### Compensation

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Per cent of cases correctly classified: 74.34

The higher discriminant co-efficients are seen in the case of co-worker interaction and training since their co-efficients are -0.2667 and 0.1789 respectively. It shows the higher influence of the abovesaid two factors in the discriminant function. The higher relative contribution of the factors in the TDS is noticed in the case of co-worker interaction and training since their relative contributions are 27.09 and 26.68 per cent respectively. The estimated group discriminant analysis correctly explains the cases to an extent of 74.34 per cent.

The analysis infers that the important discriminant factors among the teaching and administrative staff are co-worker interaction and training.

**CHAPTER-VI**

**SUMMARY OF FINDINGS, CONCLUSION AND POLICY IMPLICATION**

The present study is worked at three different stages. At the first stage, the background of the staff and their level of job satisfaction were discussed. At the second stage, the level of employee morale, factors leading to employee
morale, important drivers of employee morale and the factors required to improve employee morale were examined. At the final stage, the consequences of job satisfaction and employees morale were discussed.

The specific objectives of the present study are: i) to reveal the background of the staff; ii) to examine the level of job satisfaction and its correlation among the staff; iii) to measure the employee morale and its correlation among the staff; iv) to identify the discriminant factors related to job satisfaction and employee morale among the teaching and the administrative staff; v) to study the various consequences of job satisfaction and employee morale; vi) to evaluate the impact of factors leading to job satisfaction and morale and its various consequences; vii) to identify the important factors required to enrich the job satisfaction and morale among the staff.

Since the present study is mainly based on the primary data, a structured questionnaire was prepared to collect the essential data. The questionnaire was divided into four important parts. The first part covers the profile of the staff whereas the second part includes the level of job satisfaction and its correlations. The third part of the questionnaire consists of the items related to employee morale and its correlations whereas the fourth part of the questionnaire includes the various consequences of job satisfaction and employee morale; and the
variables required to enrich the job satisfaction and morale among the employees. The pilot study was conducted on 50 teaching and 50 administrative staff.

The census method was followed to conduct the research work. In total, 506 teaching staff and 1377 administrative staff working in the university of Madras were contacted for the study. The response rate on the questionnaire among the teaching and administrative staff are 62.06 and 22.44 per cent to the total of 506 and 1377 staff respectively. Appropriate statistical tools were used to process the data. The analysis and interpretation were discussed in the previous chapters. The summary of findings, conclusions and policy implications are shown below:

**SUMMARY OF FINDINGS**

The staff working in the university are classified into teaching and administrative staff. It is denoted by the TS and the AS respectively. The important gender among the staff is male which is commonly seen among the TS and the AS. The important age groups of the staff are 41 to 45 and 36 to 40 years. The most important age groups among the TS and the AS are 36 to 40 years and 41 to 45 years respectively.
The dominant level of education among the staff are post graduation with Ph.D. and post-graduation with M.Phil. The most important levels of education among the TS and the AS are post-graduation with Ph.D. and under-graduation respectively. The important nativities among the staff are semi-urban and urban. The most important nativities among the TS and the AS are urban and semi-urban respectively. The important occupational backgrounds of the staff are agriculture and private employment. The most important occupational background among the TS and the AS is private employment. The important marital status of the staff are ‘married with aged children’ and ‘married with kits’. The most important marital status of the staff among the TS and the AS is ‘married with aged children’.

The important nature of family among the staff is ‘nuclear’ which is commonly identified in both the TS and the AS. The important family size of the staff is 5 to 6 members. The most important family size among the TS and the AS is also the same that is 5 to 6 members. The important numbers of earning members per family among the staff are one and two. The number of earning members per family among the teaching staff is higher than that among the administrative staff.
The important personal income per month among the staff is Rs.40001 to 50000 and above Rs.60000. The most important personal incomes per month among the TS and the AS are above Rs.60000 and Rs.30000 per month respectively. The important family incomes among the staff are Rs.60001 to 70,000 and Rs.50,001 to 60,000. The most important family incomes among the TS and the AS are above Rs.70000 and Rs.40001 to 50000 respectively. The level of family income among the TS is higher than the family income of the AS.

