

DREAMS PARENT WEBINAR

- Adolescent Test Anxiety & Stress
- Q&A Session with DREAMS Principal Investigators

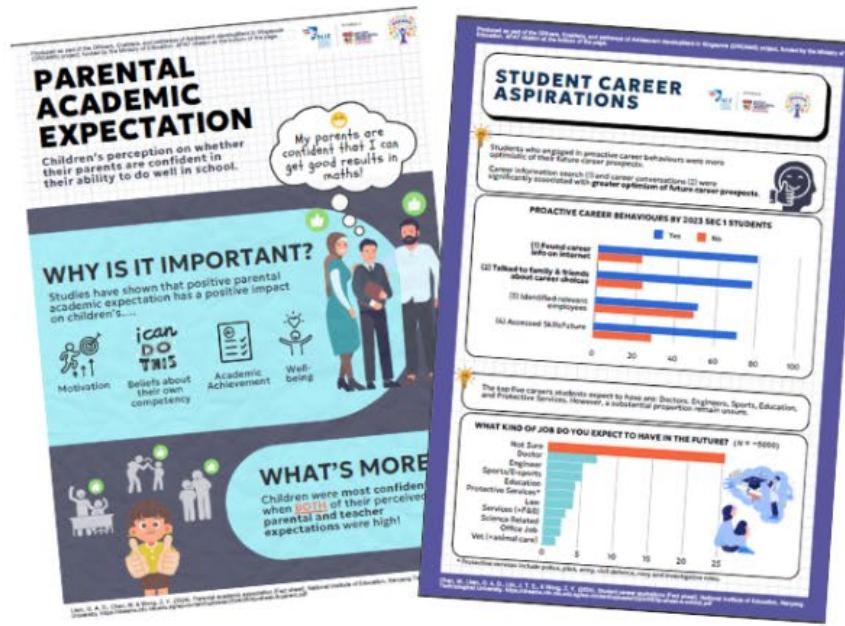
OUR WEBSITE



The webinar will be starting soon



Tip Sheets Live Now!



For parents:

[Do you have a sensitive child? \(NEW!\)](#)

[How does your child spend their time?](#)

[Parental academic expectation](#)

For schools:

[Understanding Specific Learning Disabilities \(NEW!\)](#)

[Relationships, sense of belonging & motivation](#)

[Student career aspirations](#)

OUR WEBSITE



[View on our website: <https://dreams.rdc.nie.edu.sg/>](https://dreams.rdc.nie.edu.sg/)

Presenters & Panelists:



Prof. Kenneth Poon

DREAMS Lead Principal Investigator (PI)
Project 6 (Special Education Needs)

Dean, Research & Centre Director, Centre for
Research in Child Development



Dr. (Fannie) Khng Kiat Hui

DREAMS Project 5 Principal Investigator
(Early Childhood Experiences)

Deputy Centre Director, Centre for
Research in Child Development



A/Prof Gregory Arief D Liem

DREAMS Project 2 Principal Investigator
(Identity & Agency)

Assistant Centre Director, Interdisciplinary
Research & Partnerships, Science of Learning
in Education Centre



Dr Tan Ser Hong

DREAMS Co-lead Principal Investigator
Education Research Scientist,
Office for Research

Moderated by:



Ms. Roodra Veera

Senior Research Associate
(DREAMS Project Manager)



