ORGANIZATIONAL CULTURE AND CHARISMATIC LEADERSHIP OF SCHOOL HEADS AS DETERMINANTS OF WORK ENGAGEMENT AMONG PUBLIC ELEMENTARY SCHOOL TEACHERS

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Abstract:

The primary aim of the study is to identify whether organizational culture and charismatic leadership of school heads are determinants of work engagement of teachers. Utilizing a non-experimental, quantitative design using the descriptive correlation technique, data were obtained from 310 respondents who are public elementary school teachers from the 2 identified districts-Baganga North and Baganga South. The researcher utilized the total enumeration sampling technique and the statistical tools mean, Pearson r, and regression analysis. From the results of the study, it was found that there are very high levels of organizational culture, charismatic leadership, and work engagement. Moreover, there is no significant relationship between organizational culture and work engagement. Also, there is no significant relationship between charismatic leadership and work engagement. Further, organizational culture and charismatic leadership are not significant determinants of work engagement.

Keywords: education, organizational culture, charismatic leadership, work engagement, correlation, teachers, educational management, Philippines

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1. Introduction

Poor work engagement is a global concern. The number of employees who have high engagement is very low, which is less than a quarter of the global working population (Sudibjo & Riantini, 2023). Moreover, disengaged teachers have poor emotional connections at work and avoid allocating a significant amount of time to putting in more effort (Dehghanpour *et al.*, 2020). Also, disengaged teachers have higher absenteeism rates, which negatively impacts school efficiency. The risks of low work engagement are caused by various factors at school (Hastings & Agrawal, 2021). Further, in the study by Korsakiene *et al.* (2024), teachers often face numerous challenges, including educational reforms, stressful job conditions, and feelings of disengagement.

Work engagement is important as highly engaged teachers are usually satisfied with their jobs and are more likely to demonstrate innovative behavior (Zhang *et al.*, 2021). In addition, a teacher with a high level of work engagement considers their job as inspiring and stimulating (Gozon & Yango, 2023). Similarly, work engagement is important as it is linked with positive outcomes such as job satisfaction, organizational commitment, and job performance. Work engagement of teachers is vital in ensuring high-quality education and positive student outcomes (Ma, 2023). Furthermore, a related study by Siddique *et al.* (2022) found out that teacher work engagement has positive links with excellent job performance, which results in teachers who show high professional performance.

In another study by Mirji *et al.* (2023), organizational culture positively affects work engagement, which then helps in innovation and the sharing of knowledge. There are various factors which can affect work engagement, such as communication, organizational culture, trust, goodwill, leadership quality of the managers, as well as mutual understanding and relations. Similarly, the research by Putri *et al.* (2021) concluded that organizational culture has a significant effect on work engagement. The more conducive the culture of an organization, the higher the level of engagement of the employees. On the other hand, the study by Fajilan *et al.* (2021) ascertained that there is no significant relationship between organizational culture and work engagement. The study then recommended a more in-depth analysis of such variables.

Moreover, a related study by Zhu and Liu (2021) found out that high charismatic leadership results in high work engagement. This highlights the importance of charismatic leadership in fostering work engagement in organizations and adapting leadership strategies to different environments. Also, the study by Lee and Chen (2023) determined that charismatic leaders significantly increase work engagement by employing effective motivational strategies and fostering a positive work environment. It was recommended to incorporate charismatic leadership into the recruitment and training processes to improve work engagement. However, the research by Robijn *et al.* (2020) identified that the correlation between charismatic leadership and work engagement was not significant. There is a need to investigate what suppresses the relationship, as it could aid leaders in increasing engagement.

In addition, a similar study by Decuypere and Schaufeli (2020) mentioned that work engagement decreases when the leader's perception of the follower's characteristics seems to be less favorable than the self-evaluation of the follower. Charismatic leaders stimulate work engagement through role clarification, organizational culture, empowerment, and identification with the supervisor. Further, a recent study by Koirala *et al.* (2024) emphasized that charismatic leadership, relation with manager, working environment, organizational culture are important variables responsible for work engagement. A charismatic leader's impact on work engagement highlights the need for matching leadership practices with organizational culture.

Meanwhile, the recent study by Eftimov (2025) found out that there is a negative relationship between organizational culture and work engagement, which is not statistically significant. The study concluded that there is no significant relationship between organizational culture and work engagement. Further, another study by Klein *et al.* (2023) did not find any significant contribution of charismatic leadership style to work engagement. Susceptibility to charismatic leadership depends on follower feelings of insecurity and ambiguity.