The important years of experience in the field among the staff are 15.01 to 20.00 years and 20.01 to 25 years. The most important years of experience among the TS and the AS is 15.01 to 20.00 years. The years of experience among the TS is higher than the years of experience among the AS.

The personality traits of the staff have been measured by their levels in media exposure, sociability innovativeness, scientific orientation, acceptability and risk orientation. The level of personality of the teaching staff is higher than the personality of the administrative staff.

The level of job satisfaction among the staff has been measured with the help of nine variables. All the nine variables in job satisfaction explain it to a reliable extent. The level of job satisfaction among the teaching staff is higher than the level of job satisfaction among the administrative staff. The significantly
associating profile variables with their job satisfaction are their age, family size, number of earning members per family, family income, years of experience in the field and personal income.

The factors leading to job satisfaction (IFJS) among the staff have been identified by the factor analysis. These are cordial environment, leadership, fringe benefits, work-life balance, empowerment, growth opportunities, autonomy, workload, compensation, career development and management decision. The variables included in each factor explain it to a reliable extent. The highly viewed factors by the TS are fringe benefits and leadership whereas among the AS, these are growth opportunities and fringe benefits. Regarding the views on factors leading to job satisfaction, significant differences among the TS and the AS have been noticed in the case of seven variables out of 11 eleven variables.

The significantly associating important profile variables with the level of views on factors leading to job satisfaction among the staff are their levels of education, family size, number of earning members per family, family income, years of experience in the field and personal income. The significantly associating important personality trait variables with the view on these factors are innovativeness, scientific orientation, risk orientation and overall personality
score. The important discriminant factors among the TS and the AS are compensation and workload.

The significantly and positively influencing factors leading to job satisfaction on the job satisfaction among the teaching staff are work-life balance, empowerment, autonomy, career development whereas among the administrative staff, these are cordial environment, leadership, fringe benefits, growth opportunities, compensation, and career development. The changes in the factors explain the changes in job satisfaction to a higher extent among the teaching staff than among the administrative staff.

The employee morale among the staff have been measured with the help of 18 variables. The included 18 variables in employee morale explain it to a reliable extent. The level of employee morale among the teaching staff is higher than that among the administrative staff. The significantly associating important profile variables with the level of employee morale among the staff are age, level of education, occupational background, family size, number of earning members per family, family income, years of experience in the field and the personal income. The significantly associating personality traits of the staff with their level of employee morale are media exposure, sociability, acceptability and overall personality score.
The factors leading to employee morale among the staff have been studied by eight dimensions namely meaningful work, collaboration, fairness, autonomy, recognition, growth, connectedness with leader and connectedness with colleagues. The included variables in the abovesaid dimensions explain it to a reliable extent. The highly viewed factors by the TS are recognition and autonomy whereas by the AS, these are fairness and collaborations. Significant differences among the TS and the AS have been noticed in the case of meaningful work, collaboration, fairness, autonomy, recognition and growth.

The significantly associating important profile variables with the level of views on factors leading to employee morale are age, occupational background, family size, family income, years of experience in the field and personal income whereas the personality traits are media exposure, sociability, innovativeness, acceptability, risk orientation and overall personality score. The important discriminant factors among the TS and the AS are autonomy and meaningful work which are highly perceived by the TS than by the AS.

Among the TS, the significantly and positively influencing factors leading to employee morale on the level of morale among them are autonomy, recognition and growth whereas among the administrative staff, these factors are meaningful work, fairness, recognition, growth and connectedness with leaders. The changes
in the factors explain the level of employee morale to a higher extent among the
TS than among the AS.

The drivers of employee morale have been studied with the help of four
important factors namely technical, individual, group and structural factors. The
included variables in the abovesaid four factors explain it to a reliable extent. The
highly viewed important drivers of employee morale by the TS are situational and
individual factors whereas among the AS, these are group and situational factors.
Regarding the view on drivers of employees’ morale, the significant difference
among the two groups of staff have been noticed in the case of technical,
individual and group factor.

The significantly associating important profile variables with their views on
drivers of employee morale are their age, occupational background, number of
earning members per family, family income, personal income and years of
experience in this field. The significantly associating personality traits on the
views on the drivers of employees’ morale are sociability, innovativeness,
acceptability and risk orientation. The important discriminant drivers among the
TS and the AS are group and individual factors.