DREAMS
DRivers, Enablers, and pathways of
Adolescent developMent in Singapore

dreams.rdc.nie.edu.sg
IG: @dreams.study.sg

DREAMS Update

Parent Webinar 2025

Prof. Kenneth Poon

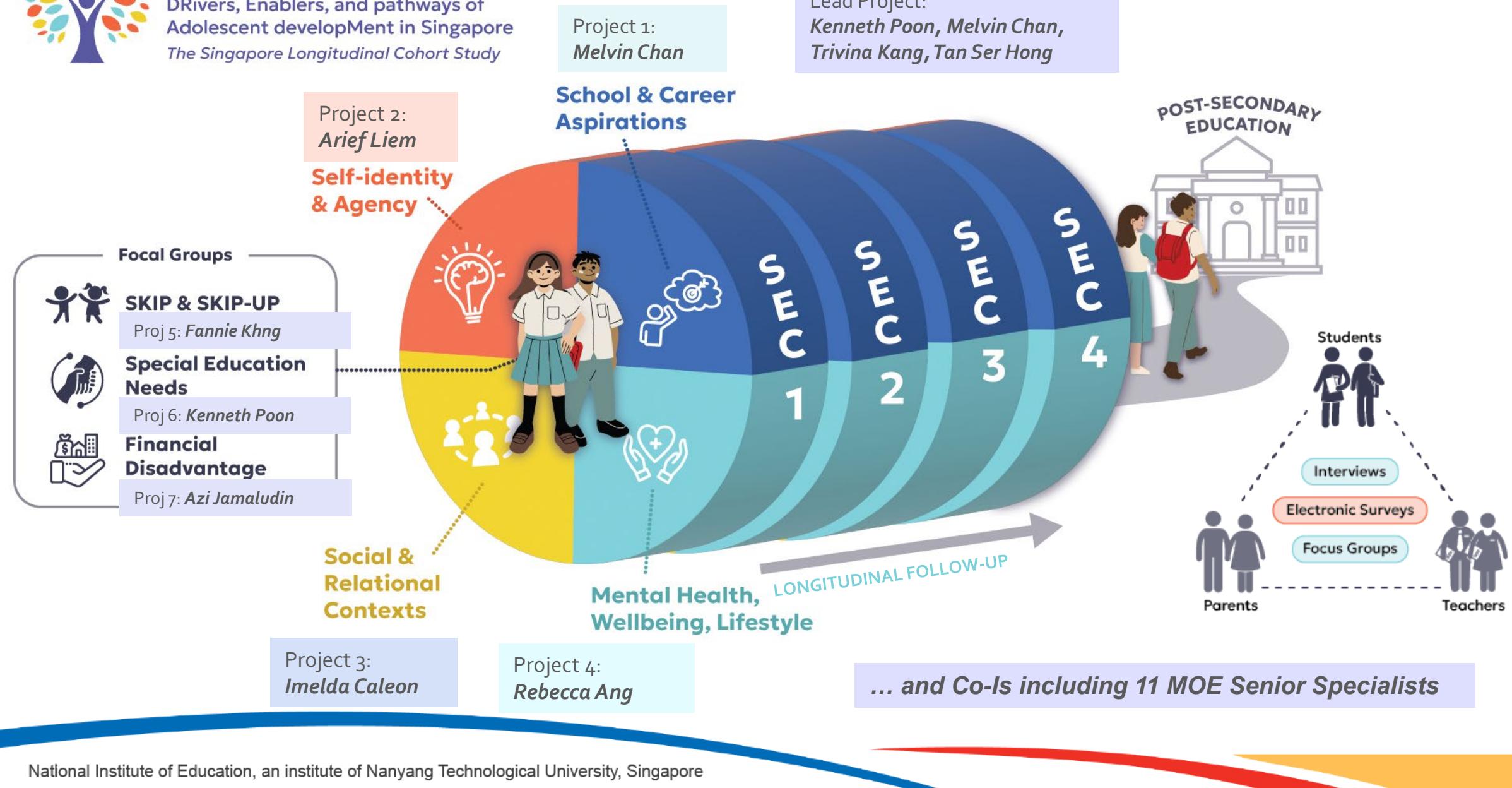
05/11/2024





DREAMS

DRivers, Enablers, and pathways of Adolescent developMent in Singapore
The Singapore Longitudinal Cohort Study



What are we trying to find out?



1.



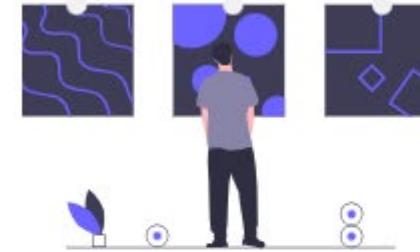
To understand outcomes and pathways of development

2.



