A CROSS-CULTURAL COMPARISON ON ORGANISATIONAL COMMITMENT OF OMANI & EXPAT TEACHERS IN OMANI COLLEGES

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ABSTRACT
The overall performance of any college depends upon their teachers and ultimately their level of commitment. Oman stands as a model in terms of development of its education system considering the phenomenal growth it has experienced in the last two decades commonly described as massive, unprecedented and unsurpassed by any other country. Despite efforts to encourage nationals to work in the public and private sectors, education sector remains dominated by expatriates. In addition to individual characteristics, characteristics of national culture may also affect employment and organisational commitment. The present research sets out to examine the cross-national invariance of organizational commitment of Omani (nationals) and Expat Teachers in Omani colleges. The primary data had been collected from 130 respondents using the stratified probability sampling technique. Discriminant analysis was performed to analyse the data. The result of the study indicates that the differences found between the Omani and Expat teacher's organizational commitment may be of very little practical significance. Canonical Correlation findings proved that 17.5 percent of variation in the dependent variables namely Omani and Expat teachers' organizational commitment. The structural correlations which are pointers to the discriminating power of the two groups shows that, out of 25 factors only two factors were considered as discriminating factors. The factors related to Institutional commitment- Working desire created by this Institution and the Work Group commitment- helping teaching learning process among colleagues are the top two factors which contribute much to discriminate between the Omani and Expat teachers organizational commitment.

Keywords: Teachers, Organizational Commitment, Cross-Culture, Discriminant Analysis.

1. INTRODUCTION
Organizational commitment continues to be one of the most popularly researched subjects as it has significant effects on job performance and turnover, and subsequently on organizational performance. The success of an organization depends not only on how organization makes the most of human competences, also how it stimulates commitment to an organization. Over the past three decades, an impressive amount of research efforts have been devoted to understanding the nature, antecedents, and consequences of organizational commitment. The Organisational commitment factors are more important to study in academic institutions. Teacher is the central element in educational system holding various important responsibilities. Education is one of the noblest services provided by teachers. It is vital for anything. The role played by teachers becomes a very important component and in fact it can be said that they are in way our nation builders. Today with challenging environment, in any school or college, everything primarily depends on the teacher. The role of a teacher in society is both significant and valuable. The overall performance of any college depends upon their teachers and ultimately their level of commitment.

 Oman, a small country located on the Arabian Peninsula. Oman stands as a model in terms of development of its education system considering the phenomenal growth it has experienced in the last two decades commonly described as massive, unprecedented and unsurpassed by any other country. The education sector in Oman has made remarkable progress since 1970, particularly in expanding access to education, developing an Omani teaching force, and building an Omani education sector. Oman's success in expanding education has been impressive. Despite efforts to encourage nationals to work in the public and private sectors, education sector remains dominated by expatriates. Cross-cultural comparisons are interesting because they address the question of whether the findings obtained in one country can be generalized to other countries. In addition to individual characteristics, characteristics of national culture may also affect employment and organizational commitment. Many researchers have examined whether organizational commitment can be generalized across countries.

Indeed, although cultural differences in commitment and its correlates have received scholarly interest, cross-national studies are still rather limited in both number and range. Inspired by the recent comparative studies, the present research sets out to examine the cross-national invariance of organizational commitment of Omani (nationals) and Expat Teachers in Omani colleges.

2. REVIEW OF LITERATURE

According to Meyer and Allen (1997), a committed employee tends to stay with the organization through ups and downs, attend work regularly, put a full day, protect company's assets and therefore share the goals and values of the company. As such, organizational commitment has been found to affect job performance and turnover (Gregson, 1992; O'Reilly & Chatman, 1986). It is also claimed that organizational commitment has effects on societies as a whole as it affects job movement, community stability and national productivity (Porter et al., 1974).

