

ARTICLE

UNDERSTANDINGS AND USES OF THE PAULISTA EXAM BY TEACHERS AND EDUCATIONAL SUPERVISORS¹

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ABSTRACT: This article analyzes how the Paulista Exam (*Prova Paulista*), a digital assessment applied bimonthly by the São Paulo state school system, has been understood and used by teachers and educational supervisors (*Coordenadores de Gestão Pedagógica*, CGPs). The investigation, conducted using a qualitative approach, was developed in a state school in Bragança Paulista, based on observations of pedagogical meetings, questionnaires administered to teachers, and interviews with CGPs. The content analysis of the data obtained through questionnaires and interviews allowed the identification of seven categories: Paulista Exam: definitions and purposes; Uses of the Paulista Exam in the school context; Relation between the Paulista Exam and digital materials/platforms; School's material conditions for conducting the Paulista Exam; Paulista Exam and Seduc: the control of school work; Students taking the Paulista Exam: the challenge of the digital format; (Dis)trust in the results of the Paulista Exam. Among the research findings, it is noteworthy that although the assessment is presented as diagnostic by the State Secretary of Education (Seduc-SP), it has operated as a mechanism for control, ranking, and curricular narrowing, thus deepening the logic of meritocracy and teacher accountability. The association between the Paulista Exam and the digital materials sent by Seduc-SP is also observed, which contributes to the loss of teacher autonomy. By linking evaluation and digital platforms, the Paulista Exam deepens processes of pedagogical control and the platformization of education.

Keywords: Prova Paulista, large-scale external assessment, digital materials.

COMPREENSÕES E USOS DA PROVA PAULISTA POR DOCENTES E COORDENADORES(AS) DE GESTÃO PEDAGÓGICA

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RESUMO: Este artigo analisa como a Prova Paulista, avaliação digital aplicada bimestralmente pela rede estadual de São Paulo, tem sido compreendida e utilizada por docentes e coordenadores de gestão pedagógica (CGP). A investigação, realizada através de uma abordagem qualitativa, foi desenvolvida em uma escola da rede estadual de Bragança Paulista, a partir de observações de reuniões pedagógicas, aplicação de questionários a professores e entrevistas com CGPs. A análise de conteúdo dos dados obtidos via questionários e entrevistas permitiu a identificação de sete categorias: Prova Paulista definições e finalidades; Utilização da Prova Paulista no contexto escolar; Relação entre a Prova Paulista e os materiais/plataformas digitais ; Condições materiais da escola para a realização da Prova Paulista; Prova Paulista e Seduc: o controle do trabalho escolar; A realização da Prova Paulista pelos estudantes: o desafio do formato digital; A (des)confiança nos resultados da Prova Paulista. Dentre os achados da pesquisa, destaca-se que embora a avaliação seja apresentada como diagnóstica pela Secretaria Estadual de Educação (Seduc-SP), tem operado como mecanismo de controle, ranqueamento e de estreitamento curricular, de modo a aprofundar a lógica da meritocracia e da responsabilização docente. Observa-se, também, a associação entre a Prova Paulista e os materiais digitais enviados pela Seduc-SP, o que contribui para a perda de autonomia docente. A Prova Paulista, ao articular avaliação e plataformas digitais, aprofunda processos de controle pedagógico e de plataformização da educação.

Palavras-chave: Prova Paulista, avaliação externa em larga escala, materiais digitais.

COMPRESIONES Y USOS DE LA PRUEBA PAULISTA POR DOCENTES Y COORDINADORES DE GESTIÓN PEDAGÓGICA

RESUMEN: Este artículo analiza cómo la Prueba Paulista, una evaluación digital aplicada bimestralmente por el sistema escolar del estado de São Paulo, ha sido comprendida y utilizada por docentes y coordinadores de gestión pedagógica (CGP). La investigación, realizada con un enfoque cualitativo, se desarrolló en una escuela pública de Bragança Paulista, a partir de observaciones de reuniones pedagógicas, cuestionarios administrados a docentes y entrevistas con CGP. El análisis de contenido de los datos obtenidos mediante cuestionarios y entrevistas permitió identificar siete categorías: Prueba Paulista: definiciones y propósitos; Uso de la Prueba Paulista en el contexto escolar; Relación entre la Prueba Paulista y materiales/plataformas digitales; Condiciones materiales escolares para la realización de la Prueba Paulista; Prueba Paulista y Seduc: el control del trabajo escolar; Estudiantes que realizan la Prueba Paulista: el desafío del formato digital; (Des)confianza en los resultados de la Prueba Paulista. Entre los hallazgos de la investigación, cabe destacar que, si bien la evaluación se presenta como diagnóstica por la Secretaría de Educación del Estado (Seduc-SP), ha funcionado como un mecanismo de control, clasificación y restricción curricular, profundizando así la lógica de la meritocracia y la rendición de cuentas docente. También se observa la asociación entre la Prueba Paulista del Estado de São Paulo y los materiales digitales enviados por la Seduc-SP, lo que contribuye a la pérdida de autonomía docente. Al vincular la evaluación con las plataformas digitales, la Prueba Paulista intensifica los procesos de control pedagógico y la plataformización de la educación.

Palabras clave: Prova Paulista, evaluación externa a gran escala, materiales digitales.

INTRODUCTION

For 27 years, São Paulo State was managed by governors from the Brazilian Social Democracy Party (*Partido da Social Democracia Brasileira*, PSDB). During this time, regarding educational

policies, those related to assessment are noteworthy. One year after PSDB took over the state government, in 1996, the state assessment system was implemented (*Sistema de Avaliação do Rendimento Escolar do Estado de São Paulo*, Saresp), in order to “produce a diagnosis of the basic literacy situation in the state, to guide educational managers on the monitoring of policies aiming quality improvement in education” (São Paulo, 2023b).

Saresp is a large-scale external census assessment, submitting 3rd, 5th, 7th and 9th-year-students from Elementary School (*Ensino Fundamental*, EF) and 3rd-year-students from high school (*Ensino Médio*, EM). The exam is formatted on multiple choice questions, comprehending Maths, Reading and Natural Sciences. As Jacomini, Nascimento e Stoco (2023, p9) highlight, Saresp “started to shape the educational policy on several aspects” such as, for example, the bonus policy, that is, the amount destined to education professionals given students’ results on this assessment.

