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Formative Assessment Feedback and Test Anxiety on the Academic Performance of the Bachelor of Secondary Education Students

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A B S T R A C T

Formative assessment feedback is crucial to learning, contributing insights to improve performance. However, its emotional impact such as test anxiety, remains less understood. While quality feedback improves performance, it may also heighten self-awareness, likely raising stress during assessments. In this perspective, this study examined the quality of formative feedback, test anxiety, and performance of 268 Bachelor of Secondary Education students majoring in English, Science, and Mathematics at CvSU Carmona for AY 2024–2025, and the relationships among these variables. A self-made questionnaire was developed to ensure the instrument conformed to the specific academic context, feedback practices, and experiences of the participants, which were not fully covered by existing standardized instruments. Data were analyzed through weighted mean, standard deviation, and Pearson's rho. Results showed the quality of formative feedback across all majors was excellent, implied that feedback was specific and fostered notable performance advancement. Test anxiety level of all participants was interpreted high, noted a considerable stress during assessments, and performance was very good. Moderate positive correlation between feedback quality and performance was revealed, also between test anxiety and academic performance. Conversely, strong positive correlation among Mathematics major, was observed. Furthermore, moderate positive correlation existed between the quality of feedback and test anxiety, suggested that while effective formative feedback enhances academic performance, may also contribute to increased test anxiety. Timely, specific, and constructive feedback was highlighted to further enhance academic progress of the learners. The delivery of a more supportive and motivational approaches foster a more positive learning experiences

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RESUMO

O estudo teve como objetivo determinar a qualidade do feedback da avaliação formativa, a ansiedade do teste e o desempenho acadêmico dos 268 participantes da amostra, matriculados nos cursos de Bacharelado em Educação Secundária em Inglês, Ciências e Matemática na Carmona da Cavite State University para o ano letivo de 2024-2025. Um questionário autoelaborado foi utilizado no estudo. As respostas foram tabuladas e interpretadas usando média ponderada, desvio padrão e rho de Pearson. Os resultados revelaram que a qualidade do feedback da avaliação formativa em todos os cursos foi excelente, o que implica que o feedback é específico, aborda as necessidades de aprendizagem e permite uma melhoria significativa do desempenho. A ansiedade do teste em todos os cursos foi alta, o que implica que a maioria dos participantes experimentou estresse significativo durante a avaliação. O desempenho acadêmico dos participantes mostrou-se muito bom. Existe uma associação positiva moderada entre a qualidade do feedback da avaliação formativa e o desempenho acadêmico. Os mesmos achados para a associação entre ansiedade do teste e desempenho acadêmico, exceto para os participantes do curso de Matemática, existe uma forte associação positiva. Além disso, existe uma associação positiva moderada entre a qualidade do feedback da avaliação formativa e o nível de ansiedade do teste dos participantes. Um feedback eficaz melhora os resultados da aprendizagem, mas também pode aumentar a autoconsciência, o que pode levar a um aumento da ansiedade. Os participantes sugeriram que um feedback oportuno e específico, abordando áreas de melhoria, permite que reflitam e apliquem correções enquanto a avaliação ainda está fresca em suas mentes. Além disso, concordam que a forma como o feedback é fornecido afeta seus níveis de estresse. Além disso, sentem-se mais apoiados quando o feedback destaca o progresso e os pontos fortes, ao mesmo tempo em que oferece conselhos construtivos de forma gentil e motivadora.

Keywords:
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Introduction

Formative Formative assessment feedback is a verbal or written comment highlighting the output of the learners aimed to guide and improve their learning process. Such assessment feedback also aims to provide educators with important information to help improve their teaching and learning in real-time. However, the strength of formative assessment feedback can be crucially determined by varied factors, including the student's emotional and psychological states, particularly their levels of test anxiety. Most learners experience anxiety when they are about to take a test.

This experience is not new to the test takers since most of them have experienced it. The experience involves emotional, cognitive, and even physiological responses, which may lead to disrupted concentration, unsatisfactory test performance, and negative attitudes toward learning. The complex connection between test anxiety and academic performance emphasizes the importance for educators to understand and address the causes of anxiety as well as to mitigate the negative effects on the learners.