Organizational commitment continues to be one of the most popularly research subjects as it has significant effects on job performance and turnover (Chen & Francesco, 2003; Suliman & IIes, 2000), and subsequently on organizational performance (benkhoff, 1007). Much has been done in the past few decades on the nature of organizaitnal commitment (i.e., O''Reilly & Chatman, 1986; Porter, Steers & Boulian, 1974); its measure and the validity and reliability (i.e., Meyer, Stanley, Herscovitchg & Topolnystisky, 2002; Meyers & allen, 1991; Sekimoto & Hanada, 1987); and its antecedents and consequences (Buchanan, 1974; Hrebriniak & Alutto, 1972; Takao, 1998). Since the 1990s, research has been extended into non-Western context to include countries such as Jordan (Suliman & Illes, 1999), China (Ling, Zhang & Fang, 2001; Wang, 2004) and Malaysia (Rashid, Sambasivan & Johari, 2003). More recently, compariative work has started to emerge, such as Cheng & Stockdale (2003) on organizational commitment differences between Chinese, Korean and Canadian employees, Meyer, Srinivas, Lal and Topolnytsky (2007) on employment commitment and support for organizational change in Canada and India while Hattrup, Mueller and Aguirre (2008) have examined whether Organizational commitment can be generalized across countries. Profound studies of more than two countries, cultures or nationalities, such as those reported by Vandenberghe, Stinglhamber, Bentein, and Delhaise (2001), Gelade et al. (2006), and Hattrup et al. (2008), are still rather rare. Also, in spite of the multidimensionality of organizational commitment, only few comparative works have investigated all three components in the same study.

Al Meer (1989) using the Organizational Commitment Questionnaire, assessed the commitment of 239 employees engaged in managerial and non-managerial jobs in several types of organizations in Saudi Arabia. All were full-time employees from United States, the United Kingdom, Saudi Arabia and six Asian countries; Bangladesh, India, Pakistan, the Philippines, Sri Lanka and Thailand. In general, the results indicated that Asian workers expressed higher levels of organizational commitment than did Westerners or Saudis. For Saudi employees, positive relationships were found between organizational commitment and age and tenure. Alnajjar (1999) analyzed psycho-social factors believed to influence the commitment of 476 employees (398 nationals) from various governmental agencies and private companies in the United Arab Emirates. Again, using the Organizational commitment Scale, the results revealed no relationship between age and years of service and commitment, while salary and educational level were significantly related. Satisfaction and commitment were positively related as well. Kuehn, Kermit and Yousuf (2002) aimed to find out the study the organizational commitment levels among expatriate and national employees working in private and public sector organisations in the Sultanate of Oman. According to the results, no difference in organisatinal commitment was found between nationals working in the private versus public sectors. Further, nationals working in the private sector reported higher commitment than expatriates, while expatriates working in the public sector had the same overall commitment levels as nationals. Allik and McCrae (2004) have shown that geographically proximate cultures often have similar personality profiles and that Asian and African profiles differ systematically from European and American ones. Ahmad and Oranya (2010) aimed to examine the relationship between nurses' job satisfaction and organizational commitment in culturally and developmentally different societies, Malaysia and

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England. According to results, there was a positive and significant correlation between job satisfaction and total organizational commitment for both countries.

3. HYPOTHESIS OF THE STUDY
H0: There is no significant relation between Omani and Expat teacher's Organisational commitment and its antecedents (Commitment to the Institution, Commitment to Teaching Work, Commitment to Teaching Occupation and Commitment to Work Group)

4. RESEARCH DESIGN
The study used the exploratory and causal research design as it explores and intends to compare the Omani (nationals) and Expat Teacher's Organisational Commitment in Omani colleges. Higher College of Technology (HCT) is a public college operated by the Ministry of Manpower of Oman. It was the first Higher Education institution in Oman. Currently, it is the second largest higher education institution in Oman (after SQU) catering for over 10000 students studying in various programs. It is one of seven colleges under the Ministry of Manpower in the Sultanate. The Ministry of Manpower (MoMp) has six regional Colleges of Technology, located in Musanna, Nizwa, Ibra, Salalah, Shinas, and Ibri and one Higher College of Technology in Muscat. Before being renamed and upgraded as such in 2001, HCT was known as Oman Technical Industrial College (OTIC), established in 1984 at the initiative of His Majesty Sultan Qaboos bin Said al Said to educate the citizens of Oman by implementing high quality programs in various fields. The Ministry of Manpower (MoM) Colleges have 1854 faculty members. Out of that 1488 (80%) are Expat teachers and 366(20%) are Omani (national) teachers.

TABLE NO. 1 POPULATION OF THE STUDY

S.No	Gender	Total No.of Teachers	No. of Omani Teachers	No. of Expat Teachers
1	Male	1228	173	**1055**
2	Female	626	193	**433**
TOTAL		**1854**	**366**	**1488**

Source: Ministry of Manpower records

The study was confined to HCT College only. The stratified probability sampling technique has been used to collect primary data from the target respondents, where in the researcher divides the entire population into different subgroups or strata based on departments, then randomly selects the final subjects proportionally from the different strata. The stratification of the sample size as follows in table no.2.