Large-scale external assessments such as Saresp are among actions undertaken on policies which, especially since the 1990s, began to advocate in Brazil for the State’s political-administrative reform. It regards the neoliberalism advancement, understood as hegemonical construction processes which assemble through the implementation of production strategies of new social meanings (Gentili, 1996).

Neoliberal political rationality generates as its product the managerialism, seen as a way to State reform (Suspitsyna, 2010). Among the managerialism’s characteristics we can quote: an incessant quest for economic efficiency, training implementations, the belief on managers to solve problems, the private sector’s *ethos* on the public sector, the use of strategies rigorously calculated with measurable results (Newman; Clark, 2012; Rodrigues, 2018; Rodrigues; Ferrarotto, 2018).

In sum, on the neoliberal logic, a new perspective on management would bring quality to the public sector, through the use of processes inspired by the business sector. According to Freitas (2018), under this light, rights start to be conceived as services and, therefore, must be distanced from the State. Among these rights is education, which must be ruled by quantitative goals, centralized curriculum and results assessment (Jacomini, Santos; Stoco, 2023). Those who stand by this logic believe large-scale external assessment is capable of offering a general view of the system by signaling, in an objective way, what happens in schools. Assessment, combined with consequences drawn from these results, leads to excellence, since it separates those who make an effort and may change their behavior from those who still do not (Ribeiro; Sousa, 2023).

Sao Paulo State government, in synchrony with this conception, has implemented not only Saresp, but also the Learning Process Assessment (*Avaliação da Aprendizagem em Processo*, AAP) in 2011. The AAP was idealized by the education secretary at the time, Herman Jacobus Cornelis Voorwald, to evaluate students reaching the Final Years of elementary school (EF’s 6th to 9th year), mostly municipal school system graduates, as well as EM’s initial students. AAP was progressively expanding. Initially, it only contemplated EF’s 6th graders and EM’s 1st graders, applied every semester. In 2015, it comprehended all EF’s Final Years’ students and all the EM’s. In the following year, the test application happened bimonthly, always focusing on Mathematics and Portuguese (São Paulo, 2015; 2016). Another change regarded the test’s format. On the first editions, there were open-ended questions, however, from 2015’s second semester onward, only multiple choice questions were applied (Pinto, 2016).

Sao Paulo State Secretary of Education (*Secretaria Estadual de Educação de São Paulo*, or Seduc-SP) presented AAP as a evaluation aiming to monitor the “classes’ and students’ learning process, in an individualized way, presenting a diagnostic character” (São Paulo, 2016, p2). Still according to Seduc-SP, AAP aimed for “supporting school units and teachers on the elaboration of proper strategies, given the analysis of their results, which contribute effectively to improve the learning process and student development, especially on continuous remedial education actions” (São Paulo, 2016, p2).

According to Pinto (2016, p. 85), in the eyes of the State Secretary of Education, AAP was another assessment instrument to compose teachers’ monitoring records, without the pretension of invading “school work in the context of cycles and series, nor the teacher’s competence, but to support

him”. However, the author highlights that every operationalization of AAP was systematized by Seduc-SP, including functions attributed to each professional at school (Pinto, 2016).

In order to orient works based on AAP, schools received guidance documents about the application and analysis of the tests, called Pedagogical Comments and Recommendations. On them, there was the “skills board, answer keys, items, pedagogical interpretation of the alternatives, activity suggestions subsequent to the results’ analysis and orientation for the application and correction of text production” (São Paulo, 2015, p2). Those materials were also useful to the formation of in-service teachers by exposing the objective of each question and how it could be used in the classroom (Sousa, 2015).

Applied and corrected by the school teachers themselves, it did not present itself as a large-scale assessment, however, it was clear that it “[was a dialogue] with the abilities comprised in SARESP, SAEB, ENEM” (São Paulo, 2015, p2). However, according to Rodrigues’ (2018) analysis, AAP may be considered a large-scale external assessment, since it was externally elaborated and applied to all state schools. To some researchers, AAP, such as Saresp, deepened control over the organization of pedagogical work based on the centrality and standardization of the instrument, with externally prescribed goals and little space for school autonomy (Rodrigues, 2018; Jacomini; Nascimento; Stoco, 2023).

From 2016 onward, 20% of AAP corresponded to Saresp’s Evaluation Matrix abilities (Pinto, 2016), signaling an alignment, increasingly evident, among these assessments, where the first is a form of preparation for the second. As Freitas (2018) states, the alignment is typical of the managerial reform, on the grounds of basis/curricula, teaching, assessment and accountability, imposing standardization. Hence, we are before a new technicism - or neo-tecnicism (Freitas, 2018) - with new features, but which continues to disregard the teacher from the planning and decision-making process, making him a simple executor, an object.

Yet, it is noted that São Paulo’s state school system, also from 2016 onward, has implemented the Learning Focus Platform (*Plataforma Foco Aprendizagem*), filled in with results from AAP, from Saresp, from the Basic Education Assessment System (*Sistema de Avaliação da Educação Básica*, Saeb) and from the Basic Education Development Index (*Índice de Desenvolvimento da Educação Básica*, Ideb) (São Paulo, 2019). According to Pinto (2016, p88), the decrease on essay questions at AAP and, therefore, its exclusive composition of multiple choice questions, is related to this data record on the digital platform, because it “eases the analysis through digital systems and adjusts itself to the standardized assessment model to all the students on the school system”. For the author, Seduc-SP uses computational technologies to control school actions regarding curricula execution and students’ performance. Furthermore, it states that “the focus on student assessment and his development process is displaced to a set of norms, predetermined in an external and abstract way by instances exotic to the teaching-learning process” (Pinto, 2016, p84).

It is important to highlight this scenario is previous to the Covid-19 pandemic. With social isolation came remote classes through digital technologies and thereby we witnessed the advancement of these technologies on education, even after the pandemic’s most critical period and the return of face-to-face activities. As Mello, Santos e Pereira (2022) emphasize, the use of digital technology was fetishized, on the assumption it leads to better results. On the tale of embracing digital technologies in education, Tarcísio de Freitas announced, on the beginning of his term as São Paulo governor, the Future Room Program (*Programa Sala do Futuro*), proclaimed as “a digital tool package to bring São Paulo’s education to a new phase, more modern and attractive to students” (São Paulo, 2023a). The Paulista Exam, which replaced AAP, is part of the Future Room Program. Applied bimonthly to all students on the state school system, from the 5th year onward, the exam is totally digital and its results are available in 24 hours.