Research revealed that formative assessment feedback can seriously impact the learners' performance. In a study conducted by Ozan and Kıncal (2018), it was found that formative assessment practices had a positive influence on the academic achievement, attitudes toward lessons, and self-regulation skills of the learners. Similarly, the study of Karaman (2021) likewise underscores the positive effects of formative feedback on learning outcomes of the learners, which reinforce the importance of providing positive and timely feedback to assist the learning and lessen their test anxiety.

The program of Bachelor of Secondary Education at Cavite State University Carmona, takes part in a crucial role in shaping student performance and minimizing the impact of test anxiety. In line with this perspective, the researchers opted to pursue this study. Our future educators not only experience formative assessment feedback firsthand but also stand to implement these practices in their respective classrooms later on. Understanding how such feedback impacts the learners' academic performance, specifically concerning their test anxiety, can give valuable insights for improving educational strategies and promoting student well-being.

This study aligns with several of the United Nations' Sustainable Development Goals (SDGs). Specifically, SGD 4, Quality Education, which focuses on equipping learners with relevant skills and competencies. Ultimately, by refining formative assessment practices, the study advances SDG 4's mission to improve education accessibility, learning effectiveness, and student well-being, ensuring that students receive the support they need to succeed academically.

Moreover, the study also addresses SDG 3, Good Health and Well-being, particularly students' test anxiety. By investigating how formative assessment feedback can alleviate anxiety, the study highlights its potential to foster psychologically safe classrooms.

Empowering future educators with effective feedback strategies ensures that they can create supportive learning environments that focus on student mental health, lessening stress while enhancing academic resilience.

By investigating these aspects, the study further aims to contribute to the ongoing discourse on formative assessment practices and their implications for student learning and mental health. In time, findings of this study may offer practical recommendations for educators and policymakers to have a more supportive and effective learning environment. Despite some research on formative assessment and test anxiety, still, there remains a significant gap in understanding the relationship between these two factors and their effect on the academic performance of the learners. By looking closely into these gaps, the study seeks to add valuable knowledge to the field of educational assessment and support the development of more effective and anxiety-reducing formative assessment practices. Finally, findings may also provide practical recommendations for educators and policymakers to ultimately enhance student learning experiences and outcomes

Methodology

The study employed a quantitative research approach where data were obtained from the survey questionnaire. Descriptive- correlational research design was utilized in this study to determine, describe, and examine the following:

(1) quality of formative assessment feedback as perceived by the participants major in English, Science, and Math;

(2) level of test anxiety of the participants major in English, Science, and Math;

(3) academic performance of the participants major in English, Science, and Math;

(4) significant relationship between the quality of formative assessment feedback and the academic performance of the participants major in English, Science, and Math;

(5) significant relationship between the level of test anxiety and academic performance of the participants major in English, Science, and Math;

(6) significant relationship between the overall quality of formative assessment feedback and the overall level of test anxiety of the participants;

(7) proposed strategies to improve the quality of formative assessment feedback provided by the instructors;

and (8) proposed strategies to reduce the test anxiety of the participants during formative assessments.

The study participants were students enrolled in the Bachelor of Secondary Education (BSE) program, majoring in English, Science, and Math, at Cavite State University, Carmona Campus, for the Academic Year 2024-2025. A total of 884 BSE students were enrolled at the time of the survey, but a sample population of 268 students was determined using the Raosoft formula.

Table 1.

Distribution of participants, Bachelor of Secondary Education

	Total Population	Sample Population	Percentage
English			
First Year	178	54	20.13
Second Year	168	51	19.00
Third Year	129	39	14.59
Fourth Year	151	46	17.08
Science			
First Year	40	12	4.50
Second Year	50	15	5.65
Third Year	44	13	4.98
Fourth Year	46	14	5.20
Math			
First Year	27	8	3.05
Second Year	16	5	1.80
Third Year	19	6	2.14
Fourth Year	16	5	1.80
	884	268	

The researchers developed a survey instrument, inspired by the Feedback Quality Framework of Nicol and Macfarlane-Dick (2006). It underwent three psychometric evaluations and pilot testing with 30 participants. Items were refined for clarity, and a 4-point Likert scale was adopted to encourage decisive responses. Experts' reviews confirmed content and face validity, while internal consistency testing produced a Cronbach's alpha of 0.85, indicating good reliability. The final instrument comprised three sections: the first measured the quality of formative assessment feedback, the second assessed participants' level of test anxiety, and the third gathered open-ended suggestions for improving feedback quality and reducing anxiety. Participants were selected through purposive sampling to ensure that only those meeting the study's inclusion criteria were included, aligning the sample closely with the research objectives.