2. Literature Review

There is a review of related literature, which is discussed in support of the study. On organizational culture, the study by Kim *et al.* (2020) stated that family orientation refers to the relationships between the students, the classroom, and their performance. Family orientation is an important predictor of engagement and teaching and learning strategies. Similarly, Hannon and O'Donnell (2022) found out that a social justice family orientation provides teachers with a better avenue for professional influence while nurturing a capacity to act. Family-school partnerships empower parents so they can support their children.

Furthermore, the research by Muza (2021) refers to the team approach as teaching in teams and is more effective than having just one teacher. The research also found out that students exposed to a team approach perform better than students who are taught by just one teacher. Relatedly, Smith *et al.* (2020) emphasized that a collaborative, team approach to professional development highlights student and teacher-focused goals. A team approach includes participating in an authentic learning experience wherein the teachers are able to implement strategies in a true learning environment with students.

On charismatic leadership, Faulkner *et al.* (2023) define strategic vision and articulation as having a high ability to communicate a clear vision, set high standards for teaching, and make clear staff expectations for meeting school goals. Also, the study mentioned that effective school leaders must work to produce a common vision for their schools. In a related study by Du *et al.* (2022), it was concluded that leaders with a clear strategic vision and articulation manifest higher engagement and productivity. Specific leadership styles are also essential for effective outcomes.

In a similar vein, Wang *et al.* (2024) defined sensitivity to member needs as encouraging support and improving trust and collaboration. This provides an opportunity to understand evolving member needs and identify the best strategies for satisfying their members. Further, Helmi *et al.* (2020) identified that school leaders who have high sensitivity to member needs have aims and objectives that schools will more likely achieve. Having sensitivity to member needs makes it easier for school leaders to collaborate with others.

On work engagement, the related study by Cells *et al.* (2023) defined vigor as allowing teachers to introduce to their classrooms something novel that they have learned and helped them grow. With the help of vigor, when teachers are given access to a resource that helps them, they take advantage of it right away. Similarly, Poysa *et al.* (2022) emphasized in their study that high levels of vigor contribute to high levels of rewards and efforts. Teachers with high vigor have high energy while working, are willing to invest effort, and are persistent amidst challenges.

In addition, the similar study by Wang (2024) refers to dedication as having teachers who highly value autonomy and like to work with freedom. Teacher dedication is improved when there are fair salary systems and a clear performance appraisal. Finally, the recent study by Zilka (2024) assessed that teacher absorption refers to giving teachers the opportunity to collaborate and innovate. Absorption creates a professional and supportive community resulting in a wholesome discussion.

This study was anchored on the Social Exchange Theory by Blau (1964), which explains that when an individual finds a fit between his organization and his norms and values, the individual will be more dedicated to his work and organization. Charismatic leadership is a perceived benefit for employees. The theory suggests that employees will be motivated to respond to benefits. Thus, subordinates would most probably reciprocate with loyalty to work. Positive social change enables loyalty to charismatic leaders; thus, the employees' dedication to their work will increase.

This study was supported by the Theory of Work Engagement by Bakker and Leiter (2010) wherein an engaged employee has a positive attitude and is characterized by vitality, energy, a will to work, and effort. Engagement is an attitude towards life that makes people try to make the most of their talents and passions using as vigor, dedication and absorption. Engagement is also a positive, affective-cognitive state of satisfaction. The feeling that activities in life match talents and interests enables people to make the most of their energy sources, both at home and at work.

This study was also supported by the Cultural Dimensions Theory by Hofstede (1984), which highlights the impact of culture on organizational processes. Culture has a critical role in shaping organizational behavior. Cultural factors significantly influence assessment outcomes, affecting organizational behaviors. The theory provides evidence for mechanisms, particularly the role of organizational culture in translating cultural influences into organizational behaviors. This highlights the importance of considering both direct and indirect pathways in theoretical models of organizational behaviors.

Further, this study was supported by the Charismatic Leadership Theory by Weber (1947), which emphasizes that charismatic leaders transform the needs and aspirations of followers. The theory highlights symbolic leader behavior, visionary and inspirational ability, appeal to ideological values, intellectual stimulation, and leader expectations for followers. Such leaders cause followers to become highly committed to the leader's mission, to make significant personal sacrifices, and to perform beyond the call of duty.

