

# Human Resource Management and the Performance Appraisal: satisfaction analysis of the Guarda Nacional Republicana Administration Officers

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*Abstract:* - In a culture of development and globalization, organizations need to value their human capital. It is here that Human Resources Management and each of its areas of expertise gain importance, among them the Performance Appraisal, as it has a direct impact on the results of organizations and the performance of employees. It is from here that the subject of this research arises, to analyze the Performance Appraisal satisfaction of the Officers of Administration of the Guarda Nacional Republicana. This investigation is pertinent due to the lack of studies in public sector organizations, of which the Guarda Nacional Republicana is part, as one military security force. The overall objective of this paper is to analyze the satisfaction resulting from the Performance Appraisal process in the Guarda Nacional Republicana. Following the hypothetical-deductive method, a questionnaire survey allowed to collect enough data to test the hypotheses of investigation, using parametric and nonparametric techniques. Thus, it was possible to conclude that the Administration Officers of the Guarda Nacional Republicana feel a slight Performance Appraisal satisfaction. This result was strongly influenced by the unsatisfactory results related to the Performance Appraisal System and the Performance Appraisal Interview, notorious in the results of the analysis of the data collected.

*Key-Words:* - Satisfaction, Performance Appraisal, Guarda Nacional Republicana.

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## 1 Introduction

Growing taxpayer's demands for transparency in public accounts mean that public organizations are subject to the concept of Accountability and exercise greater control over how public money is spent ([25]; [34]). To this end, they are guided by performance results, economy, efficiency and effectiveness and, above all, by quality and excellence standards ([10]; [55]). In this type of organization, where interaction with the citizen is constant, their image and quality of provided services are strongly dependent on the performance, skills, and competencies of their employees [88].

In an environment where competition is constant, often motivated by budgetary demands and constraints [55], Human Resources (HR) holds the foremost factor to meet this need for high-quality standards ([59]; [82]). In this thought, one realizes that Human Resource Management (HRM) is so important that "for many authors (it is) the main source of competitive advantage of organizations (and it is HRM) that enables them to achieve their stated goals" [58]. An organization that neglects its HR and "cannot achieve good performance measures (...) loses competitiveness for its competitors" [75]. Therefore, HRM's main areas of action are HR planning; Job Analysis and

Description; Recruitment, Selection, and Integration; Training and development; Performance Appraisal (PA) and Feedback; Salaries and Bonuses ([44]; [59]). On the other hand, satisfaction is the common variable in each of these areas and is fundamental for any organization that copes for keeping good management practices for its social capital [75].

Several studies justify this assertion by demonstrating that performance appraisal satisfaction (PAS) influences overall employee performance, commitment, avoids counterproductive behavior, and turnover [25].

In the specific case of this investigation, the study sample is composed of Guarda Nacional Republicana's (GNR) Administration Officers (ADM), who are in an active state and have completed this academic education at the Portuguese Military Academy (MA). After several pieces of research and, after verifying the lack of studies in the Portuguese public sector, specifically in GNR, the Research Question (RQ) was developed, which allowed the structuring and coherence of the research [85]. This RQ tries to know, after all: "What is the level of Performance Appraisal Satisfaction of the Republican National Guard Administration Officers?"

During the elaboration of the first three chapters of this work, side questions were raised that helped to circumscribe the areas where the research effort should focus, called Derivative Questions (DQ):

DQ1: “What are the factors that influence Officers Performance Appraisals Satisfaction?”;

DQ2: “What is the type of Expectation of the Officers on their Performance Appraisal?”;

DQ3: “Is the satisfaction with the feedback influenced by Officers hierarchical rank, gender, and academic degree?”;

DQ4: “Is Officers' Performance Appraisal Satisfaction influenced by their rank, gender and academic level?”.

The research hypotheses raised for each of these DQs will be presented at the end of each chapter, which contributed to its constitution.

## 2 Performance Appraisal

### 2.1 Performance Appraisal in the Human Resource Management

At the management level, HRM is the area responsible for establishing strategies, procedures and searching theories that enable the company to better harmonize its employees and maximize potential to achieve organizational success [25]. HRM focuses on the development, training, and motivation of its HR, in establishing compensation methods, HR attraction, and retention practices, seeking to achieve high-performance rates [46].

Thus, HRM has a set of functional areas that contribute to achieving the success of an organization's strategic objectives [29]. One of them, the so-called Performance Management (PM) system, which holds a central place in this set [14]. In one of his work, Rego et al. [82] highlight PM as the central theme that, usually and wrongly, is "confined to performance appraisal" converging only on the individual aspects of each worker, neglecting the effect of the external context, which also plays an important role for this management. Thus, the PM addresses the entire organizational process by setting patterned goals following organizational strategy [1] through activities such as: setting organizational, departmental, team and individual goals; the implementation of a performance appraisal system; the design of reward systems; training and development plans; feedback, communication and coaching; and career managing [27].

It can be easily perceived that there is a constant intention, through PM, to align the individual activities with the organizational goals [2]. As far as

this work is concerned, a PA system is the whole set of instruments that allows measuring an individual's performance fairly and accurately [70]. These instruments may differ according to management style. According to Rego et al. [82], there are vital requirements for the effectiveness of PA systems, viz: relevance; the sensitivity; the reliability; the acceptability; the practicability; the confidence.

If not met, there may be inaccuracies, errors, biases caused by the evaluators and the PA system may become so controversial that may be questioned [28]. An effective and encouraging PA system that “includes feedback that is Abbad, threatening, and is considered fair, constructive, and relevant to employees, is a significant predictor” [41] of PAS.

### 2.2 Concept and Significance

Regarding PA, many definitions seek to elucidate this concept. For Rego et al. PA “is an observation and judgment exercise, a feedback process and organizational intervention. It is still a measurement process (...) human and inaccurate” [82]. Also, Mações [58] says it is “a process of systematically assessing employees' performance in the performance of their duties, which contributes to their future development (and allows us to know) to what extent (contributes) to meeting organizational objectives”. This definition meets Chiavenato, who describes PA as “a systematic appreciation of each person's job performance and potential (and yet) a process (to) stimulate or judge value” [16].

Therefore, the definition we like best explains PA as “an interaction between the evaluator and the evaluated, in which the work developed over the period is analyzed and discussed by both sides” [58] seeking to identify the positive and negative aspects, as well as finding performance improvement opportunities, always ensuring that the appraisee knows what is expected of him within the organization [70].

In more precise terms, PA is considered of extreme importance by several authors ([14]; [59]; [71]; [75]; [82]), as it translates into the following benefits, among others: validating recruitment and selection methods; guide HR allocation by its capabilities; measure individual or team contribution to the organization's objectives; identify the employee's development potential; identify knowledge and practice needs; manage rewards system; motivate and prize employees; career management, and improve the employee-manager communication. It is not negligible to raise the problems of poor PA practice [24]. According to Arshad, Masood, and Amin [7], Lin and Kellough

[50] and Fakhimi and Raisy [26] these are considered as the most persistent problems: bad evaluation parameters and weight; lack of information; lack of training in performance evaluation; lack of authority; diverse patterns of rigor; low motivation for evaluators to assign low ratings; communication difficulties. For these reasons, among others, PA should be methodological, avoiding the most common errors.