For the students' academic performance, the researchers asked for the official GPA records of the participants from the office of the Registrar. The GPA considered was the obtained GPA of participants for the Academic Year 2024-2025.

Ethical standards in research were carefully applied in this research. Since the study involved human participants, the researchers prepared an informed consent and distributed it before the dissemination of the research instrument. This initiative ensured that participants were aware of the study, and knew the possible risks and benefits they may obtain from participating in the study. Through informed consent, the researchers ensured the voluntary participation of the participants. Observing the policy on data privacy, only the participants

and the researchers involved in the study have access to the results. Responses and personal information of the participants were kept in an Excel file with a security password.

Results and Discussion

The following discussions present the results of the study, as follows:

Table 2.

Quality of Formative Assessment Feedback

Major	Mean	Standard Deviation	Interpretation
English	3.40	0.67	Excellent
Science	3.37	0.68	Excellent
Math	3.49	0.64	Excellent

The results of the study revealed that feedback across all three majors, English, Science, and Math, were interpreted as excellent quality. This implies that formative assessment feedback is exceptionally clear, specific, and actionable. Also, formative assessment feedback thoroughly addresses learning needs, promotes deeper understanding, and empowers significant performance improvement. It is consistently relevant and impactful.

English major. The mean score of 3.40 signifies that, on average, the feedback quality for English was rated by the participants as "Excellent". This high mean suggests that most of the participants found the feedback they received to be of exceptional quality, meeting or exceeding their expectations. Moreover, a 0.67 standard deviation implies how much the responses of the participants depart from the average score. It shows a moderate variability among the participants' perceptions. These results imply that while the assessment feedback was rated as excellent, some learners rated it slightly higher or lower, pointing to minor differences in how the participants experienced or evaluated the feedback.

Science major. The mean score of 3.37 for Science participants suggests that the quality of feedback in this subject was rated as "Excellent". The mean indicates that the feedback provided by the teachers met or exceeded the expectations for the majority of participants in terms of its quality and value in their learning process. A 0.68 standard deviation reflects the level of variability in how participants rated the quality of assessment feedback. Compared to English assessment feedback, the Science assessment feedback shows slightly greater variability. These results suggest that while many participants agreed on the high quality of feedback, there were more noticeable differences in how participants experienced or evaluated it.

The slightly higher variability may point to how the formative feedback was delivered, since some Science instructors might have delivered the feedback more effectively or in a more personalized manner than others, leading to differences in student perceptions. Another is the

individual experiences of the participants. The diverse learning styles, engagement, and expectations might have influenced their perception and rating of the assessment feedback.

Math major. In comparison to English and Science, Math formative assessment feedback was rated a little better. The highest mean score of 3.49 among the three majors, Math formative assessment feedback was perceived to be the best in terms of quality. The mean implies that learners not only rated the feedback as excellent, but they also consistently feel that this feedback met or exceeded their expectations. Moreover, the smallest standard deviation, 0.64 signifies that the participants had similar opinions about the quality of feedback in Math. Less variability in how the feedback was perceived shows a strong agreement among participants that the Math assessment feedback is excellent, and reflects uniformity in assessment feedback delivery methods, clarity of communication, and alignment with student preferences.

Table 3
Level of Test Anxiety of the Participants

Major	Mean	Standard Deviation	Interpretation
English	3.17	0.79	High
Science	2.99	0.91	High
Math	3.01	0.85	High

English major. The mean score of 3.17 indicates that English students generally experience a high level of anxiety during assessments. This suggests that a substantial proportion of students feel stressed or worried when taking the assessment in this subject. The standard deviation of 0.79 reveals a moderate level of variability in responses. This means that while many English students share a high level of anxiety, not all participants feel equally stressed, some may experience slightly more or less anxiety compared to the average.

Science major. The mean score of 2.99 shows that Science students, on average, experience a high level of test anxiety during assessments. While their anxiety levels are slightly lower than their peers in English, the score still reflects significant stress and nervousness surrounding Science-related assessments. The standard deviation of 0.91 indicates relatively greater variability in how Science students perceive their test anxiety than Englishxfry;llxd. This broader spread may suggest different anxiety triggers. Different science disciplines, such as Biology, Chemistry, or Physics, may elicit varying levels of anxiety due to differences in content difficulty or exam formats. In addition, while some science students might effectively manage their stress through preparation or confidence in their skills, others may struggle more with the pressure, leading to widely varied anxiety levels.