3. Material and Methods

The study was conducted in the North and South Districts, Baganga, Davao Oriental, Region XI, Philippines. In this study, out of the total population of 485, there was a total of 310 public elementary school teachers from the 2 identified districts- Baganga North and Baganga South for the school year 2025-2026, who became respondents of the study. The 310 respondents as the sample size are acceptable for a less than 1,000 population or a ratio of 30% (St. Olaf College, 2024).

With a desire to give everyone a chance to be included in the study, a total enumeration sampling technique was used. The total enumeration sampling technique is a design where you choose to examine the entire population that has a particular set of characteristics, such as specific experience, knowledge, skills, and exposure to an event (Laerd, 2012).

In particular, the respondents are public elementary teachers who are currently employed for the Academic Year 2025-2026. The respondents who were included in the study were those full-pledged elementary teachers whose plantilla numbers are on file with the Department of Education, and they are the ones who were in a position to provide useful information to test the hypothesis of the study. Excluded from the study were those teachers in the junior and senior high departments and those who work in private schools. Also excluded were those teaching in the elementary department but who are assigned in different districts, for they are in different work environments and supervision and those teachers who also hold managerial or supervisory positions, even in the areas under study. The withdrawal criterion specified that the target respondents were free to decline from participating in the survey. They were not forced to answer the research questionnaire and were encouraged to return the same to the researcher for its automatic disposal. Moreover, they can withdraw anytime from their participation in the research process if they feel uncomfortable about the study, since they were given the free will to participate without any form of consequence or penalty. If so, the respondent must inform the researcher if he/she want to back out and may present valid reason(s) for leaving.

In this study, there were 3 sets of questionnaires. The first reflected the first independent variable- organizational culture, followed by 2nd independent variable- charismatic leadership of school heads and the dependent variable of work engagement of public elementary school teachers. The questionnaire for organizational culture was

adapted from Sirikrai (2006) entitled "Measurement of organizational culture: A literature review". It has the following indicators: family orientation/loyalty, open communication, team approach and knowledge of the manager.

On the other hand, the questionnaire for charismatic leadership was adapted from "Charismatic Leadership Impact on Employees' Psychological Engagement: Evidence from Travel Companies" by Maher (2017). The indicators are strategic vision and articulation, personal risk, sensitivity to the environment, sensitivity to the member's needs and unconventional behavior. Moreover, the questionnaire for work engagement was adapted from Schaufeli *et al.* (2006) entitled "The measurement of work engagement with a short questionnaire: A cross-national study". It has 3 indicators: vigor, dedication and absorption.

In interpreting organizational culture, charismatic leadership and work engagement, the 5 point Likert scale was used with the following range of means and its descriptions 4.20 – 5.00 or Very High which means measures are always manifested; 3.40 – 4.19 or High which means measures are often manifested; 2.60 – 3.39 or Moderate which means measures are sometimes manifested; 1.80 – 2.59 or Low which means measures are seldom manifested; and 1.00 – 1.79 or Very Low which means measures are almost not manifested at all.

All three instruments were subjected to validation by four internal validators and one external validator. The results of the validation by the panel of experts revealed an average mean score of 4.43, with very good as its descriptive interpretation. Also, pilot testing on 30 respondents was conducted, and the reliability of the scales is established using the Cronbach alpha coefficient with the results of 0.852 for Organizational Culture, 0.910 for Charismatic Leadership and 0.903 for Work engagement.

This study employed a non-experimental, quantitative design utilizing the descriptive correlation technique of research, which was designed to gather data related to the study. In non-experimental research, researchers collect data without making changes or introducing treatments (Gehle, 2013). In this study, the variables are not manipulated, and the setting was not controlled. Descriptive-correlation research design describes and interprets what is, and reveals conditions and relationships that exist and do not exist (Calderon, 2006; Calmorin, 2007).

The study was descriptive in nature since it assessed the levels of organizational culture, charismatic leadership and work engagement. This is correlational since it investigated the relationship between variables such as organizational culture, charismatic leadership and work engagement with the use of the survey questionnaire as a tool in gathering the primary data (Patidar, 2013).