### 2.3 Performance Flow

For all this, there is a process that, combining information culminates in five essential stages [59], [14]:

Table 1: Five stages of Performance Flow (Adapted from Mações [59] and Câmara et al. [14].

Sequence	Description	Time Flow
1.º	Goals Setting	Beginning of the year
2.º	Coaching actions, resources allocation, and support	Beginning of the year
3.º	Notation, coaching, and feedback	During the year
4.º	Analysis, Evaluation and PA Interview	End of the year
5.º	Development/improvement plan, new goals	End of the year

In the first stage, should be noted that the better the quality of the objectives, the better the quality of the evaluation [92]. For employees to achieve their goals, there is a need to create indicators to measure performance and define which specific goals to achieve, all of which before evaluating [24]. These objectives should be set through negotiation, as the employee must have participated in the definition of these same objectives [36].

Coaching, resource allocation, and support are essential to achieve the defined objectives [86]. As such, during the negotiation, these three key points should also be accepted [4]. This initial phase is completed, giving rise to the annual action plan, which sets out the agreed objectives, the criteria for evaluating them and all the tools needed to achieve them [14].

However, the employee should not be left until his final evaluation [82]. Supervision should ensure that during the evaluation period, their

workers are conscious of what they have done properly and what they have done wrong and this awareness should be made immediately [92] as it is much more effective when provided frequently than saved for later [14]. This coaching will ensure that the worker can correct what they are doing badly (sometimes unaware), allows them to review goals and agree on corrective measures [82].

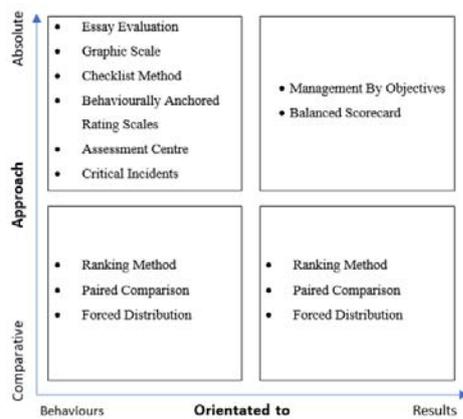
With regular follow-up, the manager will easily record what happened during this period and can prepare a formal PA, supported by real examples and collected documentation [4]. This last stage materializes in the Performance Appraisal Interview (PAI) which, scheduled and prepared in advance, will lead to a discussion around the objectives, standards, and expectations set out in the first stage [15]. This PAI should take place in a spirit of openness and above all be constructive [84], encouraging the employee to contribute with their opinions and suggestions, aiming at a better performance in the next evaluation period [14].

### 2.4 Performance Appraisal Methods

The idea that the PA main objective is “to make a value assessment about the performance of workers and to reward or punish them” [14], has endured in the organizational environment. However, contemporary evaluation methods are strongly linked to Peter Drucker's Management by Objectives (MBO) concept [16]. This way, the notion of commitment by both parties was developed through the agreement of measurable and concrete objectives defined at the beginning of the evaluation period [23].

Currently, managers have a large variety of appraisal methods, some are behavior-oriented and others outcome-oriented, and may still take an absolute approach (one's classification is not affected by others) or relative (one's classification depends on comparison with others) [82]. In their work, Rego et al. [82] developed Figure 1, which helps to understand the distribution of these methods by the criteria indicated above, to which we added the Critical Incidents method, highlighted by Mações [59].

Figure 1: PA methods by Orientation and Approach (Adapted from Mações [59] and Rego et al. [82]).



The Table 2 summarizes the description of each of the methods presented in Figure 1.

Table 2: Performance Appraisal Methods (Made by author's).

Approach	Method	Description	Source
Behaviour Focused	Narrative Essay	Description of the subject's strengths, weaknesses, and potentials, as well as suggestions for improvement.	(Rego <i>et al.</i> 2015) [82]
	Graphic scale	Evaluate the frequency with which the subject expresses the described behavior by a scoring scale (e.g. Phrase-Completion).	(Mações 2018 [59]; Rego <i>et al.</i> 2015; [82] Júnior and Costa 2014 [45])
	Behaviour Checklist	The appraiser is confronted with a set of job-related statements and chooses the one that best describes the appraiser's performance (e.g. Strongly Disagree, Agree, Strongly Agree).	(Mações 2018 [59]; Rego <i>et al.</i> 2015 [82])
	Critical Incidents	A record of all extremely positive or poor performances with significant impact. It does not allow comparison between the evaluated and the feedback depends on the registered situations.	(Mações 2018 [59])
	Behavior-anchored Rating Scale	A Graphical Scale variation, where the Critical Incidents describe the various types of performance of the appraised.	(Rego <i>et al.</i> 2015) [82]
	Evaluation Centers	Standardized procedures that allow evaluation through exercises or simulations. Mostly used for leadership spots.	(Rego <i>et al.</i> 2015) [82]
Results Focused	Management by Objectives	Comparing the previously defined and negotiated objectives. These objectives should follow the characteristics gathered in the acronym SMART.	(Câmara <i>et al.</i> 2016 [14]; Mações 2018 [59]; Rego <i>et al.</i> 2015) [82]
	Balanced Scorecard	Measures performance through financial perspective, customer	(Câmara <i>et al.</i> 2016

		perspectives, internal processes, learning, and growth, in a cause-and-effect relationship.	[14]; Mações 2018 [59]; Rego <i>et al.</i> 2015 [82])
By Comparison	Simple Ordering	Comparison and ordering of respondents performing the same functions, from best to worst. Non-discriminatory and unenlightening.	(Câmara <i>et al.</i> 2016 [14]; Mações 2018 [59])
	Paired Ordering	Comparison between all evaluated, one at a time, which forces all possible links.	(Mações 2018 [59]; Rego <i>et al.</i> 2015 [82])
	Forced Distribution	Distribution in performance ranks, for which there may only be a maximum percentage of employees (e.g. only 10% may be excellent).	(Mações 2018 [59]; Rego <i>et al.</i> 2015 [82])
Multi-Evaluator	360-degree feedback	Evaluation is made by stakeholders that interact with the worker.	(Câmara <i>et al.</i> 2016)[14]

For the specific case of GNR, a system that is not simply based on results is sought, because there are circumstances in which it is impossible to evaluate the daily conduct of the military [9]. Nor are methods directed against workers comparison because, for promotion conditions and even for seniority, there is an interest in methods that allows differentiating between the various military [56].