Math major. The mean score of 3.01 indicates that Math students generally experience a high level of anxiety during exams, compared to their peers in Science, with a mean of 2.99. The mean score suggests that Math students perceive Math as challenging or stressful. Most of the time, Math assessments require the students to solve complicated problems or apply different formulas, which can be mentally draining, especially under time pressure. Also, Math assessments often build upon previously learned concepts, where students who struggle with foundational topics may likely to experience heightened anxiety during assessments. It is also worth mentioning that many students view Math as a difficult subject, which could create added pressure to perform well.

The standard deviation of 0.85 shows a moderate level of variability in students' anxiety levels. While many students experience a high level of anxiety, others' levels are slightly higher or lower than the group average. From the result, it can be surmised that some students might feel confident in their math skills, while others, struggling with key concepts, may experience extreme anxiety. Also, the way Math is taught can significantly affect students' confidence and stress levels. Teachers who emphasize understanding and provide consistent support may help lower anxiety for some students.

Academic Performance of the Participants

Table 4

Academic Performance of the Participants

Major	GPA	Interpretation
English	1.60	Very Good
Science	1.55	Very Good
Math	1.55	Very Good

GPA of 1.60 for English major. Figures show a very good GPA of 1.60 for the English major. This GPA indicates adequate skills related to language and strong foundational proficiency in language skills, although it ranks as the lowest among the three majors, suggesting opportunities for improvement. While participants likely demonstrate competence in fundamental aspects such as vocabulary, grammar, and general reading comprehension, the score may signal challenges in more complex language-related skills.

GPA of 1.55 for both Science and Math majors. The 1.55 GPA in both Science and Math may imply that students consistently show strong fundamental competencies in analytical and problem-solving skills across these disciplines. The identical GPA reflects that people approach both subjects with equal, logical cognitive processes and structure reasoning, possibly benefiting from structured reasoning, logical thought processes, and methodical learning strategies.

The academic performance of the participants reveals a strong and balanced proficiency across Science and Math, with slight variation in English. Their 1.55 GPA in both Science and Math suggests a well-developed analytical mindset, allowing them to approach problem-solving with structure and precision. However, while their performance is commendable, opportunities remain for deeper exploration, perhaps in bridging theoretical concepts with real-world applications or refining strategies for interdisciplinary problem-solving. In contrast, the 1.60 GPA in English, though still strong, reflects the relatively lower performance among the three subjects.

This may hint at challenges in higher-level comprehension, structured writing, or critical interpretation of texts. Overall, the results may suggest a picture of highly capable students, excelling in structured thought processes but with room for refinement in textual analysis and advanced literacy skills. Implementing targeted strategies, such as formative assessments with individualized feedback, interdisciplinary learning approaches, and student-centered support, could help them hone their strengths while addressing areas that need improvement.

Table 5

Association between the quality of formative assessment feedback and the academic performance of the participants

Indicator	Pearson's rho Value	Strength of Correlation
Quality of formative assessment feedback for English Major and Academic Performance	0.46	Moderate Positive
Quality of formative assessment feedback or Science Major and Academic Performance	0.43	Moderate Positive
Quality of formative assessment feedback for Math Major and Academic Performance	0.50	Moderate Positive

Quality of formative assessment feedback for English major and academic performance. The result presents a Pearson's rho value of 0.46, indicating a moderate positive association between the quality of formative assessment feedback for English majors and their academic performance. This suggests that as the quality of feedback improves, there tends to be an increase in the level of the academic performance of the participants. Although the association is not particularly strong, it does indicate some level of meaningful association. However, correlation does not imply causation, meaning other factors could be influencing the results.

Quality of formative assessment feedback for Science major and academic performance. The Pearson's rho value of 0.43 suggests a moderate positive correlation between the quality of formative assessment feedback for science majors and their academic performance. This indicates that as the quality of formative assessment feedback improves, student academic performance tends to increase as well. However, the correlation is not particularly strong, meaning other factors, such as prior knowledge, learning environment, and instructional strategies, may also contribute significantly to academic outcomes.