The study followed the following procedures. Immediately after the approval of the panel members, a formal permission to conduct the study was requested from the Dean, Professional Schools of the University of Mindanao and was forwarded to the Schools Division Superintendent of Davao Oriental in order to gain endorsement from the school principals for the conduct of the survey. Then, the researcher sent letters asking for permission from the School Heads of the identified schools of the respondents. Once

approved, the survey questionnaires were administered to the respondents of the 2 districts, Baganga North and Baganga South. Also, before the actual data collection, the researcher secured a Certificate of Approval from UMERC (UMERC 2025-374) to ensure compliance with some ethical considerations in research. For the fast facilitation of the survey questionnaire, the researcher adopted the face-to-face method of data gathering. After the retrieval of the questionnaires, the data were collated and tabulated, and the appropriate statistical tools were employed by the Statistician to derive the necessary data for interpretation and further analysis. Based on the findings of the study, conclusions and recommendations were formulated. The study covered the period July - October 2025.

As to the statistical tools and for more comprehensive interpretation and analysis of the data, the following were employed: Mean was used to determine the levels of organizational culture, charismatic leadership and work engagement. Pearson's r was applied to determine if the relationships are significant between organizational culture, charismatic leadership and work engagement. Regression was used to determine organizational culture and charismatic leadership as determinants of work engagement of public elementary school teachers.

In the conduct of this study, especially before the data were gathered, ethical issues and considerations were observed. The participation of the respondents was completely voluntary and anonymous. In adherence to the Data Privacy Act of 2012, all data gathered was kept confidential, and informed consent was secured from all the respondents. The study did not involve in high risks of situations. It utilized the Grammarly or Turnitin software and/ or Plagiarism Detector to ensure that there was no plagiarism, no conflict of interest, and there was no deceit. The researcher secured proper permission from the targeted schools where the respondents are teaching/working. There was a face-to-face mode of data gathering. No person was authorized to publish or present this paper except the researcher or the adviser without the consent of researcher. For the purposes of publication of this study, the adviser becomes the co-author of the study.

4. Results and Discussion

Table 1: Level of Organizational Culture

Items	SD	Mean	D.E.
Family Orientation/Loyalty	0.21	4.87	Very High
Open Communication	0.23	4.85	Very High
Team Approach	0.24	4.82	Very High
Knowledge of the Manager	0.25	4.86	Very High
Overall	**0.15**	**4.85**	**Very High**

As shown, the overall mean score of the level of organizational culture is 4.85, which is very high and with a standard deviation of 0.15. This means that the measures of organizational culture are always manifested. The indicator with the highest mean is family orientation/loyalty, with a mean score of 4.87, described as very high and a

standard deviation of 0.21. It is followed by knowledge of the manager with a mean score of 4.86, described as very high and a standard deviation of 0.25. After which, open communication with a mean score of 4.85, also described as very high and a standard deviation of 0.23. Meanwhile, the indicator with the lowest mean is the team approach with a mean score of 4.82 or very high and a standard deviation of 0.24.

The very high level of family orientation/loyalty implies that the teachers have great relationships between the students, the classroom, and their performance. The result is consistent with the claim of authors (Kim *et al.*, 2020; Hannon & O'Donnell, 2022) who found out that family orientation is an important predictor of engagement and teaching and learning strategies. A social justice family orientation provides teachers with a better avenue for professional influence while nurturing a capacity to act. Family-school partnerships empower parents so they can support their children.

Moreover, the very high level of team approach implies that the teachers are more effective when in teams. The result is aligned with the statements of the authors (Muza, 2021; Smith *et al.*, 2020), wherein students exposed to a team approach perform better than students who are taught by just one teacher. A collaborative, team approach to professional development highlights student and teacher-focused goals. A team approach includes participating in an authentic learning experience wherein the teachers are able to implement strategies in a true learning environment with students.

Table 2: Level of Charismatic Leadership

Items	SD	Mean	D.E.
Strategic Vision and Articulation	0.18	4.83	Very High
Personal Risk	0.26	4.81	Very High
Sensitivity to the Environment	0.25	4.81	Very High
Sensitivity to the Member's Needs	0.30	4.77	Very High
Unconventional Behavior	0.30	4.80	Very High
Overall	**0.12**	**4.80**	**Very High**

Revealed in Table 2 is the level of charismatic leadership with an overall standard deviation of 0.12 and a very high level with an overall mean score of 4.80. This means that the measures of charismatic leadership are always observed. Results show that charismatic leadership is rated very high for all items. Furthermore, the indicator strategic vision and articulation gained the highest mean score of 4.83 with a standard deviation of 0.18. It is followed by personal risk with a mean score of 4.81 and a standard deviation of 0.26. Similarly, sensitivity to the environment also gained a mean score of 4.81 with a standard deviation of 0.25. Next, unconventional behavior gained a mean score of 4.80 and a standard deviation of 0.30. Further, the indicator with the lowest mean is sensitivity to the member's needs, with a mean score of 4.77 and a standard deviation of 0.30.