## 2.5 Performance Appraisal Interview

Once the appropriate method for PA has been defined, and the period under review has unfolded, the Performance Appraisal Interview (PAI) arises [15]. All data collected over the review period, all feedback and all evaluations made by the supervision are now compared to the objectives initially negotiated [35]. The PAI materializes in a meeting between the leader and the employee, where the spirit of openness in the dialogue must be deeply respected, allowing the discussion “of the most relevant facts that occurred in the previous year and agree with the objectives for the following year” [14].

This is a privileged moment of interaction and study linking the participants [59]. In addition to the factors that led to better or worse performance by the employee, according to [82], various subjects can be discussed, such as training required; labor relations; means to improve performance; improvements to the workplace; new procedures; work habits; and content of functions.

It is during this meeting that the “employee can expose their aspirations and career expectations, discuss and agree on their development needs and give their feedback on the supervision received throughout the year” [14].

## 2.6 Feedback

The key to improving PAI lies in the specificity, timeliness, focus, perceptiveness, and frequency of feedback ([42];[71]). Usually, the employee only receives feedback at the PAI and it is “not an appropriate procedure” [82]. In 1988, Inderrieden, Keaveny, and Allen [40] found that feedback should be given overtime as the action was taken, increasing PAS and the information was perceived as support.

We realize, however, that it is not always easy for an appraiser to assertively convey information to his subordinates ([40]; [71]). This happens because the evaluator should adjust communication to each employee “promoting his development, creating a healthy means of communication and increasing morale” [63]. To address this problem, training in this field may be given to managers [67].

## 2.7 Performance Appraisal common errors

The well-known phrase “making errors is human” reminds us that PA is a human and inaccurate process [82], but being aware of the most common errors, traps, and distortions in PA is the first step to avoiding them and “one of the most important steps to reduce subjectivity in evaluation” [58].

There are several errors in PA, and there are several names each author gives to each of them, so we present a brief epitome on this subject ([15]; [32]; [57]; [59];[92]): Halo or Horn effect; Recently effect; stereotyping; comparison or contrast; self-identification or resemblance; complacency or excessive rigor; central tendency or non-differentiation; first impression error; and improper standards.

We can see that the most common mistakes are due to the lack of information provided to workers about the PA system [14]; lack of training; lack of feedback [42] and employee follow-up [71]; non-notation of the events; poor goal setting; and the subjectivity of PA [79]. Thereby, the hypotheses H1a, H1b, and H1c emerge in response to DQ1:

- H1a- “The PA system influences on respondents' PAS”;
- H1b- “The PAI influences on respondents' PAS”; and
- H1c- “Feedback influences on respondents' PAS”.

## 3 Satisfaction

### 3.1 Job Satisfaction

For long, job satisfaction and motivation have been assembled by theories that focus on individual characteristics responsible for work behaviors [89]. To understand this difference, we present what motivation is and its contrast with the concept of job satisfaction.

In their argument, Pereira and Fávero [76] define motivation as “an inclination for action that originates in a motive, (...) a need that, acting on the intellect, makes the person move or act”. In other words, “motivation is an impulse, a feeling (percussion) that makes the subject act to achieve their goals” [90]. Thus, it appears that motivation is a need-driven impulse and not an attitude that is driven by extrinsic or intrinsic factors.

On the other hand, Locke defines job satisfaction as the positive and/or pleasant emotional state resulting from a job or various work experiences [53]. Some authors explain job satisfaction “as one of the multiple concepts that address affectivity in the workplace or, more specifically, as an affective bond of the individual with his work” [89]. Thus, it is an output of the organizational environment and “is pointed as one of the (...) psychosocial components of the concept of well-being at work” [89].

Based on Locke (1976) [53], Martins and Santos [65] state that workers use “their baggage of beliefs and values to evaluate their work and this evaluation results in an emotional state that, if pleasant, produces satisfaction”. This definition has persisted over time, as job satisfaction is currently treated as an attitude, as it is an effective variable influenced by “one's various mental contents, such as beliefs, values, dispositional factors (...). and results in a tendency that guides behavior” [65]. The challenge lies in how to obtain fully satisfied employees [30].

The importance of studying job satisfaction has been increasing because, generally, work is driving to be a way for the subject to affirm itself in society [81]. In other words, “it is no longer (...) a means of survival, but also a means of personal fulfillment and social integration, contributing significantly to satisfaction and social status” [90].

### 3.2 Job satisfaction theories and models

However, the reviews that underlie the concept of job satisfaction do not have a unique agreement in the literature [65]. Therefore, there is no model or theory that “holds absolute truth” [4]. Nevertheless, job satisfaction was one of the most studied attitudes

in the twentieth century [65]. The following are the most relevant theories and models.

The first report of job satisfaction comes from Herzberg, Mausner and Snyderman's Theory of Two Factors in 1959 [65]. As the name suggests, it introduced two sets of factors responsible for this attitude: motivational, through performance, promotions, and recognition; and hygienic, such as supervision, salary, labor relations, and organizational policy [38]. This study resulted in a list of factors that generated satisfaction and other dissatisfaction, shown in the following table.

Table 3: Extrinsic and intrinsic factors of job satisfaction (*Adapted from [4]*).

Factors that lead to Dissatisfaction	Factors that lead to satisfaction
<b>hygienic or extrinsic</b>	<b>motivational or intrinsic</b>
Organizational policies Administrative Relationship with supervisors Intrapersonal Relations Work conditions Salary Safety Relationship with colleagues	Recognition Achievement Responsibility Promotion Development

Later, Vroom's Theory of Expectation (1964) emerges, explaining that job satisfaction depends on situational and personality variables, resulting in anticipated reactions (expectations) to an event [33].

Years later, a model based on the Theory of Needs appears, combining the studies of Lofquist and Dawis (1969) [54] and [78]. This theory supports that the level of satisfaction depends on how fulfilling the work is, highlighting “the areas of Self-actualization, Autonomy, and Self-esteem (because they are) the most critical areas of needs fulfilment” [78].

On the other hand, Locke (1976:1300) Theory of Discrepancy, explains job satisfaction “as a pleasurable or positive emotional state resulting from the appraisal of one’s job or job experiences”. He also suggested a model of explanation of the construct based on nine dimensions [53]. He classifies the first six as events - characteristics of the work itself, salary, promotion policies, recognition, and working conditions - and the remaining as agents - the characteristics of relationships with bosses, colleagues and subordinates, company policies and management style ([11]; [48]).

In the '70s, Hackman and Oldham [37] highlighted critical psychological states as primarily responsible for determining job satisfaction. These would be produced “by five core characteristics at work: variety, identity, significance, task autonomy, and feedback received” [65].

The first time that job satisfaction was defined as an attitude by Orpen [72], in his Theory of Values, stating that this depended on the influence of the subject's values, resulting in disrespect for them, in lack of satisfaction.

Therefore, we realize that there are two strands on this theme (see the following table). On the one hand, we have authors who defend the processing of social information as determinants for job satisfaction, while others focus their studies on work characteristics [65].

Table 4: Theoretical strands of job satisfaction (*Made by Author’s*).