At the time of the study the total numbers of Expat teachers were 480 & Omani teachers were 196 in Higher College of Technology. Anticipating moderate response rate 20% of teachers was randomly taken from each department (strata) as respondents of this study. The primary data had been collected from 135 respondents. After removing the biased questionnaires 130 questionnaires were kept (N=130) for the analysis.

TABLE NO. 2 STRATIFICATION OF SAMPLING

S.NO	DEPARTMENTS	No.Of Omani Teachers	No Of Expat Teachers	Total	No.Of Omani Teachers Sample Size	No. Of Expat Teachers Sample Size
1	English	58	101	159	12	18
2	Applied Science	51	80	131	13	14
3	Information Technology	21	102	123	9	15
4	Business Studies	22	56	78	8	10
5	Photography	1	5	6	0	1
6	Engineering	38	128	166	12	18
	TOTAL	196	480	676	54	76

Structured questionnaire has been used to collect the response from the target respondents. The validated scale was adopted from Celep (2000).The questionnaire administrated the four dimensions of organisational commitment. Such as Commitment to the Institution, commitment to teaching Occupation, Commitment to teaching work and Commitment to work group. It contains 25 statements. All items were assessed on Likert's 5point scale (Strongly Agree…. Strongly Disagree). The questionnaire was tested with Cronbach's Alpha reliability test. Cronbach's Alpa Reliability Analysis has been conducted to test the validity of collection instrument which produced 0.926 which proved highly reliable.

5. DISCRIMINANT FUNCTION ANALYSIS
Discriminant analysis is a statistical technique which allows to study the differences between two or more groups with respect to several variables simultaneously and provide a means of classifying any object/individual into the group with which it is most closely associated and to infer the relative importance of each variable used to discriminate between different groups.

In this section, Discriminant Function Analysis was employed to ascertain the Cross-Cultural Comparison on Organisational Commitment among Omani & Expat Teachers in Oman. In the present study aims to analyze the two groups were identified based on nationalities in HCT College. The determinants of organisational commitment have been presented in Table no.3. After careful selection of these factors the study analyzed using discriminant factor analysis.

TABLE NO. 3 DETERMINANTS OF ORGANISATIONAL COMMITMENT

S. No.	Variable No.	COMMITMENT TO THE INSTITUTION
1	X_1	I am very much interested to work hard for this Institution
2	X_2	I am ready to take other lessons irrelevant to one's branch in order to stay in this Institution.
3	X_3	I am quite proud to work in this Institution.
4	X_4	Working desire is created by this Institution
5	X_5	I prefer to working at this Institution even though I have choices for working at other Institutions.
6	X_6	I perceive this Institution as the best one among the others.
		COMMITMENT TO TEACHING WORK
7	X_7	I am happy to spend time with the students on subjects (activities) related with the lesson outside the classroom
8	X_8	I am always looking forward for extra courses
9	X_9	I accomplish the job with full enthusiasm
10	X_{10}	I always get information about the student's family life.
11	X_{11}	I try to do the best for the slow learning students.
12	X_{12}	I enjoy teaching
		COMMITMENT TO TEACHING OCCUPATION
13	X_{13}	I feel I take the choice of becoming a teacher as the best decision in my life.
14	X_{14}	I am proud of being a teacher.
15	X_{15}	I perceive the values of teaching occupation more important than those of other professional values.
16	X_{16}	In my perception teaching occupation as the best for working life.
17	X_{17}	My desire is to be well-known in teaching profession.
18	X_{18}	I never consider economic needs as a primary need in teaching profession.
		COMMITMENT TO WORK GROUP

19	X_{19}	I am pleased with other teachers in the breaks
20	X_{20}	I am proud of my colleagues.
21	X_{21}	I am very friendly with other teachers , Inspite of their race, ethnic, ego, status etc.
22	X_{22}	I felt the close friendship feeling from other teachers.
23	X_{23}	I have good relation with other teachers out of the college.
24	X_{24}	I always ready to help my colleagues for handling extra classes in their absence
25	X_{25}	I help teaching –learning process among our colleagues(like research works, handling doubts in the subjects etc)

Source: Primary data

The Discriminant Factor analysis was conducted under three stages namely;
1. Construction of Discriminant Function.
2. Classification and validation.
3. Discussion of the result.