The significantly and positively influencing drivers on the employees’
morale among the TS are individual and group factors whereas among the AS,
these are technical, individual, group and situational factors. The changes in the
drivers of morale explain the changes in the level of morale to a higher extent
among the TS than among the AS.

The highly viewed variables to enrich the employees’ morale among the TS
are working conditions and status and recognition whereas among the AS, these
are supervisor-employee interrelationship and adequacy of communication.
Regarding the views on the variables to increase the employees’ morale,
significant differences among the TS and AS have been noticed in the case of 11
variables out of 14 variables.

The narrated factors essential to enrich the employees’ morale among the
staff by the factor analysis are job satisfaction, rewards and recognition, inter-
personal relationship, immediate supervision and organization and management.
The variables included in each factor explain it to a reliable extent. The highly
viewed factors by the TS are job satisfaction and rewards and recognition
whereas by the AS, these are inter-personal relationship and immediate
supervision. Regarding the views on factors, significant differences among the TS
and the AS have been noticed in job satisfaction, inter-personal relationship,
immediate supervision and organization and development.
The significantly associating profile variables of the staff with their level of views on the factors required to enrich the employees’ morale are age, level of education, family size, family income, personal income and years of experience in the field. The significantly associating important personality traits with these factors are media exposure, sociability, acceptability and overall personality score. The important discriminant factors among the TS and the AS are job satisfaction and immediate supervision.

The consequences of job satisfaction and employees’ morale have been measured by job stress, organizational climate, organizational culture, organizational commitment, work life balance and organizational trust. The highly viewed variables in job stress among the TS and the AS are over burdened and translated in job respectively. The included five variables in job stress explain it to a reliable extent. The level of job stress among the TS is lesser than the job stress among the AS.

The highly viewed variables in the organizational climate among the TS and the AS are attachment with organization and better communication flow respectively. Significant differences among the TS and the AS have been noticed in five variables out of the eight variables in it. The included eight variables in the
organizational climate explain it to a reliable extent. The level view on the organizational climate is higher among the TS than among the AS.

The included 10 variables in the organizational culture explain it to a reliable extent. The highly viewed variables in the organizational culture among the TS and the AS are freedom to the employees at the organization and Boss acts as a coordinator at the organization respectively. Significant differences among the TS and the AS have been identified in the case of seven variables out of the 10 variables in it. The level of organizational culture among the TS is higher than that among the AS.

The highly viewed variable in organizational commitment among the TS and the AS is ‘staying in my organization is a matter of necessity’. Regarding the views on the variables, significant differences among the TS and the AS have been identified in the case of all the 12 variables in it. The included 12 variables in organizational commitment explain it to a reliable extent. The level of organizational commitment among the TS is higher than that among the AS.

The included 12 variables in work life balance explain it to a reliable extent. The highly viewed variables in work life balance among the TS and the AS are ‘family support is useful to overcome the difficulties of my work’ and ‘flexible work nature helps in my family obligation’ respectively. Regarding the views on
the variables in work-life balance, significant differences among the two groups of staff have been noticed in the case of all the 12 variables in it. The level of work life balance among the TS is higher than that of the AS.

The highly viewed variables in organizational trust among the TS and the AS are commitment and reliability respectively. Significant difference among the TS and AS have been noticed in all the 10 variables in it. The included 10 variables in organizational trust explain it to a reliable extent. The level of organizational trust among the TS is higher than that among the AS. The important discriminant consequences of job satisfaction and employees morale among the TS and the AS are organizational commitment and organizational culture.

The significantly associating important profile variables with the level of various consequences among the staff are age, level of education, occupational background, family size, number of earning members per family, family income, years of experience in the field and personal income. The significantly associating personality variables with the level of consequences are media exposure innovativeness, scientific orientation, acceptability, risk orientation and overall personality score.

The significantly and negatively influencing factors leading to job satisfaction (FLJS) on job stress among the TS are leadership, work-life balance,
growth opportunities and career development whereas among the AS, these are leadership, fringe benefits, growth opportunities, workload, compensation and career development. The changes in the FLJS explain the changes in job stress among the TS to a higher extent than among the AS.