Job characteristics	Social information
Porter (1962) [78] Vroom (1964) [91] Lofquist e Davis (1969) [54] Orpen (1974) [72]	Herzberg et al. (1959) [38] Locke (1976) [53]

What has made investigations on this subject difficult is the fact that, after half a century, there is no agreement in the literature on the components and causes of job satisfaction, there is a more recent tendency to study satisfaction as an attitude [65].

### 3.3 Determinants of job satisfaction

The previously identified strands result in distinct studies, guided by their theoretical follow-up [41]. Thus, we can identify studies of individual causes (Personal Relations) and others of organizational matters (Labour Characteristics) [53]. The next table results as a summary of the main determinants of job satisfaction, regardless of their theoretical aspect.

Table 5: Determinants of job satisfaction (*Made by Author’s*).

Authors	Determinants of job satisfaction
Aleassa (2014) [2]	Work conditions
	Employment stability
	Reward System
Antunes (2016) [4]	Feedback
Locke	Salary

(1976) [53]	Career Development Management Style
Mações (2018) [59]	Coaching
Martins & Santos (2006) [65]	Labour Relations Breaks
Naeem (2017) [71]	Recognition
Orpen (1981) [72]	Personal values
Porter (1962) [78]	Organizational Policies
Rego (2015) [82]	Autonomy

### 3.4 Job dissatisfaction

It is clear in the literature that lack of job satisfaction is not the same as dissatisfaction, it is simply the absence of satisfaction and vice-versa [38]. This understanding leads to the importance of studying satisfaction and the consequences of dissatisfaction at work [79].

Thus, Herzberg [38] highlights as factors that lead to dissatisfaction: organizational policies; administrative problems; relationship with supervisors; occupational safety; salary maturity; work conditions; and relationships with colleagues. In response to these factors arise organizational turnover, lack of loyalty, acts of negligence, communication problems [83], negative outcomes, low productivity, lack of organizational commitment and high levels of absenteeism [41]. This leads to hypothesis H1d and H1e, in response to PD1:

- H1d - "Loyalty influences respondents' PAS";
- H1e - "Turnover influences respondents' PAS".

### 3.5 Performance Appraisal Satisfaction

It is in the best interest of organizations, for reasons already noted, that their employees are satisfied in their work environment [89]. This implies that they are similarly satisfied with their PA [71]. In PA, the most studied attitude is, again, satisfaction, because it has positive effects on the organization [41]. Being the most studied, it is also the most difficult attitude to achieve within an organization, says Caetano [13], due to the many studies he conducted throughout his career, where

results were rare with more than half of employees. "including the evaluators themselves" [25].

This situation results from several factors, like job satisfaction [2]. As the literature explains on this subject, there are studies to understand the factors that lead to PAS and other studies to identify those that are influenced by it [4].

At present, one of the factors that most influence PAS is the perception of justice about PA [73]. In this sense, the managers must reflect on their management practices and, in the particular case of PA, these "need to be outlined and implemented in the framework of organizational justice, that is, perceived as fair by the agents involved in the process" [21]. By way of agreement, Beuren, dos Santos, Marques, and Resendes concluded in their study that "the increase in the perception of organizational justice can bring about an increase in the satisfaction level and, consequently, in the performance" [8].

Among other studies, Cook and Crossman (2004) [18] revive Vroom's theory [91] by stating that when the results obtained in PA coincide with the expectations created by the collaborator, the PAS is higher and, in turn, will be the same. performance and organizational commitment. Being the most studied attitude of PA, it also has been analyzed in two distinct situations: satisfaction in the PAI and satisfaction with the PA system [25]. The following table summarizes the factors that lead to PAS and the factors that are influenced by it.

Table 6: Factors that generate PAS and factors that are influenced by it (*Made by Author's*).

Factors			
Generate PAS	Authors	Influenced by PAS	Author s
Perception of justice	Dal Vesco <i>et al.</i> (2016) [21]	Productivity increase; Job Satisfaction	Beuren <i>et al.</i> (2017) [8]
Participation; Open communication; Clarity of objectives; Constructive feedback; PA system knowledge; Career success	Ismail (2018) [41]	Efficiency; Positive behaviors; Creativity; Motivation; Innovation; Organizational Commitment	Ismail (2018) [41]
Coaching; PA system robustness	Naeem (2017) [71]	Work effort; Proficiency	Naeem (2017) [71]
Matched expectations; PA process accuracy	Cook and Crossman (2014) [18]	Organizational Citizenship	Antunes (2016) [4]
		Affective commitment	Kuvaas (2006)

			[49]
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Considering the importance of the expectations created before the employees' PA, the hypotheses H2a, H2b and H2c of response to DQ2 arise:

- H2a - "The expectation before the respondents' PA is realistic.";
- H2b - "The expectation before the respondents' PA is optimistic.";
- H2c - "The expectation before the respondents PA is pessimistic."

## 4 GNR's Performance Appraisal

### 4.1 Performance Appraisal System in Public Administration

Within the Public Administration (PADM), when we talk about PA, it is important to address the legal diploma that raised this need for assessment/classification of state workers. This need arises essentially due to the numerous cases of injustice caused by the undervaluation of PADM categories/careers [17]. For this reason, the Public Service Classification Regulation was approved, to evaluate and value the employee and serving as a diagnostic tool for work situations [69]. Only 21 years later did the PADM get to know a new PA system. Created in 2004, the PADM Integrated Performance Evaluation System (SIADAP) has as its main objective the improvement of performance and quality of service in the PADM, integrating the evaluation of services, managers, and workers of the direct administration of the Portuguese State [5]. The regulations necessary for the application of this law gave rise to Law No. 66-B / 2007 of December 28, which, in its successive revisions, establishes SIADAP. Here, it is a PA system based on the MBO method (article 7) promoting permanent coordination between all services of each ministry, having as foundations the coherence, coordination, and monitoring of the management cycles of each body (art. 8). It is a system that, remembering the provisions of Figure 1, has an impact on two components: results and competences (art. 36 and 45).

### 4.2 GNR'S Performance Appraisal

First, the GNR is defined as "a military force of security, made up of military personnel organized in a special troop corps and endowed with administrative autonomy" [6]. With nationwide jurisdiction, GNR's HR size is substantial relative to the national average. GNR's primary resource is revealed in its HR [9]. It should also be noted that

this same resource is what translates more costs for the institution, with a total of 22,345 military personnel, translated into 798,113,766 Euros in Personnel Expenses. Any implication in HR could have serious consequences for the operational commitment resulting from the activity of GNR, for the State Budget (OE) and, fundamentally, for the lives of thousands of families [56].

It is with this clarification that turns important to explain that not only because of its legal obligation but also because it is aware of its benefits, the GNR has defined, in the GNR Military Statute (EMGNR), the guidelines for PA systems to be applied in the GNR [68]. In this statute, PA is defined as a regulatory mechanism aimed at motivating the military, ensuring management flexibility, and the development of their careers [56]. To do so, it comprises two key pillars of the intended PA system - the curriculum and the performance. The EMGNR also seeks a system defined by justice, impartiality, and meritocracy, to promote a faster career progression for those who are more fit in their work path [9].

