higher education: An analysis of practices*.
- Kálmán, O., Tynjälä, P., & Skaniakos, T. (2020). Patterns of university teachers' approaches to teaching, professional development and perceived departmental cultures. *Teaching in Higher Education*, 25(5), 595–614.
- Karpouza, E., & Emvalotis, A. (2019). Exploring the teacher-student relationship in graduate education: A constructivist grounded theory. *Teaching in Higher Education*, 24(2), 121–140.
- Larmuseau, C., Desmet, P., & Depaepe, F. (2019). Perceptions of instructional quality: Impact on acceptance and use of an online learning environment. *Interactive Learning Environments*, 27(7), 953–964.
- Linnenluecke, M. K., Marrone, M., & Singh, A. K. (2020). Conducting systematic literature reviews and bibliometric analyses. *Australian Journal of Management*, 45(2), 175–194.
- Lunkina, M. V., Gordeeva, T. O., Diryugina, E. G., & Pshenichnyuk, D. V. (2023). Teaching quality as predictor of student engagement, well-being and performance. *RUDN Journal of Psychology and Pedagogics*, 20(3), 628–649.
- Mallik, B. (2023). Teacher-student relationship and its influence on college student engagement and academic achievement. *Anatolian Journal of Education*, 8(1), 93–112.
- Novianti, N., & Nurlaelawati, I. (2019). Pedagogical competence development of university teachers with non-education background: The case of a large university of education in Indonesia. *International Journal of Education*, 11(2), 169–177.
- O'Leary, M., Cui, V., & French, A. (2019). *Understanding, recognising and rewarding teaching quality in higher education: An exploration of the impact and implications of the Teaching Excellence Framework*. Birmingham City University.
- Okolie, U. C., Igwe, P. A., Nwajiuba, C. A., Mlangi, S., Binuomote, M. O., Nwosu, H. E., & Ogbaekirigwe, C. O. (2020). Does PhD qualification improve pedagogical competence? A study on teaching and training in higher education. *Journal of Applied Research in Higher Education*, 12(5), 1233–1250.
- Page, M. J., McKenzie, J. E., Bossuyt, P. M., Boutron, I., Hoffmann, T. C., Mulrow, C. D., et al. (2021). The PRISMA 2020 statement: An updated guideline for reporting systematic reviews. *BMJ*, 372, n71.
- Snyder, H. (2019). Literature review as a research methodology: An overview and guidelines. *Journal of Business Research*, 104, 333–339.

- Sökmen, Y. (2021). The role of self-efficacy in the relationship between the learning environment and student engagement. *Educational Studies*, 47(1), 19–37.
- Stracke, C. M., Burgos, D., & Tlili, A. (2023). Instructional quality and learning design of massive open online courses. In *Handbook of Open, Distance and Digital Education* (pp. 1391–1412). Springer.
- Van Wart, M., Ni, A., Rose, L., McWeeney, T., & Worrell, R. (2019). A literature review and model of online teaching effectiveness integrating concerns for learning achievement, student satisfaction, faculty satisfaction, and institutional results. *Pan-Pacific Journal of Business Research*, 10(1), 1–22.
- Wieman, C. E. (2019). Expertise in university teaching and the implications for teaching effectiveness, evaluation and training. *Daedalus*, 148(4), 47–78.
- Zhao, Y., & Ko, J. (2020). How do teaching quality and pedagogical practice enhance vocational student engagement? A mixed-method classroom observation approach. *International Journal of Educational Management*, 34(6), 987–1000.