The significantly and positively influencing IFJS on the organizational climate among the TS are cordial environment, work-life balance, empowerment, growth opportunities and management decisions whereas among the administrative staff, these are leadership, fringe benefits, empowerment, growth opportunities, autonomy, workload and compensation. The changes in the IFJS explain the changes in the view on organizational to a higher extent among the administrative staff than among the teaching staff.

Among the teaching staff, the significantly and positively influencing IFJS on the organizational culture among the TS are cordial environment, fringe benefits, autonomy, workload, compensation and career development whereas among the administrative staff, these are cordial environment, leadership, fringe benefits, workload, compensation and career development. The changes in the IFJS explain the changes in organizational culture to a higher extent among the AS than that among the JS.
Regarding the impact on organizational commitment among the teaching staff, the significantly and positively influencing IFJS are cordial environment, work-life balance, autonomy, workload, compensation and career development whereas among the administrative staff, these are cordial environment, leadership, fringe benefits, work-life balance, empowerment, autonomy, workload, compensation and career development. The changes in the IFJS explain the changes in organizational commitment to higher extent among the administrative staff than among the teaching staff.

The significantly and positively influencing IFJS on the organizational trust, among the teaching staff are cordial environment, empowerment, autonomy, compensation and career development whereas among the administrative staff, these are cordial environment, leadership, fringe benefits, work-life balance, autonomy, compensation and career development. The changes in the IFJS explain the changes in organizational trust to a higher extent among the administrative staff than among the teaching staff.

Among the teaching staff, the significantly and positively influencing IFJS on their work-life balance are cordial environment, work-life balance, empowerment, autonomy, and career development whereas among the administrative staff, these are cordial environment, leadership, fringe benefits,
work-life balance, autonomy, compensation and career development. The changes in the IFJS explain the changes in work-life balance to a higher extent among the administrative staff than among the teaching staff.

Regarding the impact on job stress, the significantly and negatively influencing important factors leading to employee morale (FLEM) among the teaching staff are meaningful work, autonomy and recognition whereas among the administrative staff, these are meaningful work, autonomy, recognition, growth, connectedness with leader and colleagues. The changes in the FLEM explain the change in job stress to a higher extent among the administrative staff than among the teaching staff.

The significantly and positively influencing FLEM on the organizational climate among the teaching staff are meaningful work, autonomy and recognition whereas among the administrative staff, these are autonomy, recognition, connectedness with leader and colleagues. The changes in the FLEM explain the changes in the view on the organizational climate to a higher extent among the administrative staff than among the teaching staff.

The significantly and positively influencing FLEM on the organizational culture among the teaching staff are autonomy, recognition, and growth whereas among the administrative staff, these are meaningful work, autonomy,
recognition, growth and connectedness with colleagues. The changes in the FLEM explain the changes in the organizational culture to a higher extent among the administrative staff than among the teaching staff.

Among the teaching staff, the significantly and positively influencing FLEM on the organizational commitment among the teaching staff are autonomy, recognition and connectedness with leader whereas among the administrative staff, these are meaningful work, fairness, autonomy, growth and connectedness with colleagues. The changes in FLEM explain the changes in organizational commitment to a higher extent among the administrative staff than among the teaching staff.

Regarding the level of organizational trust among the teaching staff, the significantly and positively influencing FLEM are autonomy, recognition and connectedness with leader whereas among the administrative staff, these are autonomy, recognition, growth and connectedness with leaders. The changes in FLEM explain the changes in organizational trust to a higher extent among the administrative staff than among the teaching staff.

The significantly and positively influencing FLEM on worklife balance among the teaching staff are meaningful work, autonomy, recognition and connectedness with colleagues whereas among the administrative staff, these
are autonomy, recognition, connectedness with leader and colleagues. The changes in the FLEM explain the changes in worklife balance to a higher extent among the administrative staff than among the teaching staff.

The important factors required to increase the job satisfaction and morale among the staff are management and supervision; co-worker interaction; compensation, training and development policy issues. The included variables in these factors explain it to a reliable extent. The highly viewed factors by the TS are training and department policy issues whereas by the AS, these are compensation and co-worker interaction. Significant differences among the two groups of staff have been noticed in the view on all the five factors required to enrich the job satisfaction and morale.