This last point is relevant, for the promotion system implemented at GNR, for the Promotions by Choice, characteristic of some of the ranks within each category (see Table 6 on the next page).

Article 163 of the EMGNR, approved by Decree-Law No. 265/93 of 31 July (already revoked), provided the instructions for the implementation of the evaluation system of the GNR cadres. These should be regulated by ordinance of the Minister of Home Affairs (MAI), by a proposal of the GNR Commander General (MAI 2000).

Thus, in 2000, the GNR Military Merit Assessment Regulations (RAMMGNR) were published, replacing the PA system until that year, embodied in the GNR Permanent Staff Officers and Sergeants (RAOS) Evaluation Regulations, already outdated [74].

Table 7: Promotion mode, per rank in GNR (Adapted from MAI (2017) [68]).

Category	Subcategory	Rank	Promotion method
Officers	General Officers	Lieutenant General	Nomination
		Major General	
		Brigadier	
	Superior Officers	Colonel	
		Lieutenant Colonel	
		Major	
Captains	Captain	Seniority	
Subaltern Officers	Lieutenant Ensign	Course Enabling	
Sergeants	-	Sergeant Major	Nomination
		Sergeant Chief	
		Staff Sergeant	
		1st Sergeant	Seniority
		2nd Sergeant	Course Enabling

Guards	-	Furriel	Course Enabling
		Major Corporal	Nomination
		Chief Corporal	
		Corporal	
		First Guard	Seniority
Guard	Course Enabling		

### 4.3 GNR’s Performance Appraisal System

RAMMGNR is the legal statute that has defined, since 2000, the GNR Military Merit Appraisal System (SAMMGNR), respecting the objectives set in EMGNR [68]. In this sense, the purpose of the SAMMGNR is to enable the merit appraisal of each military, to ensure career development according to capabilities, and these capabilities are the differentiating factor in the selection process of those most suitable for the proper exercise of positions, functions, and duties. and tasks of greater responsibility [9]. It also aims to improve selection, recruitment and training techniques, perceiving the results of evaluations for promotion [74]. Finally, it seeks to stimulate the personal valorization of the military through technical and professional improvement [66].

In this spirit, it is clear that this system would have as scope all military personnel in the service, with the exception that, for the Guard class, this diploma would be regulated by an MAI ordinance, upon a proposal of the GNR Commander General (MAI 2000). Never happened, thus limiting the PA to the Officers and Sergeants categories [56], just 15% of the staff.

Regarding the method, it is important to realize that SAMMGNR consists of three major components: The Curriculum Layer (CL), the Individual Assessment (IA) and the Physical Tests (PT) (MAI 2000). In turn, CL is subdivided into Formation, aggregating all courses that the military has taken [74], Disciplinary Record (DR) which comprises the honorary and justice history of the military [29], Post Antiquity and other elements of the military career.

Regarding IA, it is materialized in the completed IA Data to assess the actions, behaviors, and results observed in the performance of their duties or the frequency of courses during the period under analysis [66].

Systematic and continuous (RAMMGNR Art. 6 (3)), AI is based on the assessment of a set of quantified factors through the descriptive standards method that graduated in five levels (opposite to the MBO of SIADAP). This method is criticized for not having combined any method or instrument that requires embodiment, limiting the evaluator to a blank space where some reducing cause of effectiveness can be highlighted [56]. Finally, PTs

are regulated in the EMGNR and aim to assess the physical condition of the military subject to assessment (Article 5 (4) of the RAMMGNR).

The final quantification of the merit results from the sum of the rankings obtained under the Formation, IA File, Disciplinary Record, Post Seniority and PT, subject to the respective coefficients [66].

Being military in nature, the GNR cannot be considered a normal organization, because this condition has legal implications. This same difference raises questions that have been studied several times, but never in the military, so the hypotheses H3a, H3b, H3c and H4a, H4b and H4c arise in response to DQ3 and DQ4:

- H3a – "Satisfaction with feedback is influenced by hierarchical rank";
- H3b – “Satisfaction with feedback is influenced by gender”;
- H3c – “Satisfaction with feedback is influenced by academic degree”;
- H4a – “Performance Appraisal Satisfaction is influenced by the hierarchical position”;
- H4b - “Performance Appraisal Satisfaction is influenced by sex”;
- H4c – “Performance Appraisal Satisfaction is influenced by academic degree”.

## 5 Methodology

### 5.1 Study Type, Problem and Justification

Of the three types of scientific research identified by Rosado [85], in the study of the social and human sciences, the hypothetical-deductive method was adopted, seeking to verify hypotheses and, simultaneously, to respond to RQ [87]. The latter was refined after reading several works, scientific articles, institutional journals and other works on GNR, which allowed, within the Research Theme, to raise the research problem, that is, something to which there is no answer yet scientifically proven [85].

Being the author of this research, an AdMil Aspirant, arises the interest in studying, after all, the current state, in the context of satisfaction, of this Service. Thus, the target population includes GNR AdMil Officers, active in 2019 and who belong to the GNR courses (beginning in 1991-1992).

Considering the target population, it should be recalled that RQ arises due to the notorious outdated of the PA system in GNR, the successive complaints lodged by the autonomous associations to the MAI, in the various professional categories of this organization and the lack of studies about PAS in PADM, specifically in GNR. Therefore, all research will be oriented towards answering the following RQ: “What is the level of Performance Appraisal Satisfaction of the Republican National Guard Administration Officers?”

This RQ has given rise to other questions, acting as research guides, individually contributing to a more correct answer to the PP, helping to circumscribe the research effort, called DQ [85]. There are four DQ presented in this research:

- DQ1: “What are the factors that influence Officers Performance Appraisals Satisfaction?”
- DQ2: “What is the type of Expectation of the Officers on their Performance Appraisal?”;
- DQ3: “Is the satisfaction with the feedback influenced by Officers hierarchical rank, gender, and academic degree?”;
- DQ4: “Is Officers' Performance Appraisal Satisfaction influenced by their rank, gender and academic level?”.

With the advance of the investigation, still, in the literature review phase, hypotheses of response to the four DQs were emerging. Only in this way was it possible to respect the exemption and abstraction required of researchers.

## 5.2 Instruments

As mentioned, the methodology describes the methods [85], in turn, consisting of techniques that will allow achieving the proposed objectives [20]. It can be stated that this is a quantitative investigation where, by definition, the methods used “measure opinions, reactions, sensations, habits, and attitudes of a universe (...) through a sample that represents it. statistically proven form” [62].

Techniques related to this method can be various and complementary: from personal interviews, by telephone, closed questionnaire or open-ended questions, by letter, among others [62].

In this study, which aims to test hypotheses and relate variables, data were collected through a structured and closed questionnaire survey. This choice was mainly because the questionnaires make it possible to gather a lot of information and do a quick analysis [80]. It is also noteworthy, this technique has the main advantages of being administered to a large sample; at very low costs; with easy and fast distribution (online); and has greater flexibility and convenience to the respondent, while ensuring their anonymity [4].