5.1. Construction of Discriminant Function
Discriminant Function Analysis attempts to construct a function with these variables so that the respondents belonging to either of these two groups are differentiated at the maximum. The linear combination of the variables is known as Discriminant Function and its parameters are called Discriminant Function Coefficients. A typical discriminant function will be of the form,

$$Z=a_{0j}+a_{1j}X_{1ij}+a_2X_{2ij}+\ldots\ldots\ldots a_nX_{nij}$$
Where,
Z= discriminant score
a_0 = Constant
j= Discriminant function; i= number of values in the study period
a_1, a_2,…….a_n – Discriminant function co-efficient of the independent variables X_1, X_2,……..X_n, respectively.

The table no. 4 gives the details of group means and standard deviations for each of the independent variables identified for analysis based on the sample size of Omani & Expat Teachers organizational commitment in Oman. It shows that both of them having approximately equaled mean. Expats have higher score in just point of difference increase in the mean score in all the variables except the variable X2.

TABLE NO. 4   DESCRIPTIVE STATISTICS FOR SELECTED VARIABLES

	OMANI		EXPAT	
Variables	**Mean Score**	**S.D**	**Mean Score**	**S.D**
X_1	4.54	0.66	4.64	0.74
X_2	2.91	1.28	2.76	1.34
X_3	4.15	0.90	4.55	0.62
X_4	3.41	1.11	4.08	0.91
X_5	3.63	1.07	3.93	1.06
X_6	3.39	1.12	3.99	0.87
X_7	4.26	0.89	4.29	0.81
X_8	3.31	1.08	3.80	1.08
X_9	4.22	0.69	4.63	0.56

X_{10}	2.67	0.89	2.95	0.99
X_{11}	4.46	0.82	4.50	0.60
X_{12}	4.44	0.69	4.79	0.50
X_{13}	4.04	0.91	4.49	0.84
X_{14}	4.33	0.75	4.72	0.60
X_{15}	4.13	0.93	4.51	0.70
X_{16}	3.76	0.97	4.41	0.82
X_{17}	4.07	0.99	4.50	0.74
X_{18}	3.56	0.96	3.76	1.16
X_{19}	4.07	0.80	4.38	0.67
X_{20}	4.09	0.85	4.25	0.64
X_{21}	4.44	0.63	4.62	0.52
X_{22}	4.00	0.78	4.24	0.67
X_{23}	3.67	1.03	4.20	0.65
X_{24}	3.91	0.85	4.41	0.70
X_{25}	3.80	0.92	4.39	0.67

Source : Primary data

TABLE NO. 5 TESTS OF EQUALITY OF GROUP MEANS UNIVARIATE ANOVA

Variables	Wilks' Lambda	F	df1	df2	Sig.	S/NS
X_1	.994	.723	1	128	.397	NS
X_2	.997	.382	1	128	.538	NS
X_3	.933	9.233	1	128	.003	S
X_4	.899	14.398	1	128	.000	S
X_5	.980	2.581	1	128	.111	NS
X_6	.916	11.669	1	128	.001	S
X_7	1.000	.040	1	128	.842	NS
X_8	.952	6.424	1	128	.012	S
X_9	.903	13.814	1	128	.000	S
X_{10}	.979	2.750	1	128	.100	NS
X_{11}	.999	.089	1	128	.766	NS
X_{12}	.921	10.942	1	128	.001	S
X_{13}	.938	8.436	1	128	.004	S
X_{14}	.922	10.765	1	128	.001	S
X_{15}	.947	7.154	1	128	.008	S
X_{16}	.883	16.963	1	128	.000	S
X_{17}	.942	7.908	1	128	.006	S

X_{18}	.991	1.153	1	128	.285	NS
X_{19}	.958	5.649	1	128	.019	S
X_{20}	.989	1.456	1	128	.230	NS
X_{21}	.977	2.964	1	128	.088	NS
X_{22}	.974	3.448	1	128	.066	NS
X_{23}	.908	12.927	1	128	.000	S
X_{24}	.904	13.515	1	128	.000	S
X_{25}	.875	18.338	1	128	.000	S

Source: Primary data   S = Significant at 1% level, NS = Not Significant at 1% level

Table no. 5 shows the result of one way ANOVA/ Wilks' Lambda used to assess the significance between the means of the two groups, for each of the independent variables. In Wilk's Lamda, smaller the value higher will be difference between two groups. From the table it is found that except few variables others have significant differences at 1% level. Since, almost all the variables are nearing the value one; it proved that only a very small difference in commitment between two groups. Hence, all these variables were retained for further analysis. Since the dependent variable (nationality has two groups, the number of discriminant function computed is one.