During a *live* broadcast, transmitted through the São Paulo Media Center (*Centro de Mídias de São Paulo*, or CMSP), carried out on March 2023 to present news on the school system, Renato Feder, state education secretary, presented the Paulista Exam and stressed what changed in comparison to AAP. According to Feder, Seduc-SP wants to empower the teacher, providing him with simple data about

students' learning process on the CMSP news panel. On this panel, the director, supervisor and teaching manager consult the percentages of participation and scores, observing if there's an evolution in relation to the last assessment and the position of the school related to others in the state.

Lima (2021) analyzes the progress of digital technologies in education, similar to what has been happening in Sao Paulo's state school system. According to the author, such technologies are announced as advancement since they are permeated with the market logic and private management in opposition to bureaucracy, considered slow, expensive and specific to public administration. It also stresses that management oriented on results, indexes and evidence increases the probability of obedience to rules and automated decisions. And yet

It is with the increased bureaucratization in education, made possible through the machines of education management, that ethical and aesthetic dimensions, related and emotional, democratic and participative, of humanization of human beings, among others, come out potentially diminished, eventually precluded (Lima, 2021, p11-12).

The same previously mentioned live broadcast covered statements from the Information Technology manager, the director of Pedagogical Coordination (*Coordenadoria Pedagógica*, COPED) and from the Assessment Department. These characterize the Paulista Exam as a digital, bimonthly and formative evaluation, enabling the teacher more assertive actions, since the access to results will be available faster.

Guys, we know the importance of formative evaluation. It helps us replan our teaching-learning process throughout the year. That is why we are doing a new bimonthly test. From now on, it's 100% digital. And from now on, we comprise on this test all curricular components from the EF's 5th year to EM's 3rd year (Renato Dias, COPED Coordinator, Sao Paulo Media Center, 2023).

As you can see, the feedback is much simpler, faster. And with it, teacher, you can make decisions, take actions more assertively because on a much faster timing, almost immediately after the test, the result will be in your hands and you will be able to develop all this work seeing what's your student's difficulty, what is the most assertive step on remedial learning and what in fact is an obstacle to this student. Given that, the teacher gains time, class time and assertiveness time because he knows immediately after the test what is the difficulty and where he can also advance (Patrícia Monteiro, Assessment Department Director, Sao Paulo Media Center, 2023).

Once more we notice the presence of a discourse around the Paulista Exam in which it is presented as beneficial and more assertive by its digital character and rapid result availability. To what it seems the speed and management of a great amount of data values technical reason, with new instruments of regulation and control, based on an e-administration (Lima, 2021). And so, neotechnicism gains another element, configuring what Freitas (2021) calls digital neoliberalism, proclaimed as the new solution to education's problems. On this perspective, "the more technology, the better - videos, electronic texts, teaching platforms, tutors, evaluations through the platform, *big data*, social media, and what else you can invent and connect - may it be face-to-face or online" (Freitas, 2021).

We also need to consider that the simple fact of having agility on the results' feedback, which start composing a large data base, is associated with formative evaluation. Seduc-SP, given this data feedback, expects them to become reference to the teacher's practical planning. Thus, the control over pedagogical work is enforced even "under the scope of terms such as formative evaluation, particular to the school universe and which has been defended for years by professional educators" (Ferrarotto; Rodrigues, 2023, p183).

In light of the foregoing, we present the data from an investigation initiated in 2024 and finalized in 2025² on which the guiding research question was: How did the Paulista Exam, applied

² Research developed with the financial support from Sao Paulo State Research Support Foundation (*Fundação de Amparo à Pesquisa do Estado de São Paulo*, or Fapesp). Proceeding number: 2023/13404-4

bimonthly in digital format and with agile results feedback, has been understood and used by teachers and state school managers in Sao Paulo? The objective was to describe and analyse how the Paulista Exam is understood and used by teachers and educational supervisors from the state school system and the specific goals regarded description and analysis: i - of teachers' and coordinators' conceptions of pedagogical management regarding Paulista Exam; ii - the use of Paulista Exam by teachers and educational supervisors, considering its periodicity and format.

The paper is organized in four sections, of which this is the first. On the sequence, we present the path taken on the search for answers to the research question. In the third section, there is the description and analysis of the results obtained. At last, we present the final considerations, with the reflections that have emerged from this investigation.

THE PATH TAKEN

According to the objectives formerly presented, a qualitative study was developed in a Bragança Paulista state school³. The research was executed on the aforementioned city given the authors' ties to the Sao Paulo Federal Institute of Education, Science and Technology - Bragança Paulista campus (*Instituto Federal de Educação, Ciência e Tecnologia de São Paulo*, IFF-SP/Bragança Paulista), facilitating the commute to the field. According to André (2013, p97), qualitative research "is grounded on a knowledge perspective as a process socially constructed by the subjects on their everyday interactions, while they perform on reality, transforming it by being transformed by it".

Considering recently Sao Paulo state school system has expanded the Full-Time School Programme (*Programa de Ensino Integral*, PEI)⁴ and many schools are currently going through an adaptation process, the Bragança Paulista state school has been selected for this study for being a part of PEI for longer. The research subjects were the school teachers and educational supervisors (*Coordenadores de Gestão Pedagógica*, CGP)⁵.

We have oriented our observation to the teachers since, according to presentation videos of the Paulista Exam, such assessment has been implemented to support them on the development of their pedagogical practice, with data that may be used more assertively. Regarding CGPs, they were taken as research subjects given some of their occupational attributions on Resolution n53, from June 29, 2022, related to assessment and orientation of teachers' work.

I - work as an educational supervisor, competent to *plan, monitor and assess teaching-learning processes, as well as student and teacher performance*; II - *orient teachers' work on pedagogical meetings and during collective work hours*, as to support and subsidize classroom activities, given didactic sequences of every year, course and cycle; [...] IV - *support the analysis of performance indexes and student attendance for decision making in order to favour learning improvement and study continuity* [...] (Resolution n53/2022, our stress)

The Collective Pedagogical Work Class (*Aula de Trabalho Pedagógico Coletivo*, or ATPC) was observed, in which teachers and CGPs participate. Observations, between May and December of 2024, were relevant to the research once they made possible the researcher's contact with the phenomenon

³ This research was submitted to the Ethics Committee from Sao Paulo Federal Institute of Education, Science and Technology and it holds the Ethics Appreciation Presentation Certificate (*Certificado de Apresentação para Apreciação Ética*), number 77726124.3.0000.5473.