The questionnaire used in this research was based on a combination of questions presented in other works on PAS, namely, the questionnaire used by [52], [43], [49] and [4]. Thus, the questionnaire developed for this study consists of five parts. The first part aims to collect sociodemographic data. The second part questions about the last PA process to which the respondent was subjected. It is intended to know what was measured, which method was used and the expectation as to the results.

For the PAS study, questions were developed using the seven-point Likert-type measurement scale, where (1) means “Strongly Disagree” and (7) “Strongly Agree”. The questions were mainly about satisfaction with the PA system, the opportunity to observe their evaluator, the results in general, the observation period, the feedback provided, the importance with which they receive the feedback and the recognition of their work.

In the fourth part of the questionnaire, we sought to measure organizational commitment using, again, the same seven-point Likert-scale, considering the pride that the military people have in belonging to the GNR, the feeling of loyalty that nurtures for this organization and the sense of duty.

To analyze the last item, using the same scale, is questioned how often they think of leaving the organization if it remains only for moral duty if they had the most advantageous opportunity would they leave the GNR and, finally, would they be happy to remain for the rest of his Guard career. Thus, it was possible to build, approve and validate a questionnaire adapted to the reality of GNR.

A pre-test was carried out on ten GNR officers of the Security specialty and no difficulties were identified, but they reported that it could be applied to both Arms and Services, resulting in no changes.

### 5.3 Sample

This research was confined to the target population translated in the GNR's AdMil Officers, a necessary constraint to prevent it from becoming unmanageable within the time available for the research [80]. One of the idealized goals was to reach the entire population, which proved to be very difficult as it depended on the availability of all Service Officers. The goal quickly became what Quivy and Campenhout [80] consider as the second possibility of study, that is, to collect data from a representative sample of this universe.

In this context, to understand which sample would be considered statistically representative, it was necessary to collect from the Direção dos Recursos Humanos (DRH)<sup>1</sup> of the Comando de Administração dos Recursos Internos (CARI)<sup>2</sup> information on how many GNR AdMil Officers were in the pre-set situation, and those who had completed the course at MA on the GNR specialty. Thus, it was confirmed that the target population consists of 59 (fifty-nine) military personnel. In this sense, according to Sarmento [87], this is considered a simple random sampling, considering that each participant is equally likely to participate in the study.

Given that the target population is finite, there is a need to know the minimum size for statistically representative results, as therefore generalizations can be made [4]. Thus, using two online calculators, based on a confidence level of 95%, with a margin of error of 5%, for a total homogeneous population of 59 militaries, considering the result for a minimum sample of 48 militaries. The result is identical when compared to the result of the Sarmento [87] report equation, under the conditions adopted.

$$n = \frac{p \times (1 - p)}{\frac{D^2}{(Z\alpha/2)^2} + \frac{p \times (1 - p)}{N}}$$

### 5.4 Procedures

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<sup>1</sup> Human Resources Directorate

<sup>2</sup> Internal Resource Management Command.

As already mentioned, the questionnaire was initially subjected to a pre-test by ten Arms Officers (Ensign and Lieutenants at the time at the Guard School in Queluz, Lisbon, Portugal). The objective was to isolate AdMil Officers from this phase, so as not to bent later results, as they are part of the target population. Considering also that there were no alterations to the questionnaire, resulting from the pre-test, we started to structure it in digital format, through the Survio platform, dedicated exclusively to this type of study.

Subsequently, the questionnaire was made available online via the link: <https://goo.gl/o7ixHD>, between March 5, 2019, and April 5, 2019. To prevent the questionnaire from being incorrectly accessed, it was protected by a key (AdMil). To prevent the same military people from answering twice, the IP address would be registered and forbidden to repeat the questionnaire, thus respecting the anonymous condition.

After these, an email was prepared to invite the sample elements to fill in the questionnaire, providing my mobile contact for further clarification. Thus, 59 emails were sent, and 49 valid questionnaires were obtained. Once the deadline for completing the questionnaire had been reached and enough answers had been met to reach the minimum expected sample size, content analysis was initiated using the IBM Statistic Social Science Data Processing Program. This program is available online in its latest version and allows free use as a student for a period of fourteen days.

After data importation, the internal consistency analysis was initiated, i.e., a reliability test through Cronbach's alpha measurement [64]. The questionnaire passed the test with a value of 0.90 (zero points ninety) for Cronbach's alpha, remembering that the reference value for this test to be positive is 0.70 (zero points seventy) [64].

In this follow-up, through the Shapiro-Wilk normality test, it was found that most items do not meet normal distribution. Therefore, to test the hypotheses H1a, H1b, H1c, H1d, and H1e, were used Spearman's correlation analysis (nonparametric, since the variables had no normal distribution) and Pearson's correlation (parametric), respectively [39].

In these analyses, the value of “r” (Spearman's R or Pearson's “r”, respectively) ranges between [-1; 1] and if the relationship between the variables under observation is “r” greater than zero, it is described as a positive correlation, if it is less than zero, described as negative, and in the case of  $r \in ] - 0.1; 0.1 [$ , there is no significant correlation of these variables [31]. According to Dancey and Reidy (2018) [22], the strength of correlation in the first two cases described has the following classification:  $|r| \in [0.1; 0.3]$  is weak;  $|r| \in ] 0.3; 0.6 [$  is moderate; and  $|r| \in ] 0.6; 1 [$  is strong.

Then, to test the hypotheses H2a, H2b and H2c, as it is the analysis of a personal characteristic, it was decided to perform a descriptive analysis of frequencies, measures of central tendency and dispersion, looking through the average, median and fashion to confirm the validity of the hypotheses.

Finally, for the hypotheses H3a, H3b, H3c, H4a, H4b, and H4c, as they are items with non-normalized distribution with independent variables, we chose to test their validity through the Kruskal-Wallis (1952) [47] test, a nonparametric technique [12].

Therefore, the data collected were analyzed using the Kruskal-Wallis test, Pearson correlation test, Spearman Rho correlation test and descriptive analysis by the central tendency measures, delimiting a significance level (p) of 0.05 [77].

## 6 Results

### 6.1 Sample Characterization, Reliability and Normality Tests

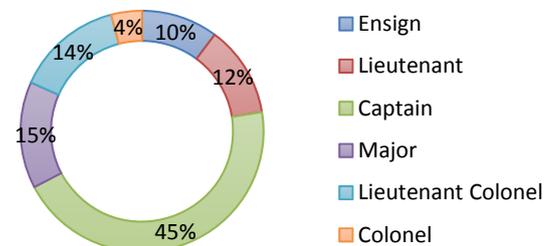
Of the 59 questionnaires delivered, 49 were answered by the military staff of the GNR AdMil Service. As with other investigations [19], it appears that most respondents are male (86%), a still evident feature of the military.