While the relationship shows a positive trend, it does not imply direct causation, so Other factors could be influencing the results. Strengthening formative assessment strategies could still play a meaningful role in enhancing student learning experiences and achievement. Quality of formative assessment feedback for Math major and academic performance.

A Pearson's rho value of 0.50 suggests a moderate to strong positive association between the quality of formative assessment feedback for Math majors and their academic performance. This suggests that improvement in formative assessment feedback is generally associated with better academic achievement among Math majors. While the correlation is not perfectly strong, it still demonstrates a meaningful association, implying that well-structured formative assessments, such as timely feedback, targeted learning strategies, and adaptive instructional methods, can positively affect student outcomes. However, additional factors, such as prior mathematical proficiency, study habits, and external support systems, may also play a role in shaping academic success.

The results suggest that higher-quality formative assessment feedback is generally associated with better academic performance, although the strength of this association differs by discipline. These key findings are parallel with the study authored by Trujillo et al (2025), which states that timely, specific feedback improves academic performance and self-regulation of the students. Formative assessment feedback plays a valuable role in student learning by providing timely feedback, guiding improvement, and fostering engagement.

The relatively stronger correlation for Math majors indicates that structured formative assessment feedback strategies may have a more pronounced effect in subjects requiring cumulative knowledge and problem-solving skills. However, while the correlations confirm a positive link, they are not strongly predictive, meaning academic performance is also influenced by other factors, such as student motivation, instructional methods, prior knowledge, and external learning support. These findings reinforce the importance of refining formative assessment feedback strategies to maximize their impact across different disciplines.

The study conducted by Ozan & Kincal (2018) aligns with this finding. Their study examined the effects of formative assessment feedback on academic achievement, attitudes toward lessons, and self-regulation skills. Their study found that students exposed to formative assessment feedback practices demonstrated significantly higher academic achievement compared to a control group. In addition, Hanover Research (2014) provided an overview of

research linking formative assessment feedback to academic performance. Their findings support the idea that formative assessment feedback enhances student achievement across various indicators, reinforcing its role in effective teaching and learning. Another study that aligns with the result is the study conducted by Kingston and Nash (2011), which states that feedback is a crucial component of formative assessment that likely contributes to the overall positive effects on student performance.

Table 6

Association between the level of test anxiety and the academic performance of the participants

Indicator	Pearson's rho Value	Strength of Correlation
Test anxiety of English major participants and their academic performance	0.60	Moderate Positive
Test anxiety of Science major participants and their academic performance	0.65	Moderate Positive
Test anxiety of Math major participants and their academic performance	0.71	Strong Positive

Test anxiety of English major participants and their academic performance. The results revealed a moderate positive association between the text anxiety of the English major participants and their academic performance, with a Pearson's rho value of 0.60. This result suggests that as the test anxiety of the participants increases, their academic performance also tends to increase, or vice versa. However, since correlation does not imply causation, this result does not necessarily mean that test anxiety directly improves academic performance. The strength of this relationship may suggest that anxiety levels and academic success are related, but other factors could also be influencing performance, such as study habits, confidence, or coping mechanisms. A similar study of D'Agostino et al. (2022) on the relationship between anxiety and school achievement using PISA data found that high-performing students may experience more test anxiety but still achieve high scores.

Test anxiety of Science major participants and their academic performance. Table 6 shows a moderate positive association between the text anxiety of Science major participants and their academic performance, shown in its Pearson's Rho value of 0.65. The results indicate that higher test anxiety is associated with higher academic performance, students who experience more test anxiety tend to perform better academically. However, association does not imply causation, since this result does not prove that anxiety directly improves performance. Some students may thrive under pressure, using motivation to study harder. In some instances, anxiety might make students more alert and careful during exams, reducing careless mistakes.

Test anxiety of Math major participants and their academic performance. The results suggest a strong positive association, which is r=0.71, between test anxiety and the academic performance of Math major participants. This implies that Math major students who experience higher levels of anxiety tend to achieve higher academic performance. They may have experienced high expectations, leading to stress that motivates them to study more effectively. Also, Math major participants may have developed strong coping mechanisms to handle test anxiety, turning stress into productivity. Math students might naturally be detail-oriented and analytical, traits that help them use anxiety constructively. Their academic discipline may encourage persistence, making them push through stress rather than being overwhelmed by it. They could be using structured study techniques, such as practical problems, timed mock exams, or anxiety-management strategies. However, while this correlation is strong, it does not imply causation, anxiety does not necessarily cause better performance, but rather is associated with it.