TABLE NO. 6   CANONICAL DISCRIMINANT FUNCTION CO-EFFICIENT

Variables	Function co-efficient
X_1	-.415
X_2	-.147
X_3	.075
X_4	.397
X_5	.036
X_6	.103
X_7	-.234
X_8	.122
X_9	.376
X_{10}	.053
X_{11}	-.807
X_{12}	.790
X_{13}	-.195
X_{14}	.367
X_{15}	-.078
X_{16}	.273
X_{17}	.034
X_{18}	-.206
X_{19}	.340
X_{20}	-.538
X_{21}	.000

X_{22}	-.132
X_{23}	.509
X_{24}	.293
X_{25}	.213
validate	-.375
(Constant)	-4.878

The results of the stepwise discriminate function analysis are given in table 6. The discriminant function coefficients are partial coefficients reflecting the unique contribution of each variable to the classification of dependent variable (nationality). The coefficient values are used to find the discriminant scores of each case by substituting the values for each of the factors in the discriminant functions for each case. As all the variables are in the tolerance level of 0.001 in the tolerance test, all the variables were considered to include in the function.

Using the values given in table 6 the discriminant function (Z) for the problem under study can be written as,
$Z= -4.878+ -0.415X_1 − 0.147X_2 + 0.075X_3 +0.397X_4 + 0.036X_5 + 0.103X_6 - 0.234X_7 + 0.122X_8 − 0.376X_9 + 0.053X_{10} -0.807X_{11} + 0.790X_{12} - 0.195X_{13} - 0.367X_{14} - 0.078X_{15} +0.273X_{16} + 0.034X_{17} - 0.206X_{18} + 0.340X_{19} - 0.538X_{20} +0.000X_{21} - 0.132X_{22} + 0.509X_{23} + 0.293X_{24} +0.213X_{25.}$

Table 7 provides the multivariate aspect of the model given under the heading 'Canonical Discriminant Function'. The Discriminant Function was calculated significant at 1% level. Wilks' Lambda and chi-Square test values given in the table indicate that the model is significant at 1% level. The Canonical correlation given in table 7 measures the extent of association between the discriminant scores and the groups. The canonical correlation of the discriminant function is 0.419, which, when squared, gives the value of 0.175, which explains that 17.5 percent of variation in the dependent variables namely Omani and Expat teachers' organizational commitment.

TABLE NO. 7 CANNONICAL DISCRIMINANT FUNCTION

Canonical Correlation	Wilks' Lamda	Chi-square	D.F	sig
.419	.824	24.554	2	*

Source : Primary data   * Significant at 1% level

5.1.1 Interpretation of discriminant coefficients

The structure matrix given in table no.8 shows Pooled within-groups correlations between discriminating variables and standardized canonical discriminant functions Variables ordered by absolute size of correlation within function. The correlations serve like factor loadings in factor analysis-that is, by identifying the largest absolute correlations associated with each discriminant function the researcher gains insight in how to name each function.

TABLE NO. 8 STRUCTURE MATRIX

Variables	Function
X25	.820
X4	.726
X6[a]	.576
X16[a]	.521
X24[a]	.493
X18[a]	.465

X3[a]	.464
X15[a]	.464
X5[a]	.441
X13[a]	.434
X14[a]	.400
X23[a]	.396
X11[a]	.388
X20[a]	.383
X17[a]	.371
X1[a]	.368
X9[a]	.360
X8[a]	.337
X12[a]	.335
X22[a]	.297
X21[a]	.245
X10[a]	.219
X19[a]	.166
X7[a]	.164
X2[a]	.132

Source: Primary data   Note: a. This variable not used in the analysis.

From the table 8, the variables which are less than .500 are omitted. Thus the function gives more important to the variables X_4 and X_{25}. The factors such as -Working desire is created by this Institution and I help teaching learning process among our colleagues are two important factors discriminating more between the two group of nationalities.

TABLE NO. 9 UNSTANDARDIZED CANONICAL DISCRIMINANT FUNCTION COEFFICIENTS

VARIABLES	**Function**
	1
X4	.588
X25	.894
(Constant)	-5.941
Unstandardized coefficients	

Source: Primary data

 Now, discriminant function Z(A) arrived as follows:
Z(A)= -5.941 +00588 X_4 + 0.894X_{25}

5.2 Classification and Validation
Finally, Once the discriminant function is arrived at, then the efficiency of the function are in discriminating between the two groups given the selected independent variables is established by developing the classification

matrix. Before a classification matrix can be considered, several things must be decided beforehand. First, the group centroids (means), second cutting score and third a prior probabilities of each group.