Regarding the academic degree, most respondents have master's degrees (59%), a minority have a doctorate (2%), and just over a third are graduated (39%), which is mainly due to the restructuring of the AdMil Course at AM in 2008, motivated by the Bologna Process.

Following Figure 2, it is easy to see that almost half of the respondents are in the captain's rank, while others have identical dispersion for the

remaining posts except for the Colonel rank (the first promotions took place in 2018, which justifies this exception).

Figure 2: Distribution of respondents by rank (*Made by Author's*).



In the analysis parameter “years of service”, there is a high concentration in the group-range from six-to-ten years (33%), followed by sixteen-to-twenty years (24%) and one-to-five years (16%) of service.

The place where they are operating is mostly in CARI through his three directions (49% in the sum of DRF, DRL, and DRH), followed by General Command (24.5%), with little representation in Territorial Commands and Specialized Units (10%).

On the other hand, regarding AD, we can see that the GNR, based on a well-defined hierarchical structure, does not use the 360° assessment method, few claims to have participated with its self-assessment (12%), the peer pronouncements are rarely considered (4%), supporting all evaluation in the hierarchical superior's notes (100%).

In this sense, skills are the focus (63%), peer comparison and behaviors are considered in almost half of the cases (49% and 41%, respectively), while individual results are considered in less than one-third of respondents (27%). Regarding the typology of the last PA, 82% were appraised by periodic assessment and 18% by extraordinary assessment.

The following table summarises the previous statements.

Table 8: PA Methods and Types (*Made by Author's*).

Item	Description	Size	%
PA Method	Self-evaluation	6	12%
	360° assessment	0	0%

	By the Hierarchical Superior	49	100%
	By the Peers	2	4%
<b>Measured parameters</b>	Skills	31	63%
	Results	13	27%
	Behaviour Observation	21	43%
	Peers Comparison	24	49%
<b>PA Type</b>	Periodic	40	82%
	Extraordinary	9	18%

Based on the adapted questionnaire for this investigation, the total Cronbach's alpha value is 0.897, which translates to a good internal consistency in general terms. As shown in the following table, the alpha values for each of the used items range from 0.883 to 0.896, which translates to good reliability and an equally strong internal consistency.

Table 9: Cronbach's alpha values (*Made by Author's*).

Item	Average	SD	Total Corrected Correlation	Cronbach's alpha if excluded
18. I am satisfied with the PA system used in GNR.	3,449	1,569	0,529	0,892
19. The results of my PA are generally acceptable.	4,959	1,581	0,485	0,894
20. I am satisfied with my last AD Interview.	4,878	1,201	0,661	0,889
21. I am pleased with the way feedback is provided.	3,959	1,755	0,465	0,896
22. The feedback I receive is highly relevant.	4,184	1,654	0,514	0,893
23. GNR recognizes good performance.	4,735	1,617	0,514	0,893
24. GNR is more interested in highlighting the positive aspects than the negative aspects of my performance.	3,673	1,519	0,714	0,885
25. I am proud to tell others that I am part of this organization.	3,755	1,627	0,648	0,887
26. I feel GNR deserves my loyalty.	5,286	1,472	0,756	0,883
27. I feel I have a great duty to GNR.	5,306	1,571	0,612	0,889
28. I rarely think of leaving this organization.	4,469	1,838	0,714	0,884
29. I feel I have a great moral duty to stay in the organization.	5,082	1,924	0,661	0,887
30. Even if it was an advantage for me, I feel it would not be right to leave GNR today.	3,837	1,663	0,494	0,894
31. I would be happy to spend the rest of my career in this organization.	4,673	1,573	0,497	0,894

Performed the Shapiro-Wilk technique, we got variable 26 and 28 with a normal distribution. Later, the techniques where these two items are present must be parametric, for all others, non-parametric techniques should be used. This test was compared with the Kolmogorov-Smirnov test because the Shapiro-Wilk test is best suited for samples with less than 50 results.

## 6.2 Hypothesis Test

To respond to DQ1, Spearman correlation tests (non-parametric technique) were performed to verify the hypothesis H1a, H1b, and H1c. From those results (following table), we can see that both the satisfaction with the PA system, the satisfaction with the PAI and the satisfaction with the feedback influences the PAS, presenting a positive and moderate correlation in these three cases (for  $p < 0.05$ ).

Table 10: Spearman's correlation for nonparametric variables (*Made by Author's*).

Item		Satisfaction with the PA system	Satisfaction with PA interview	Satisfaction with feedback
PAS in general	Correlation Coefficient	0,324	0,334	0,528
	Sig. (2-tailed)	0,020	0,019	0,000

For hypotheses H1d and H1e, Pearson's correlation technique was used (since it is a parametric technique). The coefficient values of this technique, called "r", point to a moderate positive correlation for loyalty and turnover (remembering that this last variable was interpreted a contrario sensu).

In this sense, that hypotheses H1d and H1e are also valid and that loyalty and turnover affect PAS in general, as shown in the following table.

Table 11: Pearson correlation for parametric variables (*Made by Author's*).

Item	Loyalty	Turnover	
PAS in general	Pearson correlation	0,307	0,508
	Sig. (2-tailed)	0,032	0,000

To test the hypotheses, raised for DQ2, was performed descriptive analysis through the central tendency measures. Recalling that the variable related to "expectation" could assume three values (below, according or above) and that PAS in general terms consisted of a Likert's seven-point scale, we can say that by fashion (more appropriate for this case, no intermediate values), the results obtained in the last PA are following the expectations created (the median and the average confirm this interpretation).

From the overall PAS average, respondents are slightly satisfied. For this reason, hypothesis H2a is

verified as a realistic expectation, and hypotheses H2b and H2c are not verified.

Table 12; Expectancy on results (Made by Author's).

Items	Measure			Values		
	Fashion	Median	Average	1	2	3
				Low ...	Corresponding ...	High ...
Expectancy on results	2	2	1,84	20,40 %	75,50%	4,10 %
PAS in general	6	5	4,87			

Finally, considering that, the hypotheses raised for DQ3 and DQ4 are identical in terms of typology, we used the Kruskal-Wallis technique (non-parametric items). From this test, the only effect that was found was the “sex” group, on the PAS in general, presenting  $X^2(1) = 5,280$  with a significance of  $p = 0.022$ . Therefore, the only hypothesis that is valid is H4b.

Table 13: Kruskal-Wallis test for DQ3 and DQ4 (Made by Author's)

Group	Description	Satisfaction with...	
		Feedback	PA in general
Rank	Chi-Square	3,147	3,436
	df	5	5
	Asymp. Sig.	0,677	0,633
Sex	Chi-Square	2,165	5,28
	df	1	1
	Asymp. Sig.	0,141	0,022
Academic degree	Chi-Square	2,595	1,626
	df	2	2
	Asymp. Sig.	0,273	0,444

We need to know, finally, if respondents are satisfied with PA in GNR. For this, a formula was structured consisting of the average between the item “PAS in general” (50%) and the average satisfaction with the factors, validated by hypotheses H1a, H1b, H1c, H1d and H1e (50%). Thus, on a scale of one to seven values, with a “PAS in general” of 4,878 and an average of the factors of 4,273, we obtained the result of 4,576.