⁴ PEI has existed in the Sao Paulo state school system since 2012. However, there was an advancement in its implementation over the last years. Since 2021, PEI has expanded its scope from 1,077 schools to 2,314 units, spread across 464 cities (São Paulo 2023b).

⁵ In 2022, there was the implementation, on São Paulo state school system, of the new job structure and functions career. teacher coordinators (*Professores Coordenadores*) are now called Educational Coordinators (*Coordenadores de Gestão Pedagógica*) (São Paulo, 2023c).

under scrutiny, allowing us to come closer to the subjects' perspective (Lüdke; André, 1986), that is, how they understand and use the Paulista Exam.

After a while monitoring the ATCPs, we've applied questionnaires with closed and open items. They were applied in September 2024, during ATCP, when all teachers⁶ and coordinators participated, that is 12 teachers and 4 CGPs. According to Gil (2008), questionnaires may be used for the purpose of obtaining information about knowledge, beliefs, values and feelings considering both past and present. Prior to the application, questionnaires were pre-tested, to avoid possible flaws on the items' description (Gil, 2008).

As a complement for the information obtained, we have interviewed the CGPs. Lüdke e André (1986) stress this instrument may allow the deepening of data provided by other techniques, such as questionnaires. According to the authors, the interview allows corrections, explanations and adaptations and becomes alive on the dialogue between the interviewer and the interviewed. The interviews were recorded and transcribed during November 2024.

In the analysis process, we have tabulated and accounted for the closed items of the questionnaires. The open questions were submitted to content analysis, such as the interviews. The content analysis, according to Bardin (1997, p38), "uses systematic and objective procedures and describes the messages' content". Yet, according to the author, by manipulating the messages, the researcher may infer knowledge about the sender and its midst. This way, the researcher "works with indexes carefully put into evidence through more or less complex procedures" (Bardin, 1977, p39).

In content analysis, there are three chronological poles: pre-analysis; material exploration; result treatment - inference and interpretation. In the first phase, the organization of material takes place. Initial ideas are operationalized and systematized through fluctuating reading (first contact with the material and the first impressions over it); material organization and hypothesis formulation take place as a guide to analysis, as well as indexes' choices and its organization (Bardin, 1977).

In the second phase, the material may be explored and, thereby, the systematic administration of decisions takes place, that is, the organization of raw data in units to represent the message content. Such an organization may be theme oriented. The content analysis technique ends on the treatment of results and its interpretation. This way, inferences (deductions in a logical manner) may appear and contribute to the interpretation according to the research objectives or yet, indicate other findings (Bardin, 1977).

Following the presented path, we have sought to comprehend "the maximum scope on the description, explanation and understanding of the focus under study" (Triviños, 1987, p138), as to achieve the intended objectives, that is, to describe and analyze how teachers and CGPs from a Bragança Paulista state school understand and use the new bimonthly - and now digital - assessment from the Sao Paulo state school system, the Paulista Exam.

PRESENTATION OF THE RESEARCH FINDINGS

With the analysis of the data obtained from observations, questionnaires and interviews, it was possible to identify the following categories: Paulista Exam: definitions and purposes; Uses of the Paulista Exam in the school context; Relation between the Paulista Exam and digital materials/platforms; School's material conditions for conducting the Paulista Exam; Paulista Exam and Seduc: the control of school work; Students taking the Paulista Exam: the challenge of the digital format; (Dis)trust in the results of the Paulista Exam. In the next section, there's a brief presentation of each category.

Paulista Exam: definitions and purposes

⁶ Except for the support teachers.

In this category, it was observed that most participants (10 responses) understand the Paulista Exam as an instrument that measures the students' learning process, the mastery of skills every two months and points to gaps that may orient pedagogical action.

The exam assesses the abilities developed during the 2-month period, in order to detect competences and abilities contemplated and analyse the individual and collective development of the class (Teacher S, Questionnaire, September 12, 2024).

It is an important instrument, good for measuring the student's knowledge (Teacher B, Questionnaire, September 12, 2024).

An external assessment with the objective of verifying the student learning process and the curriculum execution (Teacher K, Questionnaire, September 12, 2024).

We have noticed the incorporation of Seduc-SP definitions which present the Paulista Exam as an evaluation destined to monitor curricular development and to support the teacher on identifying fundamental abilities of the 2-month period then comprised (Sao Paulo, 2023a; Momento Formativo CMSP 2024). In general, these professionals, at least when questioned about what is the Paulista Exam and what is it for, do not criticize this assessment instrument. The external assessment - part of the Paulista state school system everyday routine for three decades - is seen as capable of identifying aspects related to the students' learning process, without problematizing the need for an external bimonthly instrument for this purpose. The frequency of these assessments at the Paulista state school system may be contributing for teachers to assume they need them to evaluate the students' learning process in the classroom.

However, one participant highlights the importance of considering other instruments of evaluation capable of capturing the particularities of each class and their specific demands. The critique falls upon the standardized approach, which tends to ignore the complexity of the teaching-learning process in varied institutional contexts. *"Although the Paulista Exam is aligned with the curriculum worked on the discipline, it is important to understand the particularities of each class, their need for adjustments on the content, observing reviews, recoveries, leveling and the overcoming of several disadvantages"* (Coord. F., Interview, Nov. 21, 2024).

This understanding dialogues with Pinto (2016), who says external assessments such as AAP, substituted by the Paulista Exam, treat students homogeneally, ignoring social, cultural and cognitive differences. This may compromise its pedagogical utility, since these practices are disconsidered over a standardized and uncontextualized model.

Uses of the Paulista Exam on the school context

Teachers' and coordinators' reports bring to light that the Paulista Exam occupies a significant place on the pedagogical routine, especially referring to the data collection to orient school planning.

When questioned about how they use the Paulista Exam, in 10 responses, the participants state that, based on the results, pedagogical interventions take place: *"after the Paulista Exam result a survey of ability gaps is made, and thus strategies are adopted to retake it and comprise all the students"* (Coord. A, Interview, Nov. 19, 2024). According to the collected data, discussions on the ATPC moments are part of the institutional routine: *"On knowledge area ATPC meetings and on general meetings results are assessed and plans of action are elaborated"* (Coord. C, Interview, Nov. 21, 2024).

We realize there is a collective effort of the team regarding the Paulista Exam. Among the aforementioned strategies, are the use of the test's questions on mock tests. There's the most intense

approach of Seduc-SP's slide presentations with the assessment's content, also the questions' review with students' feedback and even the school regular grades evaluation system is sometimes based on the Paulista Exams' results.

