

Resilience as a Mediator in the Relationship between Quality of Work Life and Teacher Engagement: A Study in Giribawa Division in Kurunegala District of Sri Lanka

P.M.N.T. Senarathna^{1,*} and W.W.A.N. Sujeewa²

*Department of Human Resource Management, Faculty of Management Studies,
Rajarata University of Sri Lanka, Mihintale, Sri Lanka^{1,2}*

*Corresponding author: senarathnanipuna12@gmail.com

Abstract

This study investigates the impact of Quality of Work Life (QWL) on teacher engagement in the Giribawa Division of the Mahawa Education Zone, Kurunegala District, Sri Lanka, with resilience serving as a mediating variable. Teacher engagement is crucial for enhancing student outcomes and maintaining instructional quality, especially in resource-constrained rural settings. Many Sri Lankan teachers face challenges such as inadequate infrastructure, high occupational stress, and limited professional development opportunities, which can diminish their performance and motivation. The primary objective of this study is to examine how QWL influences teacher engagement and to identify the mediating role of resilience in this relationship. Although prior studies have explored QWL across various professional fields, limited attention has been paid to resilience as a contributing factor in rural educational settings. This research employed a quantitative design involving 190 teachers selected through stratified random sampling. Data were collected using a structured questionnaire assessing QWL dimensions—work-life balance, occupational stress, and job nature—alongside resilience and engagement. Simple and multiple regression analyses were applied to test the proposed relationships. The findings revealed a significant positive relationship between QWL and teacher engagement, with resilience emerging as a strong mediator. Collectively, QWL and resilience explained 74.2% of the variance in teacher engagement. Among QWL dimensions, job nature and work-life balance were strong positive predictors, whereas occupational stress showed a negative impact. These results underscore the importance of enhancing teachers' QWL by improving job design, reducing stress, ensuring balanced workloads, and developing resilience-building programmes. The study contributes to the limited body of knowledge on teacher engagement in rural Sri Lanka and offers valuable insights for policymakers, school administrators, and HR professionals seeking to strengthen teacher motivation, satisfaction, and retention.

Keywords: engagement, resilience, rural education, teacher motivation, quality of work life