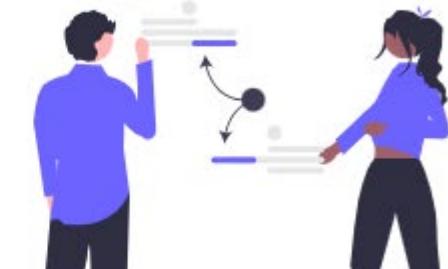
To understand child, school, and other factors that may positively and negatively influence the development of adolescents

3.



To identify groups of adolescents where outcomes and pathways of development may differ

4.

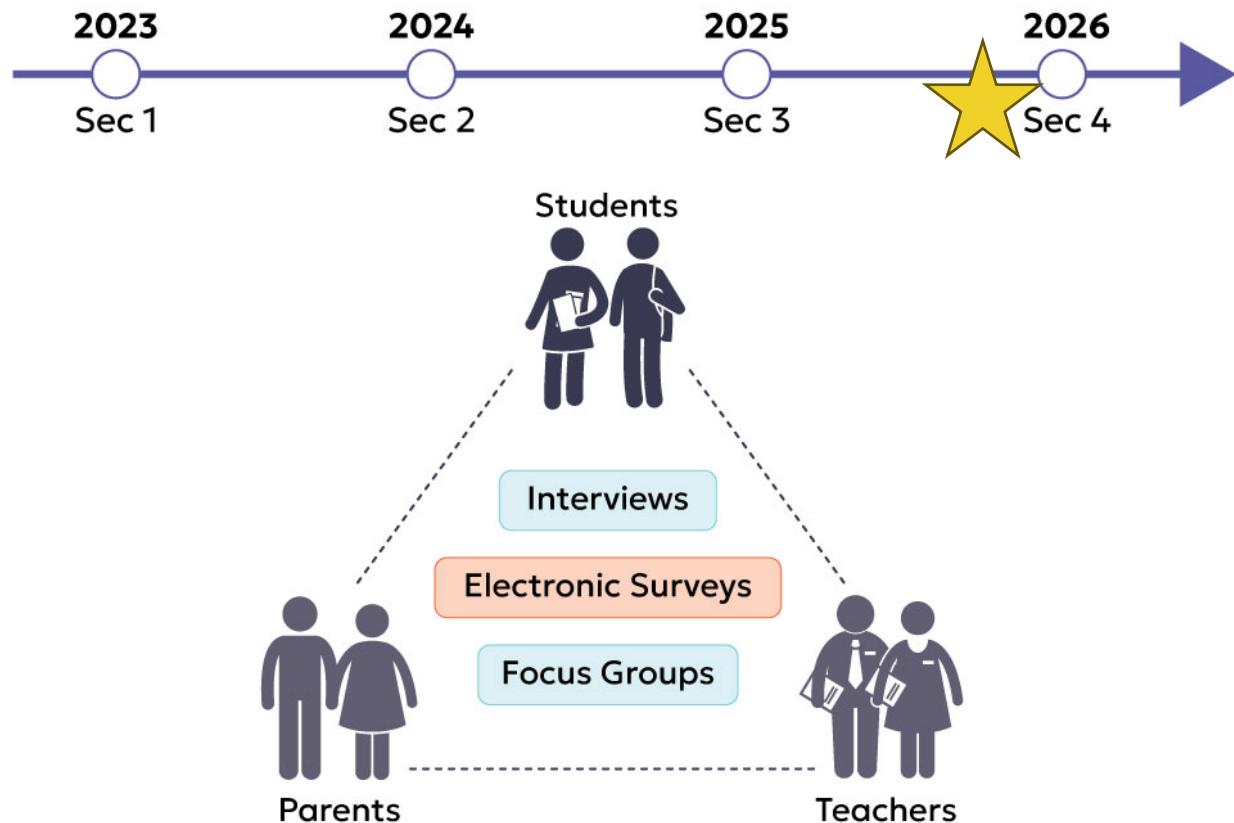


To highlight mechanisms and pathways of development that may inform potential interventions

What Happens in DREAMS?