We always start to consult the previous years. Showing the students, showing how the test comes, how it thinks (Coord. F, Interview, Nov. 21, 2024).

Other than my discipline's grades, I also use the general Paulista Exam score to compose the average score of the students (Teacher L, Questionnaire, September 12, 2024).

I generally analyze the assessments from previous years and make mock tests in order to prepare for the evaluation (Teacher S, Questionnaire, September 12, 2024).

I, as coordinator, for example, with my teachers verify how far they could go, right, on the digital material content; if it's not late, if she's being able to follow the schedule, the one we put there on the teaching guide. So, there's also the use of CMSP tasks, because that is also going to reinforce the content, both from the digital material and the one that will be on the Paulista Exam [...] (Coord. R, Interview, November 28, 2024).

However, some teachers, such as Teacher C and Teacher B, describe these meetings as bureaucratic and goal oriented:

It is part of our routine [meetings] and we always try to take the best from this "bad thing" that steals our freedom only to generate numbers without committing to the actual learning process (Teacher C, Questionnaire, September 12, 2024).

Every time, on ATCPs, general and area ones, the coordinators bring us information about the tests' applications and we outline strategies to try and reach better results (Teacher B, Questionnaire, September 12, 2024).

These practices refer to the large-scale assessments' repercussions on the organization of pedagogical work, already reported on several research projects (Ravitch, 2011; Menegão, 2016; Pinto, 2016; Rodrigues, 2018). Teaching is more and more oriented to the preparation for the test, at the expense of broader and more meaningful contents and pedagogical approaches. School management and teaching work start to organize through the exams, aiming for higher scores. And again, in most answers, this logic is not criticized. Its reproduction then follows. We infer that this scenario comes from the use of Paulista Exam for different purposes, such as the bimonthly composition of school directors' assessment for the Sao Paulo State School Olympics (Desiderio; Souza, 2025).

We have noticed, on this school system, the grounding of a market quality framing, which "has utility, practicality and comparability parameters, using measurements and measurable levels, standards, rankings, comparative tests, hierarchy and standardization" (Silva, 2009, p219). Since Saresp, through AAP and now the Paulista Exam, to be acknowledged as a good school and a good teacher, you must present quantitative results. The diffusion of this rationality molds the way the team perceives itself and the actions taken follow the search for goals.

There are still actions oriented to the emotional and behavioral aspects of students. During tutorings, motivational readings and reflexive dynamics are developed, prior to the Paulista Exam: *"My tutoring students and I have done an activity with chocolate on the board, where I put motivational sentences, they had to*

take what they needed to make a good test” (Coord. A, Interview, Nov. 19, 2024). Although well intentioned, such practice reveals the emotional pressure associated with student performance. As Richter, Souza and Silva (2015, p612) point out, “the accountability based on the teacher and school culpability logic [...] alters the way teachers think about what they do and how they relate to colleagues and students”. School and teacher accountability based on these assessments’ results may deeply affect the relations established between students, making even affective relations mediated by the performance logic.

The school also adopts valorization strategies on students with good results. According to Coord. F (Interview, November 21, 2024): *“Students who stand out on the Paulista Exam, we call them, deliver certificates, show it, make panels”*. These actions happen on public moments, such as the civic hour or the classroom time: *“Usually, we do the announcements in the classroom, at the national anthem time”* (Coord. F, Interview, Nov. 21, 2024). Conversely, according to one of the coordinators, students who present lower scores aren’t publicly exposed, but are summoned to individual conversations: *“Students with lower results, we don’t expose, right? To the whole school. But we ask this student to talk and ask him or her what happened”* (Coord. A, Interview, Nov. 19, 2024).

However, there is a panel at school where all students’ grades are pinned, which, in an indirect way, makes the results accessible to all: *“The grades are revealed on a panel that we have here at school. So, all students know the grades of all the other students”* (Coord. C, Interview, Nov. 21, 2024). Actions such as this are in accordance with individualization processes which “stand on culpability: in the case of failure, the accountability is imputed to the individual” (Mormente; Portugal, 2024, p17). Mormente and Portugal (2024) advert that the intensified dissemination of ideas aligned to neoliberalism in the school environment seeks to reverberate on the subjectivation processes, in a way that produces new forms of submission.

This public valorization exemplifies the use of the assessment as a distinction and visibility tool. Freitas (2011) alerts that such practice associates the assessments to meritocracy logic, promoting acknowledgement only to certain individuals and confusing the assessment’s diagnostic function with awarding and ranking instruments. Practices such as this reinforce the school performance culture and the value attributed to individual development (Ball, 2004). The actions described demonstrate how the school uses the Paulista Exam also as a management tool to regulate the students’ conduct and behavior, associating academic achievement with public acknowledgement.

Relation between the Paulista Exam and digital materials/platforms

The analysis of answers to the question “How do you analyze the relation between the Paulista Exam and digital platforms” reveals a direct association between this assessment and the digital materials made available by Seduc-SP, especially presentation slides and CMSP tasks: *“They are connected among themselves”* (Teacher F, Questionnaire, September 12, 2024). Ten participants affirm to use these materials as base for the class planning, reviews and remedial classes: *“through the classes, presentation slides and a remedial activity or another about the theme”* (Teacher C, Questionnaire, September 12, 2024). The idea that the evaluation is anchored on what is taught through digital materials appears in nine answers: *“The Paulista Exam is an assessment that summarizes all the classes’ content presentation slides”* (Teacher F, Questionnaire, September 12, 2024).

Calío, Stassi-Sé e Araújo (2024, p58) affirm the “digital material supplied by the Secretary of Education and the CMSP platform exercises have the objective of preparing the students to the Paulista Exam, an exam applied bimonthly all over the state”. In this direction, the statements presented refer to what Menegão (2016) describes as a process of narrowing curriculum and formative processes. In one of the replies, Teacher L (Questionnaire, September 12, 2024) criticizes directly the score goals’ obligation and excessive focus: *“Digital platforms could be optional, so that each teacher could add them into their classes, instead of being obliged to an exorbitant number so the platform turns green”*.

