***Abstract***

*This research titled ‘Examining the Relationship Between Perceived Quality of Formative Assessment Practices and Test Anxiety Among Senior Secondary School Students in Nigeria’. This study investigated the relationship between students’ perceived quality of formative assessment practices and their levels of test anxiety among senior secondary school students in Kankia ZEQA, Katsina State. In the Nigerian educational context, where high-stakes examinations such as WAEC and NECO frequently heighten students’ anxiety levels, there is a growing need to explore how classroom assessment practices can help alleviate test-related stress and promote better learning outcomes. The study adopted a****descriptive correlational survey design****. The target population comprised approximately 2,500 SSII students in public secondary schools within Kankia ZEQA. Using Resaerch Advisors 2006 version, a sample of****384 students****was selected through a multi-stage sampling procedure. Data were collected using a researcher-developed****Formative Assessment Practices Scale (FAPS)****and the standardized****Westside Test Anxiety Scale (WTAS)****. Descriptive statistics, Pearson’s Product Moment Correlation, and multiple regression analysis were employed to analyze the data at the 0.05 level of significance. The results revealed that students perceived the quality of formative assessment in their schools to be moderate (M = 3.53, SD = 0.78) and reported a moderate level of test anxiety (M = 2.85, SD = 0.65). A significant****negative correlation****was found between perceived formative assessment quality and test anxiety (r = –0.42, p < 0.01), indicating that students who perceive higher-quality formative assessment practices are less likely to experience high levels of test anxiety. Regression analysis showed that perceived formative assessment quality significantly predicted test anxiety levels, explaining about****18% of the variance****, even when demographic variables were controlled. It was concluded that improving the quality of formative assessment practices through timely, clear, and constructive feedback can help reduce students’ test anxiety. It is recommended that teachers, school leaders, and policymakers integrate effective formative assessment strategies into teaching practices and teacher professional development programs to enhance both academic performance and students’ emotional wellbeing.*

***Keywords:****formative assessment, test anxiety, senior secondary school, perceived quality, feedback, Kankia ZEQA, Katsina State*