The significantly associating important profile variables among the staff with their views on factors required to enrich their job satisfaction and morale are age level of education, family income, years of experience in the field and personal income whereas the important personality traits are media exposure, innovativeness, acceptability and overall personality score. The important discriminant factors among the teaching and administrative staff are co-worker interaction and training which are highly viewed by the administrative staff than by the teaching staff.
CONCLUDING REMARKS

The present study concludes that the level of job satisfaction and morale among the teaching staff are higher than that among the administrative staff. The important determination of job satisfaction among the staff are cordial environment, leadership, fringe benefits, work-life balance, empowerment, growth opportunities, autonomy, workload, compensation, career development and management decision. The important discriminant factors among them are compensation and workload. The important factors leading to morale among the staff are meaningful work, collaboration, fairness, autonomy, recognition, growth, connectedness with leader and colleagues. The important discriminant factors among the teaching and the administrative staff are autonomous and meaningful work. The important drivers of employee morale among the staff are technical, individual, group and situational factors.

The factors leading to job satisfaction and morale among the staff have a significant impact on the reduction of job stress and enrichment of organizational climate, commitment, culture, trust and worklife balance among the teaching staff whereas among the administrative staff, these are meaningful work and recognition. The most important factors are autonomy and recognition among the teaching staff whereas among the administrative staff these are meaningful
work and recognition. The most important factors required to enrich the job satisfaction and morale among the staff are training and compensation among the teaching and the administrative staff. The organization is advised to understand the important factors leading to job satisfaction and morale among different group of staff and then try to fulfill the requirements of their staff in order to maintain a better employee morale at their organization.

**POLICY IMPLICATIONS**

Based on the findings of the study, the following suggestions are drawn:

1. **Become a Morale Missionary**

   Morale is a group phenomenon but an individual matter. We speak of high morale in a group-meaning that most of the people in the group have a good sense of esprit. Group morale, however, depends on the morale of each individual in the group. This is best achieved through the personal missionary work of the manager. Inspirational talks and group initiatives such as projects, services and clubs can help; but unless the manager is there working with individual employees, group morale is not likely to improve. Hence the organization is advised to become a morale missionary.

2. **Identify Issues-not the Outcome**
Morale is the outcome. Issues are the things contributing to that outcome. Employees may attribute the cause of low morale to the turn-around time on decision-making, the constant changing of priorities without consultation, lack of training, inflexible procedures, incorrect mix of resources and people, or poor communication. Focus on identifying the issues, and the organization will have a much better chance of improving the situation and boosting morale.

3. Measure Morale before Trying to Manage it

The organizations may decide to use commercially available tools to measure the effects that the issues have on productivity, or it may opt to design your own. Whatever your decision, it is best to use such instruments to get an accurate picture of the issues and the associated problems. As management experts say, “if it can’t measure it it can’t manage it”. Hence the organization is advised to focus on morale and satisfaction measurement initially.

4. Build Self-Confidence and Security

Job security and a feeling of confidence in one’s ability to handle the day-to-day incidents of life and work are key elements in good employee morale. You can provide this feeling by training staff to do their jobs effectively, showing them the importance of their jobs to the organization, and demonstrating your confidence in them.
5. Set Priorities-and be seen as Supportive

By establishing priorities, you help people make molehills out of mountains. Issues confronting employees will generally fall into three broad categories:

- Those that they will not be able to influence at all.
- Those over which they have very little influence.
- Those that they can influence.

Help employees to live with what they cannot change, and take specific actions to remedy what they or you can change. Finally, communicate its feelings and those of its staff to the people who can change things that are out of your control.

6. Establish Work Groups

The essence of high morale is participation and the feeling of being wanted. The interdependencies created by people working in groups help build bonds and enthusiasm among group members. In turn, other aspects of workplace life will be affected—absenteeism will reduce, cohesiveness will increase, and morale will improve. The organization in advised to establish work group for this purpose.
7. Encourage Action

Nothing succeeds like success, so get runs on the board as soon as possible. Empower groups to recommend and act on a variety of issues. Not that you abrogate all responsibilities to the groups, but if a group has been formed to deal with an issue, lend your support and acknowledge achievement. The action oriented programmes are motive among the management to in order to encourage the actions among their employees.