The very high level of strategic vision and articulation implies that having a clear vision is essential for effective outcomes. The result is aligned with the authors' statements (Du *et al.*, 2022; Faulkner *et al.*, 2023) that leaders with a clear strategic vision

and articulation manifest higher engagement and productivity. Effective school leaders must work to produce a common vision for their schools. School leaders must have a high ability to communicate a clear vision, set high standards for teaching, and make clear staff expectations for meeting school goals.

Also, the very high level of sensitivity to the member's needs implies that a high understanding of member needs results in the best strategies for satisfying members. The result is consistent with the claim of authors (Wang *et al.*, 2024; Helmi *et al.* 2020) who mentioned that leaders who portray sensitivity to member needs impart support and recognition, enhance trust, and encourage collaboration. School leaders who have high sensitivity to member needs have aims and objectives that schools will more likely achieve. Having sensitivity to member needs makes it easier for school leaders to collaborate with others.

Table 3: Level of Work Engagement

Items	SD	Mean	D.E.
Vigor	0.22	4.78	Very High
Dedication	0.23	4.80	Very High
Absorption	0.22	4.80	Very High
Overall	**0.16**	**4.80**	**Very High**

Presented in Table 3 is the level of work engagement, which revealed an overall standard deviation of 0.16 and a total mean rating of 4.80, labelled as Very High. It can also be viewed from the table that the indicators dedication and absorption both gained the highest mean score of 4.80, labelled as Very High, with a standard deviation of 0.23 and 0.22, respectively. Lastly, vigor gained the lowest mean score of 4.79, described as Very High with a standard deviation of 0.22.

The very high level of dedication and absorption implies that the teachers have high autonomy and many opportunities to collaborate. The result is consistent with the claim of the authors (Wang, 2024; Zilka, 2024), stating that a high teacher dedication shows that teachers like to work with freedom and that there are fair salary systems and a clear performance appraisal. Also, a high teacher absorption creates a professional and supportive community, resulting in a wholesome discussion.

Moreover, the very high level of vigor implies that the teachers are regularly given access to resources that help them, and they take advantage of them right away. The result is aligned with the authors' statements (Cells *et al.*, 2023; Poysa *et al.*, 2022) that high levels of vigor contribute to high levels of rewards and efforts. Teachers with high vigor have high energy while working, are willing to invest effort, and are persistent amidst challenges. Vigor allows teachers to introduce to their classrooms something novel that they have learned and helps them grow.

Table 4: Significance of the Relationship between
Organizational Culture, Charismatic Leadership and Work Engagement

	Organizational Culture	Charismatic Leadership	Work Engagement
Organizational Culture	1	.423**	0.044
Charismatic Leadership	.423**	1	0.007
Work Engagement	0.044	0.007	1

Presented in Table 4 are the results derived from the correlational analysis of organizational culture, charismatic leadership, and work engagement. It can be gleaned from the table that when organizational culture is correlated with the measures of work engagement, the overall r-value results in 0.044 with a p-value of 0.443, which is higher than the 0.05 level of significance.

The correlation between measures revealed that there is no significant relationship between organizational culture and work engagement. Also, there is no significant relationship between charismatic leadership and work engagement. The result of the study confirms with authors (Fajilan *et al.*, 2021; Robijn *et al.*, 2020) who mentioned that there is no significant relationship between organizational culture and work engagement. Also, the correlation between charismatic leadership and work engagement was low and not significant. There is a need to investigate what suppresses the relationship, as it could aid leaders in increasing engagement.

Table 5: Multiple Regression Analysis of the Determinants of
Organizational Culture and Charismatic Leadership to Work Engagement

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.669	.178		3.767	.000
	Professional Identity	.673	.057	.618	11.817	.000
	Organizational Commitment	.199	.050	.210	4.019	.000
R .046 R² .002 F .319 P .727 _____ a. Dependent Variable: Work Engagement						

Presented in Table 5 is the multiple regression analysis of organizational culture and charismatic leadership on work engagement. Results revealed that organizational culture and charismatic leadership produced an R2 = 0.002 and F = 0.319, which denotes that organizational culture and charismatic leadership are not significant determinants of work engagement. Therefore, the null hypothesis that organizational culture and charismatic leadership are not determinants of work engagement is accepted. The data also revealed that when organizational culture and charismatic leadership are regressed on work engagement, an R2 of 0.002 is generated, which implies that only 0.2% of the

variance of work engagement can be explained by organizational culture and charismatic leadership and the remaining 99.8% is attributed to other factors.