In this research, the conclusions will follow the ideology of Likert (1932) [50] and will be examined through the closest integer value to the result, which is 5 (five) points, reflecting a positive agreement of slight intensity.

$$PAS = (0,5 * PAS \text{ in general}) + (0,5 * ((system + interview + feedback + loyalty + turnover))/5)$$

$$PAS = (0,5 * 4,878) + (0,5 * ((3,449 + 3,959 + 4,184 + 5,306 + 4,47)/5))$$

$$PAS = (0,5 * 4,878) + (0,5 * 4,273) = 4,576 \approx 5$$

## 7 Discussion of Results and Conclusion

### 7.1 Discussion of results

According to some authors presented here, several factors influence PAS. Thus, for DQ1: “What are the factors that influence Officers Performance Appraisals Satisfaction?” - we presented hypotheses H1a, H1b, H1c, H1d and H1e, the first three linked to work factors and the other two socio-organizational factors, as suggested by Martins and Santos [65].

For this, through Spearman correlation techniques (H1a, H1b, and H1c, as they are nonparametric variables) and Pearson correlation (H1d and H1e, parametric variables) we concluded that both hypotheses are valid since they present a correlation positive and moderate (for significance levels  $p < 0.05$ ).

These results match the results of Naeem et al. [71] for the PA system, of Gordon and Stewart [35] for PAI, of Jawahar [43] and Marcão [63] for feedback and turnover, and [7] regarding loyalty.

According to Cederblom [15], the results obtained in PA are as important as the expectations created by the evaluated. If an appraiser has a very optimistic expectation as to the results they will get, resulting in dissatisfaction or disappointment. On the other hand, a too pessimistic stance reflects that the employee is poorly informed about the evaluation process, does not receive adequate feedback or is unaware of the quality of their performance. As such, concern has risen in verifying the military's perception and expectation of their latest PA.

Through the descriptive analysis, it was possible to verify: that in 75% of the cases, the results were following the expectations created; whereas the overall level of PAS is on average 4.88; and that 65.3% of respondents consider that their superior

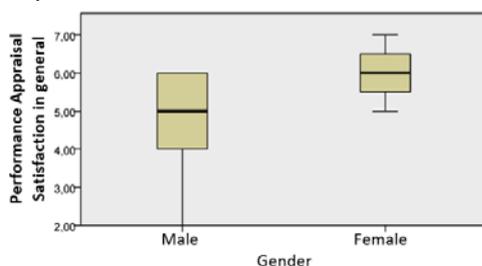
has sufficient observation time to perform a fair PA. Thus, the hypothesis H2a is verified. It is noteworthy that these results reinforce Cederblom's [15] argument and coincide with the results of Vroom [91] and Cook and Crossman [18].

In the final phase of the investigation, we sought to verify whether the respondents' gender, hierarchical rank or academic degree influence satisfaction with feedback (DQ3) and "PAS in general" (DQ4). For each factor, a hypothesis was proposed.

For this analysis, the nonparametric Kruskal-Wallis technique was applied. Thus, we found that none of the factors presented has effects on satisfaction with the feedback, the hypotheses H3a, H3b, and H3c were not validated (for a significance level  $p < 0.05$ ). The results of Fachada [25] and Antunes [4], public and private studies conducted in Portugal (respectively), shown that gender, hierarchical rank, and academic degree did not influence satisfaction with feedback.

Following the previous method to respond to DQ4, it was found that only the factor "sex" was shown to affect PAS in general. Thus, H4b is valid, with  $X^2(1) = 5,280$  and a significance of  $p = 0.022$ . Contrary to the results of other authors ([4], [25]), the gender of GNR AdMil Officers affects their overall PAS, more specifically, female Officers have higher overall PAS levels than Male Officers (Figure 4). On the other hand, the hierarchical rank and the academic degree did not affect PAS in general ( $p > 0.05$ ), thus excluding hypotheses H4a and H4c.

Figure 3: Kruskal-Wallis test for PAS in general (Made by Author's).



## 7.2 Conclusions

In this way, the ideal conditions for responding to DQ and RQ are met. In response to DQ1: "What are the factors that influence Officers Performance

Appraisals Satisfaction?" - it was discovered that the PA system, PAI, feedback, loyalty, and turnover influenced the respondents' PAS. whereas turnover was the only variable that has a negative impact, all the others had a positive influence.

As for DQ2: "What is the type of Expectation of the Officers on their Performance Appraisal?" - it concludes that the GNR AdMil Officers have a realistic expectation and adequate perception of the PA system currently implemented in GNR.

Concerning DQ3 - "Is the satisfaction with the feedback influenced by Officers hierarchical rank, gender, and academic degree?" - it was determined that the hierarchical rank does not influence satisfaction with the feedback that officers receive from their evaluators, as well as gender and academic degree.

Contrary to the results of Fachada [25] and Antunes [4], in response to DQ4: "Is Officers' Performance Appraisal Satisfaction influenced by their rank, gender, and academic level?" - attests to that the sex of AdMil Officers influences PAS. The results point to higher satisfaction rates in females than in males. However, the same was not true for the hierarchical position or the academic degree.

The responses to the DQ made it possible to gather the information needed to respond to the RQ: "What is the level of Performance Appraisal Satisfaction of the Republican National Guard Administration Officers?". Through the weighted average between the variable "PAS in general" and the average satisfaction with the factors found in DQ1, we obtained the result of five values. In this regard, GNR AdMil Officers are slightly satisfied with PA in GNR.

In this regard, it should be noted that the current PAS level of AdMil Officers is very close to the neutral value (four). On the other hand, GNR needs to be aware of the importance of PAS, as it is an attitude that can positively influence behaviors and other attitudes [49], increase performance [41], to increase loyalty [7] and to reduce the abandonment intentions [82] of its HR, "key factor for organizational competitiveness"[4].

Therefore, it is essential to change the negative average factors (translated into a slight level of dissatisfaction) specifically, the PA system and the PA interview, as they are two primary variables to

considerably impel the PA satisfaction indices. Otherwise, they may influence the other factors and incur the consequences of a lack of PAS (low values of organizational citizenship, poor commitment, decreased productivity and performance, increased abandonment intentions).

Since this investigation focused on a group of military officers, who should be the example to be followed by their subordinates [68], there is a greater concern, since the PAS in the upper hierarchical layers is higher [3]. Therefore, less satisfactory results are expected in the Sergeants and Guards categories.

As was suggested in the first chapter, the PA system should be reviewed and new methods should be implemented, not only based on the results since there are situations where it is impossible to evaluate the daily life of the GNR militaries [9]. But also, these new methods should make it possible to do a comparison between the military, since the promotion requirements and seniority related issues demand it [56].

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