The loss of teacher autonomy on the paulista state school system has been reported, on the current context of assessments and digital technologies, by researchers on the education area (Calió; Stassi-Sé; Araújo, 2024; Desiderio; Sousa, 2025; Gepud; Repu, 2025). It is noteworthy the remembrance of what Freire (2013) teaches us, that autonomy builds itself step by step on the varied experiences of decisions that must be made. Decisions taken with responsibility and ethics serving emancipation. However, imposing the use of digital platforms and materials that will have their contents monitored by external assessments may preclude pedagogical decision-making implicated on the expanded formative processes and which does not limit to the generation of quantitative data.

The fact that there seems to be a bigger discomfort among the interviewed related to those digital materials stands out, especially among teachers, compared to the incidence of external evaluation in the school environment. They acknowledge they are linked, however, as we have seen in previous categories, they describe the Paulista Exam by the use of a more subtle critical view or even an absence of it. Large-scale external assessment, this way, seems to be ingrained in the organization of pedagogical work without having the loss of autonomy linked to it.

Despite the existence of critique related to digital materials, some teachers stress positive aspects (on 3 responses) of its use, such as the alignment between teaching goals, the theme integration among platforms and planning, and the possibility of remedial effort over the contents:

They stress the activities developed in the classroom and make the students go over the contents in a playful way during the bimester (Teacher S, Questionário, 12 set. 2024).

An innovation in our every day life (Teacher K, Questionnaire, September 12, 2024).

And the digital materials, they come with everything, I think they come kind of directed to the same objective (Coord. F, Interview, Nov. 21, 2024).

Therefore, the main challenge on these teachers' responses appears to be on the tension between support and imposition of digital materials/platforms. We understand that both - digital materials/platforms and the large-scale external assessment - have been compromising the teachers' professional autonomy. It is paramount that educational public policies consider the teachers' role, not as a mere executor of premade guidelines (digital materials/platforms and prescriptions to obtain higher indexes on standardized texts, for example), but as a reflexive and formative subject. The construction of a critical and autonomous pedagogical practice demands the digital and assessment instruments serve the teaching process and not the other way around.

School's material conditions for conducting the Paulista Exam

The execution of the Paulista Exam depends on the technological infrastructure available on school units, especially since it consists of a model framed on digital materials/platforms. When questioned if the school has the necessary conditions (equipment, internet connection etc) for the application of the Paulista Exam, three responses state the school presents adequate conditions, however, we have noticed this perception is frequently conditioned to the existence of a schedule to use the equipment. "Yes [the school presents the conditions]. A schedule is made to use the Access room and this way the test can occur in an organized way and on the deadline" (Coord. A, Questionnaire, September 12, 2024). It shows the conditions are sustained by a management effort that demands constant planning and adaptation.

Two teachers indicate the school has enough equipment. However, this is the minority of responses considering the analyzed set. Most reports (11 responses) reveal a critical scenario of lack of resources. Several teachers say there are no proper conditions: “No, the school has little equipment, many broken and outdated. The school needs equipment” (Teacher C, Questionário, 12 set. 2024). Other stress the internet instability or the usage of obsolete equipment:

We don't have internet efficiency. Some days the internet is bad, then they get there, think, the effort of a 6th grader to get there at question six and the internet connection fails and he starts all over again or the system shuts down. So many times that happened, guys, with the students (Coord. R, Interview, November 28, 2024).

No, we lack equipment for everyday use and for assessment day, other than that, the internet is highly unstable (Teacher B, Questionnaire, September 12, 2024).

A similar situation is described by Calió, Stassi-Sé e Araújo (2024). According to the authors, there are not enough devices, those that exist work badly and there is an instability on the internet connection. It is also stressed by the participants of this research that the school has only one room with minimal conditions to apply the test: “[...] *only one room has minimum conditions of execution of the online text. Other spaces don't have such conditions as devices, outlets, internet*” (Coord. R, Interview, November 28, 2024). In other cases, the available structure compromises other classes: “The school has conditions, but there's still a lot of equipment missing to effectively assist all and manage time in a better way without impact other classes, such as technology, since the computer lab is taken during the time of the application” (Teacher M, Questionnaire, September 12, 2024).

Data informs about the school's structural conditions regarding necessary resources to the use of digital technology. The discrepancy between the model proposed by Seduc-SP and the real possibilities generates significant effects on the students' experience and the teachers' work. “Very objective elements are decisive to the students' development: their social condition origin and the learning conditions offered” (Souza; Lopes, 2010, p59). When the results of external assessments are used for comparison between schools and disregard contexts, there's a risk of reinforcing and producing inequalities.

Paulista Exam and Seduc: the control of school work

Research participants acknowledge the high importance attributed by Seduc-SP to the Paulista Exam and report the repercussions this focus generates. In eight responses, the exaggerated emphasis on the evaluation results is criticized. Teachers report there is a “hierarchical pressure”, that “the pressure comes from above” and “befalls over the teacher [...]” (Teacher C, Questionnaire, September 12, 2024). Consequently, their work is measured almost exclusively through the data obtained in the evaluation. A teacher says that “in fact, it is to know if the teacher is working the material” (Teacher V, Questionnaire, September 12, 2024), while other states “the impression is that there is only the habit of measuring and calling for action, and listening is simply not done” (Teacher B, Questionnaire, September 12, 2024). The assessment, on this perspective, serves the production of data to funding accountability (Souza; Lopes, 2010) and favours accountability based on the logic of teacher culpability (Richter; Souza; Silva, 2015).

The answers of school professionals are evidence that the Paulista Exam is inside an institutionalized ranking logic that relies on digital platforms of the state school system. The data generated by these assessments are automatically organized in classifications by school, class and student, creating a constant comparison dynamics. As Coordinator F (Interview, November 28, 2024) stands out: “*The ranking, it exists, officially speaking, on a school level, on the student level, everything, right? Since everything is digital, now they are on the platforms, it does this automatic ranking*”. On this view, we observe an

[...] articulation of control mechanisms over the pedagogical work: on the one hand, large-scale external assessments which constitute as controllers and inductors of educational policies by defining goals to schools and accounting their professionals responsible for the results obtained; and, on the other hand, digital platforms that direct managers' and teachers' action, organized to be users of digital technologies, without the possibility of any power of decision (Rodrigues; Ferrarotto; Garcia, 2025, p. 41).