8. Keep Employees Informed

Communication is the lifeblood of any organization, so make sure that employees have all the information they need to function effectively. An open, honest and caring environment promotes esprit de corps.

9. Remain Alert to the Morale Factor

Morale changes-sometimes daily-so the organization cannot rest on its laurels when it thinks a crisis has been averted. Stay in touch with day-to-day events, and watch for changes in morale.

And do not forget:

- Establish fair policies and administrative practices.
- Encourage employees to discuss their problems.
Help employees to guard against failure.

Protect employees against unfair criticism.

Develop a sense of purpose and solidarity.

Keep jobs interesting, with new challenges, new authorities and new responsibilities.

Be friendly and appreciative of employee efforts.

Recognize the effect on morale of reassignments, redundancies and dismissals.

Encourage promotion from within.

10. Be Respectful

Be mindful to how the organization are treating their employees. It can be as simple as saying please and thank you. It is important to not ignore them and stay silent about issue that may be happening with the company. Some company issues may need to be kept confidential and on a “need to know basis” with certain individuals at the company. But try not to pretend that everything is ok if it is not and keep employees in the dark about issues that could affect them and their jobs with the company. Employees may be able to give helpful solutions to problems if you include them in the discussions.

11. Show Interest
Get to know its employees on a personal level by showing interest about their families, about their weekend/holiday, recognize birthdays and other personal accomplishments or milestones. It is also important to show interest in projects your staff are working on. Periodically check in with individuals to see how things are progressing or to offer assistance. Conduct employee satisfaction surveys to gather input from staff and make proper adjustments and improvements based on the responses.

12. Give Appreciation

Have a personal touch by giving a hand written thank you to show appreciation for work that is well done, gratitude for working longer hours or finishing a project in a timely manner. Employees will also appreciate the opportunity for ongoing training. Technology is constantly changing and evolving which means it is important to keep your employees informed of new advancements. Enroll your employees in classes or seminars in order for them to be more productive and better trained than your competitors. Your employees will appreciate the investment in their professional development.

13. Offer Incentives

It is very important to take care of the employees who stay with the company. Showing appreciation for your employees is important to keep the
morale up during these times. Giving employees small incentives (monetary bonuses, gift cards, company lunches, appreciation parties, arrange volunteering opportunities as a group, and the like periodically will help them to feel appreciated at the company. While some of these incentives may not be practical for a company that is eliminating staff and making other cut-backs, take advantage of these opportunities when the economy has turned around. It is important to make long-time and loyal employees feel valued. Many companies can come up with an employee appreciation programme that involves spending a little or no money. Offer incentives such as telecommuting or flexible schedules. If possible, allow employees to work four ten-hour days instead of five eight-hour days. Employees will appreciate being able to cut down on hours spent in the car commuting and the ability to save on gas and child care. If these options are not possible because of the nature of your company, encourage employees to utilize public transportation or help set up carpools among co-workers.

14. Differentiated Strategies

The management should understand the need of differentiated strategies in order to enrich the job satisfaction and morale. Since the needs of the teaching staff are differing from the needs of the administrative staff, the organization
should generate appropriate strategies to enrich the level of job satisfaction and morale among their employees belonging to different groups.

15. Personality Development Programmes

Since the personality of the staff is highly associated with their levels of satisfaction and morale, the organization is advised to conduct many personality development programmes in order to enrich the job satisfaction and morale among their employees.

**SCOPE FOR FUTURE RESEARCH**

The present study may act as a base for so many future research works. The scope of future research works are: i) the study on employees’ morale along may be separately studied in future; ii) the circular linkage between the job satisfaction and employee among the employees may be focused in near future; iii) the comparative study on employees’ morale in two different industries belonging to the same sector may be studied; iv) the model development on employee morale in future may be discussed on the basis of the expectation of the employees will be examined in future; v) the demographic discriminators and morale may be evaluated in future and vi) the consequences of job satisfaction and employee morale may be discussed in near future.