In the context of test anxiety and academic performance, the Yerkes-Dodson Law, also known as the inverted-U Theory, suggests that a moderate level of test anxiety enhances performance by increasing alertness and motivation to prepare. However, if test anxiety becomes too high, it can become debilitating and negatively impact academic outcomes. This aligns with the possibility of a moderate positive association, where some level of anxiety could be beneficial before it becomes detrimental. The results were aligned with the study conducted by Cochanco et al. (2021), which reveals that a positive relationship exists between test anxiety and academic performance and can be utilized to enhance learning.

Therefore, while some studies point towards a negative association, the possibility of a moderate positive association, as suggested in this result, is not entirely unfounded and warrants further investigation into the specific characteristics of the participants and the context of the study. Factors such as the type of assessment, the students' preparation levels, and their responses to stress could play a crucial role in this relationship.

Table 7

Association between the overall quality of formative assessment feedback and the test anxiety of the participants

	Pearson's rho Value	**Strength of Correlation**
Quality of formative assessment feedback and text anxiety of English major	0.45	Moderate Positive

Table 7 indicates that a moderate positive association exists between the quality of formative assessment feedback and the level of test anxiety among the participants, with a Pearson's rho value of 0.45. This moderate positive association suggests that as the quality of formative assessment feedback improves, students' test anxiety levels may also increase.

Although this may initially seem counterintuitive, it could reflect certain underlying psychological and educational factors.

A study by Tan and Pang (2023) found that test anxiety is not just an emotional response, rather, it is also tied to students' motivation, particularly fear of failure and drive to succeed. They argue that students' motivational goals, like avoiding failure or striving for achievement, directly influence how anxiety affects their performance.

According to the study conducted by Williams (2024), effective assessment feedback can enhance learning outcomes and also increase self-awareness, potentially leading to heightened anxiety. High-quality feedback often provides students with detailed information on their performance, highlighting both strengths and areas for improvement. While this can be helpful, it might also make students overly aware of their shortcomings, leading to heightened self-awareness and, consequently, increasing their test anxiety.

Suggestions of the Students to Improve the Formative Assessment Feedback Provided by the Faculty

On the last part of the instrument, participants were asked for their suggestions on how the faculty can improve the formative assessment feedback given to them. The majority of the participants have shared thoughtful and practical ideas to make formative assessment feedback more meaningful and supportive. For instance, participants appreciate the faculty giving timely and specific feedback. Accordingly, providing feedback promptly will allow them to reflect and apply corrections while the activity or assessment is still fresh in their minds. Also, feedback should be more specific, addressing particular strengths and areas for improvement. A similar study by Wisniewski, Zierer, & Hattie (2020) supports this suggestion, which reinforces the importance of specific, timely, and well-structured feedback in education, which significantly contributes to academic improvement. Another related study authored by Adarkwah (2021) states that assessment feedback that is specific, timely, frequent, supportive, and constructive helps close learning gaps and improve performance.

Another suggestion mentioned is for the faculty to use a variety of feedback methods. Combining verbal, written, and audio feedback can cater to different learning preferences and make feedback more engaging. These methods involve ongoing dialogue, interaction, and applying corrections rather than passively receiving. The study titled Implementation of verbal and written feedback classroom practices of teachers by Shatri and Zabeli (2022) presents the same findings, that implementation of verbal and written feedback by teachers plays a crucial role in formative assessment, helping students improve their learning outcomes.

Another idea that was frequently mentioned is involving peers in the feedback process. Accordingly, structured peer-to-peer feedback sessions promote collaboration and reflection, offering fresh perspectives on their output. This suggestion aligns with the findings of the study

conducted by Daniels, Pirayoff, & Bessant (2013), which emphasizes the significance of structured peer discussion in facilitating learning.

Promoting a growth mindset is also a popular suggestion. Framing feedback in a way that encourages improvement rather than focusing on mistakes can boost student motivation. The study of Yan, King, and Haw (2021) upholds this suggestion that formative assessment techniques, such as providing feedback and instructional adjustments, were positively linked to a growth mindset, which in turn influenced student achievement.