Besides general ranking, there are specific groups called *clusters*, which gather schools or classes with similar profiles, in order to enable more guided comparison. Coordinator C (Interview, November 28, 2024) explains: *"It is a group of 61, 62 schools, that we don't know which ones they are, but, theoretically, they have the same profile, of integral schools, 9 hours a day etc"*. This classification is accessible to coordinators through their institutional profiles at the School Total Panel (BI - *Painel Escola Total*), and the school itself reproduces these rankings internally: *"It's even printed on the teacher's lounge, okay? The teachers asked me to do it, to print it for them, because not all of them have access"* (Coord. C, Interview, Nov. 28, 2024). Coord. A (Interview, Nov. 19, 2024) also adds that schools are visually differentiated by colors: *"Schools that appear from 31 below, they are already in red"*, which publicly reinforces the idea of institutional success or failure.

Coordinators report the existence of this hierarchization, but do not criticize it. As for the teachers, at the same time they affirm there is a pressure for results, they also demonstrate adherence to the rankings and wish to know how the institution is set before others. Ranking may generate competitiveness amidst classes and schools, which prioritizes the numerical performance logic disregarding more formative and contextual reflections, it seems to already be installed in the institution, given its propagation by Seduc-SP.

During interviews when questioned about the State Secretary of Education or the Education Board upon the Paulista Exam's results, the coordinators have also pointed to a strikingly verticalized relation between DE and the school unit. The pedagogical supervision acts mostly transferring technical orientations and monitoring indexes in a bureaucratic way, such as frequency and schedule execution, limiting itself to verify the school's adherence to the determinations of the Secretary of Education: *"The pedagogical supervision, we can see, I mean, are the technical orientations themselves, right? Inside the school, it is the matter of the teachers and of the group that is here"* (Coord. R, Interview, November 28, 2024). According to Coordinator C (Interview, November 21, 2024): *"The supervisor, she always needs to monitor the frequency index of the Exam, if on the day of the Exam they are doing it according to the Seduc schedule, the executors. So, the Curriculum Expert Teacher [Professor Especialista em Currículo, or PEC] from the Education Board to know what is happening"*.

The so-called Formative Monitoring Cycle (*Ciclo de Acompanhamento Formativo, CAF*) appears as the space destined to the indexes discussion. PowerPoint presentations and comparative tables are quoted, prioritizing the result exhibition rather than contextualized discussions:

Specifically on the Paulista Exam, they do this thing called the CAF, a Formative Monitoring Cycle. It's there, in this cycle, where every one of the school indexes are discussed, not just the Paulista Exam, but also the results of the bimonthly concept, the student's frequency or absence index, and then the Paulista Exam is one of the themes (Coord. C, Interview, November 21, 2024).

⁷ According to Maldonado and Jacomini (2025), BI (Business Intelligence) originated in the company administration sector. It gathers information, stores it and measures it in order to support decision making. Amidst the data that composes Seduc-SP's BI are those related to academic achievement and the Paulista Exam integrates the platforms on it (Maldonado; Jacomini, 2025). It is possible to say the BI centralizes "indexes which impact directly on the school teacher assessment and school management" (Gepud; Repu, 2025, p4)

A PowerPoint presentation came the other day, saying some actions we were supposed to take, and a big table with the result of the Paulista Exam from the third trimester of the entire DE, the entire Board, of all schools (Coord. C, Interview, November 21, 2024).

This set of elements reveals the Seduc-SP assessment policy is more oriented by the control and competitiveness logic than by an effective commitment with the pedagogical monitoring and the qualitative improvement of the teaching-learning processes. The large-scale external assessment does not contemplate students' different contexts, rhythms and trajectories and that is why it becomes a limited instrument, when taken as a single or privileged quality indicator to pedagogical decision making.

There are participants who acknowledge the high visibility of the Paulista Exam, since their results generate BI data: *"It is all based on the obtained results, including the school's general data generated in BI"* (Coord. A, Interview, Nov. 19, 2024); and *"The presentation slides content, that we are 'obliged' to give, is linked to the test and suffocates us, because it generates numbers on the state's BI system [...]"* (Teacher C, Questionnaire, September 12, 2024) (4 similar statements). The data centrality reveals how the Paulista Exam has become a strategic tool to Seduc-SP, oriented towards the production of indexes and the rationalization of goal oriented management. As Shiroma and Evangelista (2011) alert, the results and indexes are eventually treated as fetiches, detached from real conditions of learning and teaching, serving the result oriented management over the educational quality improvement. Finally, one report points to operational problems on the Seduc-SP system: *"Seduc gives full importance to the assessment, but it still wasn't able to implement a completely efficient system for its execution, monitoring, checking and information analysis."* (Coord. C, Questionnaire, September 12, 2024).

Given this scenario, it is pertinent to reflect about the place assessments such as the Paulista Exam have been taking in the educational system, since they tend to reinforce control and accountability practices. The structure set around the Paulista Exam exposes the limits of a model that privileges measurable performance in detriment of listening to teachers and respecting their autonomy.

Students taking the Paulista Exam: the challenge of the digital format

The answers for the question about students' advantages and disadvantages to the execution of the Paulista Exam indicate the digital format has brought discomfort to teachers and managers. At first, the association between the digital application and the lack of seriousness from the students stand out. To Teacher C, for example, the simple fact that the assessment is online induces the students to "guess" and lose interest, differently from the environment of the printed exam which, according to him, would demand more rigour. On the other hand, Teacher M (Questionnaire, September 12, 2024) highlights that, because of its online format, "most [students] don't take it seriously, they barely read the test, they Google it". Such point is stressed by Teacher D (Questionnaire, September 12, 2024): "I believe the students attribute less importance to digital tests".

Another important aspect refers to the material conditions to the assessment execution. Coordinator R mentions that small screens of Chromebooks impair the reading, concentration and make the experience tiresome to students. According to Silva (2023), the use of small screens impairs the understanding of more extended questions, above all among students with reading difficulties, which compromises the reliability of the evaluative process.

Moreover, we have observed a tension between the technological transition and the effective preparation of the students to deal with this new format. Teacher L (Questionnaire, September 12, 2024) acknowledges that most students are not fully familiar with digital technologies, which impacts the way they relate with the test: "I believe the students don't care properly because they find it hard. I believe it is a transition phase to technology but right now most students are not familiar with the technology".

Beyond the criticism, two participants affirm they do not perceive students' difficulties regarding the digital format, which demonstrates the experience is not homogeneous: "There are no

difficulties” (Teacher T, Questionnaire, September 12, 2024); “They have more advantages because it is digital and they don’t need to be writing” (Teacher A, Questionnaire, September 12, 2024).