5.2.1 Group Centroids
Using the discriminant function given in Z(A) the discriminant score for each respondent is calculated by substituting the values for discriminating variables form the analysis data. Then means scores of Omani (Z_0) and Expats (Z_1) are calculated, which are called group centroids are given table 10.

TABLE NO. 10 CANONICAL DISCRIMINANT FUNCTIONS EVALUATED AT GROUP MEANS

Functions at Group Centroids		
Sl.No	**Category of Respondents**	**Function**
1	OMANI	-.544
2	EXPAT	.386

Source: Primary data

5.2.2 Cutting score
Using the sample sizes and centroids for these two groups cutting score is calculated as follows:

$$Z_c = \frac{N_0 Z_0 + N_1 Z_1}{N_0 + N_1}$$

Where, Z_c = Cutting score.

Z_0 = Centroid for OMANI

Z_1 = Centroid for EXPAT

N_0 = Sample size of OMANI

N_1 = Sample size of EXPAT

Hence, substituting the respective values the cutting score is

Zc = [54 x (-0.544)+76 x(.386)]/(54+76) = -3.077

The optimal cutting point is the weighted average of paired values. The cutting points set ranges of the discriminant score to classify again the data values in to Group 1 (Omani) and Group 2(Expat).

5.2.3 Prior probabilities
Prior probabilities are calculated for each group based on the proportionate size of the sample in the respective groups.

TABLE NO. 11 PRIOR PROBABILITIES FOR GROUPS

Sl.No	Category of Respondents	Prior	No.
1	OMANI	0.500	54
2	EXPAT	0.500	76
	Total	1.000	130

Source: Primary data

Using these prior probabilities, centroids and cutting score the classification matrix is formed. Table No. 12 is the classification matrix explains how well the discriminant function works, and whether it works equally well for each group of the dependent variable.

TABLE NO. 12   CLASSIFICATION RESULTS

		COUNTRY	Predicted Group Membership		Total
			OMANI	EXPAT	
Original	Count	OMANI	54	0	54
		EXPAT	0	76	76
	%	OMANI	100.0	0	100.0
		EXPAT	0	100.0	100.0

Source: Primary data

A look at the above classification matrix table 12 reveals that the function has predicted 100% of the values of study correctly into their respective groups. This indicates that on the whole, the classification accuracy of the discriminant function is 100% given the selected variables, which have very high accuracy of predicting the variables into two groups.

6. DISCUSSION & CONCLUSION
The present research set out to investigate whether organizational commitment is culturally bound. It compared four dimension organization commitment model among the Omani and Expat teachers working in Omani college. The validated scale was adopted from Celep (2000) 25 item scale of organizational commitment in Schools/ colleges. Discriminant analysis was performed to analyse the data. The result of the study indicates that the differences found between the Omani and Expat teacher's organizational commitment may be of very little practical significance. In the findings it found that the Omani teachers are in higher side in the Institutional commitment with respect to take other lessons irrelevant to one's branch in order to stay in this Institution. Remaining all the other factors Expat teachers are slightly in higher side. Canonical Correlation findings proved that 17.5 percent of variation in the dependent variables namely Omani and Expat teachers' organizational commitment. The structural correlations which are pointers to the discriminating power of the two groups shows that, out of 25 factors only two factors were considered as discriminating factors. The factors related to Institutional commitment- Working desire created by this Institution and the Work Group commitment- helping teaching learning process among colleagues are the top two factors which contribute much to discriminate between the Omani and Expat teachers organizational commitment. The present study was started with the hypothesis of there is no significant relation between Omani and Expat teacher's Organisational commitment. However, the findings in the present research rejected the null hypothesis. Hence, still OC is based on some culture specific norms and values. These studies are methodologically important and informative from a cross-cultural viewpoint. Our findings based on the study area are inconsistent with Marsh & Mannari (1997); Mobely and Hwang's(1982); Kuehn et.al(2002) conclusions. Among its strengths, this study offered a cross-national analysis of invariance of organizational commitment measures using a discriminant analysis. Unlike in many earlier studies, measurement invariance was not assumed but tested, a precondition for conducting meaningful cross-cultural comparisons. The present study has several limitations. We cannot ascertain how representative our sample was of the greater population of teaching fraternity in the two countries. And our study area was confined to HCT college in Oman only. It will be necessary to investigate if it is possible to generalize the findings of the present study to other Omani colleges.

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