Proposed Strategies by the Students to Reduce Anxiety during Formative Assessments.

Students have suggested several ways to reduce anxiety during formative assessments to make the process less intimidating and more supportive. One idea is to treat these assessments as opportunities to learn rather than tests of ability. They say it would help to hear their faculty emphasize that activities are about growth and progress, not about ranking or judgment. Moreover, students also highlight the importance of clear communication when they understand the objectives, criteria, and process ahead of time, which eases their uncertainty. This suggestion was supported by the study of Ismael et al. (2022), which revealed that assessment anxiety may be reduced and motivation enhanced when students clearly understand the learning objectives and receive ongoing feedback.

Flexibility is another popular suggestion. Students feel less anxious when they have choices, such as choosing a format that suits their strengths. They also ask for opportunities to practice or revise their work after receiving feedback, as this will make the process feel more like a learning journey and less like a make-or-break moment. Timing is crucial, they recommend avoiding assessment schedules that clash with other deadlines and suggest breaking bigger tasks into smaller ones to make them more manageable.

Most participants agree that the way feedback is delivered can impact their stress levels. They feel more supported when feedback highlights their progress and strengths while also offering constructive advice in a way that is kind and motivating. Celebrating small successes along the way helps boost their confidence. Self-reflection and peer collaboration are also ideas they have brought up, they say these activities make the process feel less pressured and more about mutual growth.

Some of the participants have even suggested stress-reducing strategies outside the classroom. For example, they think mindfulness exercises or time-management workshops could equip them with tools to handle anxiety more effectively. Others have said that simply having approachable teachers who make time for one-on-one discussions would mean a lot, as it reassures them that their concerns and questions are heard.

By incorporating these student-led ideas, teachers can create a more supportive and collaborative environment where formative assessment feedback becomes a pathway for growth rather than a source of stress.

Conclusions

Findings of the study revealed that the quality of formative assessment feedback across the three majors, English, Science, and Math, is excellent. In terms of the level of test anxiety of the participants in the three majors is interpreted as high. The academic performance of the participants is also revealed to be very good. Moreover, a moderate positive association exists between the quality of formative assessment feedback and the academic performance of the participants. These findings strengthen the significance of providing quality formative assessment feedback strategies to maximize the participants' performance across different disciplines.

A moderate positive association also exists between the level of test anxiety and the academic performance of English and Science majors. On the other hand, for Math major participants, a strong positive correlation exists. It is noteworthy to mention that while some studies point towards a negative association between these variables, the possibility of a moderate positive association, as mentioned in these results, is not entirely unfounded and warrants further investigation. As the Yerkes-Dodson Law suggests, a moderate level of test anxiety enhances performance by increasing alertness and motivation to prepare. However, if test anxiety becomes too high, it can become debilitating and negatively impact academic outcomes.

The association between the overall quality of formative assessment feedback and the overall test anxiety of the participants is likewise interpreted as moderately positive. High-quality feedback often provides students with detailed information on their performance, highlighting both strengths and areas for improvement. While this can be helpful, it might also make students overly aware of their shortcomings, leading to heightened self-awareness and, consequently, increasing their test anxiety.

Suggestions from the participants to improve formative assessment feedback provided by the faculty were taken into consideration. According to them, feedback given in a prompt and precise manner will allow them to contemplate and make corrections while the activity or assessment is still fresh in their minds.

Moreover, participants have proposed ways to lessen their test anxiety, one of the most suggested ways is to make an assessment a moment to learn rather than a test of ability. Giving them opportunities to revise or correct their work after receiving feedback, as this will make the process feel more like a learning journey and less like a make-or-break moment.

This study shows that quality, timely, constructive feedback enhances learning outcomes and lessens the negative effects of test anxiety, leading to improved academic performance. For teachers, the findings emphasize embedding formative feedback into instruction to foster supportive, low-anxiety learning environments. For students, they highlight the value of engaging with feedback to guide self-regulated learning. Curriculum planners are encouraged to integrate regular, low-stakes assessments and feedback loops into

program design, while institutional assessment policies should balance summative measures with formative practices to capture both achievement and growth. Future research should explore feedback strategies across diverse learner profiles, teacher training for effective formative assessment, and policy frameworks that align evaluation with academic success and student well-being.

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