The overall result of the regression analysis on organizational culture and charismatic leadership as determinants of work engagement revealed that organizational culture and charismatic leadership are not significant determinants of work engagement. This is aligned with authors (Eftimov, 2025; Klein *et al.*, 2023), wherein there is a negative relationship between organizational culture and work engagement, which is not statistically significant. Thus, there is no significant relationship between organizational culture and work engagement. Moreover, there is no significant contribution of charismatic leadership style to work engagement. Susceptibility to charismatic leadership depends on follower feelings of insecurity and ambiguity.

5. Recommendations

The researcher came up with recommendations based on the results of the study. On the results of the very high levels of organizational culture, charismatic leadership and work engagement of teachers, the researcher recommends that the school maintain its existing best practices for the continuous observance of organizational culture, charismatic leadership of school heads and work engagement of teachers.

For the very high level of organizational culture in order to create a family atmosphere and treat everyone as a total person, there may be a continuous practice of an annual get-together activity in school or an annual conduct of spiritual activity (ecumenical) like retreats or recollection may be added to ensure that everybody in the school continues to exercise his/her strong faith in God Almighty. With the intention to maintain good rapport with the students, there may be a conduct of regular dialogue or focus group discussion between teachers and students to address some concerns in class, subject or even the teachers and that there may always be an open communication among themselves.

On the very high level of charismatic leadership, the researcher recommends that the school management may continue to implement the school plans, programs and strategic and school goals as mandated in the vision, mission and goals of the school. Considering the performance of the school as shown by the teachers' support and cooperation, first, the school may conduct an evaluation of the school's plans and programs versus their level of implementation. Also, a peer performance evaluation for teachers and a teacher performance evaluation to be done by the students may be a regular annual activity. The school heads may initiate programs to capacitate teachers to enhance their abilities, specifically in their respective fields of expertise. A Training Needs Assessment (TNA) may be conducted yearly to determine what specific training needs need to be prioritized and identify the teachers who will be top of the list participants for the conduct of the training.

For the very high level of work engagement, the teachers may be provided with chances to continue their schooling for professional development, which may allow the

teachers to enrol and proceed for their professional development (master's or doctoral degrees) by way of scholarship or grant of soft loans to pay for the school fees and other school requirements. Updating of teaching strategies through the regular conduct of retooling for updates of the latest teaching strategies and attendance at seminars and training. As part of the improvement of the teachers, among the suggested trainings for teachers which may be conducted yearly will be Enhancing Practices in Teaching English, Crafting of Lesson Plan on Managing Integration of Multiple Intelligences and Higher Order Thinking Skills in a Lesson, Training on Professionalism and Ethics and Upskilling teachers in strategies of reading comprehension skills through recorded audio materials.

As to future researchers, the researcher recommends that other quantitative studies be conducted in other regions on a larger population using structural equation modelling or with the use of mediating variables to determine if the results of the study are affected by other variables. For the best practices of the schools, a phenomenology-qualitative study may be conducted involving organization culture, charismatic leadership and work engagement of teachers.

6. Conclusion

With considerations of the results of the study, conclusions are drawn in this section. There are very high levels of organizational culture, charismatic leadership, and work engagement. There are no significant relationships between organizational culture and work engagement, and charismatic leadership and work engagement. Further, organizational culture and charismatic leadership are not significant determinants of work engagement. The results of the study imply that the teachers have a highly positive organizational culture in schools. Also, the school heads greatly exercise charismatic leadership for the betterment of the school. Additionally, the teachers are very much engaged in their work while at the school. Moreover, the result implies that organizational culture does not have a significant relation with work engagement. Further, charismatic leadership is negatively correlated with work engagement. Lastly, organizational culture and charismatic leadership are not determinants of work engagement.

The conclusions of the study clearly negate the notion that organizational culture and charismatic leadership are significant determinants of work engagement. The conclusions negate the anchor theory, Social Exchange Theory by Blau (1964), wherein if an individual finds a fit between his organization and his norms and values, the individual will be more dedicated to his work and organization. Further, the findings of the study also negate the Work Engagement Theory by Bakker and Leiter (2010), the Cultural Dimensions Theory by Hofstede (1984), and the Charismatic Leadership Theory by Weber (1947).

Conflict of Interest Statement
The authors declare no conflicts of interest.

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