However, this technological fluency is not universal and without effective digital inclusion policies, this assessment format risks increasing inequalities already present in the school system. This way, the perception of lack of interest coming from the students, added to the lack of familiarity with the digital resources and the material conditions available, reveals a mismatch between Seduc-SP’s proposed assessment policy and how it’s carried out in the schools.

(Dis)trust in the results of the Paulista Exam

Although Seduc-SP affirms the Paulista Exam serves to monitor students’ learning, there is, by some of this research’s participants, doubts about the validity of the obtained results. Even without questioning teachers about the correspondence between the results of the Paulista Exam and what they observe in the classroom, other comments came forward on the instrument we have applied: “data is inverted, it doesn’t represent reality, but for them it is favorable because it hides the learning gaps” (Teacher M, Questionnaire, September 12, 2024); and “in reality it is a way to cover up many flaws on our everyday life” (Teacher C, Questionnaire, September 12, 2024) - 5 similar answers. Coordinator F (Questionnaire, September 12, 2024) mentions that students get answers online, which compromises the authenticity of the results: “easy to be manipulated, given the answers are quickly available on several digital media”.

During the interview, we have presented the following question to the coordinators: To you, do the results of the Paulista Exam reveal the reality of this school’s students’ learning process? Coordinator C (Interview, November 21, 2024) demonstrated suspicion on the legitimacy of the results some schools have achieved: *“And there are schools with an 8.5 on the Paulista Exam. It is impossible, it is impossible, right? For the school to have that average score. So, I mean, students watched TikTok before, they all worked it out”*. Some members of the coordination say the results obtained in the Paulista Exam reflect mostly the students’ real performance and the school’s everyday reality. To Coordinator A (Interview, November 19, 2024), there is a significant correspondence: *“Usually, that student who doesn’t pay attention in class, also doesn’t pay attention in the Paulista Exam. [...] it does add up to a reality”*. Coordinator C (Interview, November 21, 2024) reinforces this idea, reporting that, in school, results from the Paulista Exam are considered coherent with the learning levels effectively achieved by the students: *“What we discussed is that it does. For the most of it, I mean, it is according to what they really learn, okay? So, when you get the school average, it is a trustworthy reflection”*. The 5.5 average registered on the third bimester was seen as compatible with the institution’s reality. Coordinator C (Interview, November 21, 2024) acknowledges this result could be better, but considers it representative: *“If we take, in general, one school, this is the students’ grades, right? It’s 5.5, unfortunately. Oh, it had to be more, but it’s not”*.

To the coordinators, the results obtained by the school are compatible with what they observe, in everyday life, about students’ learning process. The distrust appears, only, in relation to the other institution that presents high results. The use of external assessments as the only quality index, which ignores aspects of the education process that cannot be measured by standardized tests and generate consequences to schools and its actors, may lead to frauds (Capocchi, 2017). This is particularly relevant when the teachers’ reports are considered, regarding the manipulation of results.

Therefore, it is perceived that the results of the Paulista Exam occupy an ambiguous place in the school’s everyday life. There is a suspicion on the part of the teachers who question the data’s validity and denounce the possibility of manipulation on the evaluation process. Still, to the coordination team, the results obtained present certain correspondence to the school reality and serve as a parameter to orient pedagogical planning. This duality demonstrates the complexity of using large-scale external assessments as the only or principal quality index. A broader view is necessary to consider the specificities

of each context, such as the limits of standardized metrics, especially when the instrument is digital and students/schools may find means to obtain the answers through online consults or other strategies.

FINAL CONSIDERATIONS

We have presented the results of a research project with the objective of describing and analyzing how the Paulista Exam is understood and used by teachers and educational supervisors from the Sao Paulo state school system. The study took place in a state school at the Bragança Paulista city and involved meetings, the application of questionnaires and interviews.

The data analysis shows that the Paulista Exam is presented by Seduc-SP as an assessment that aids the diagnostics of curriculum execution in order to support teachers in the task of identifying abilities that need to be remediated; such definition is incorporated on many of the reports. Analysing how the Paulista Exam is used by the institution, we have noticed that it operates as an orientation mechanism of the pedagogical practice, rankings and accountability of institutional actors by the obtained results. The curricular narrowing is evident: contents and methods mold to digital materials and to the assessment matrix, in detriment of a broader curriculum which favours the comprehensive formation of the students.

A relevant fact to highlight regards the entanglement between the Paulista Exam and the digital materials/platforms. The mandatory character of their use seems to disturb most teachers who stress the lack of autonomy to perform their work. What is on the content of the Paulista Exam is in these materials and demonstrates the alignment between them. However, the interviewed orient their critiques to the mandatory character of the use of digital materials/platforms rather than the large-scale external assessment and its effects on the pedagogical work organization. By taking part in the state school system routine for years and happening more frequently - since AAP, bimonthly -, with uses for a variety of purposes, its logic was absorbed by many professionals in the school. This way, they do not condemn, for example, the need for an external bimonthly evaluation to assess the students in their classes and reproduce rankings inside the institution. Since neoliberal rationality seems to have shaped these professionals' subjectivity, the same may occur to the students experiencing these practices, developed by the institution, designed as goal oriented.

Sao Paulo state school system experiences deepening control processes of the organization of pedagogical work. The movement initiated by the adoption of large-scale external assessment, according to the managerialistic perspective, gains a new ally: digital technologies which, through platforms, presentation slides and tests are flooding the classrooms and conducting, more and more, the teacher's work. It is noted that, however mandatory, the conditions to use digital platforms/materials and apply online tests are not fully available, with insufficient and inadequate equipment and unstable internet connection. With minimum or nearly nonexistent investment, educational discrepancies will hardly be overcome. The same can be said about classroom practices. It needs to be autonomous, to be aligned with the local needs, contextualized, instead of standardized and oriented by metrics.

We understand that further research may be required to contribute to the understanding of the articulation between the assessment and digital materials/platforms which has been happening on the Sao Paulo state school system given an imposition of the education secretary, Renato Feder. Other than contributing to the construction of knowledge, research developed in this direction may shed light over the search for alternatives and propositional reactions to the denounced scenario.

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DECLARATION OF DATA AVAILABILITY

The underlying content of the research text is contained within the manuscript.

AUTHOR'S CONTRIBUTION

Author 1 – Data collection, data analysis and manuscript writing.

Author 2 – Research orientation, active participation in data analysis and manuscript writing.

CONFLICT OF INTEREST DECLARATION

Authors declare there is no conflict of interest in the present article.