DREAMS surveys and interviews students, parents and teachers annually to provide a comprehensive and triangulated overview of adolescent development.



- **1 survey per year** (may be split into 2 sessions for students)
- Some may be invited for additional interviews / focus groups
- Students & teachers have been surveyed since 2023



How can I be involved?

Term 1 2026	Term 2 2026	Term 3 2026	Term 4 2026
<ul style="list-style-type: none">• Parent survey (all)• Student survey (all)• Student engagement & token distribution		<ul style="list-style-type: none">• Teacher survey	
[For selected participants]			<ul style="list-style-type: none">• Parent Interviews & Focus Group Discussions<ul style="list-style-type: none">• Teacher Focus Group Discussions• Student interviews

DREAMS Parent Qualitative Components

Goal of Focus Group Discussions

To better understand **parents' perspectives** on key transition points in their child's life, the role schools play in supporting these transitions, and your opinions or suggestions on school programmes that have been offered.

Goal of Interviews

To build on insights gathered from the focus groups by exploring **individual experiences and perspectives in greater depth**, within the same areas discussed in the FGDs.

How to indicate your interest

Your child's school will be in touch via Parent Gateway or via your child

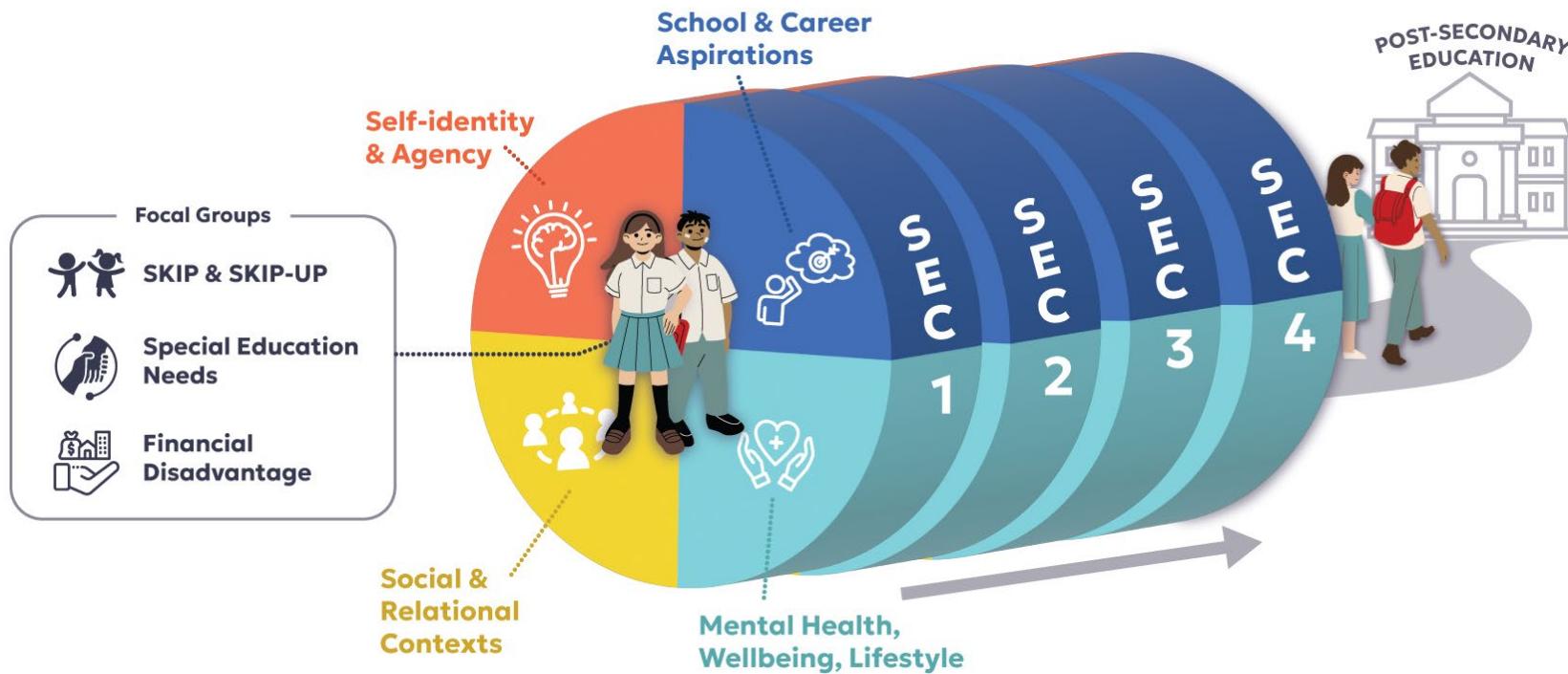
Session logistics

We will arrange with you and your child's school for a date and time at a venue that works best, or an online session.



DREAMS

DRivers, Enablers, and pathways of Adolescent developMent in Singapore
The Singapore Longitudinal Cohort Study



"DREAMS 2": Post-Secondary

NEXT CHAPTER...



Keep in touch!



Adolescents' Test Anxiety and Stress

Presented by: Khng Kiat Hui, Tan Ser Hong

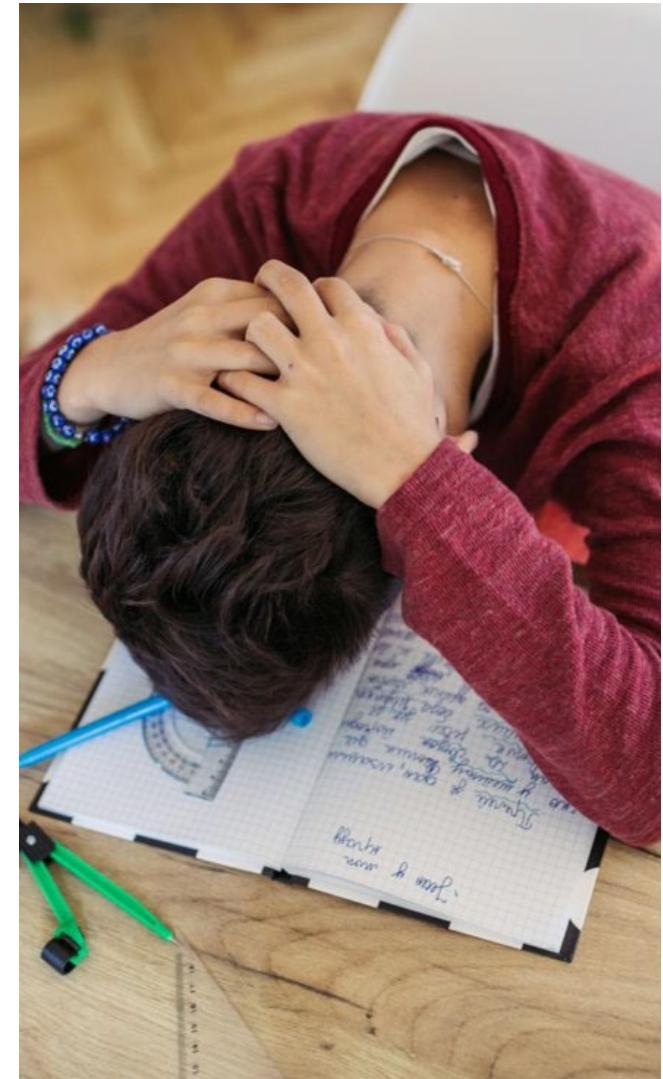
Research Team: Wang Ying, Ashley Chua, Sim Chen Xing, Shawn Lim, Farina Begum Amsah



What is test anxiety

Affective (e.g., nervousness), cognitive (e.g., worry), and behavioral responses (e.g., avoidance) linked to fear of poor performance in exams or evaluative situations (Zeidner & Matthews, 2005).

- **Trait Test Anxiety:** Stable tendency to perceive tests as threatening; leads to recurring anxious responses.
- **State Test Anxiety:** Temporary feelings of apprehension, tension, or worry during or before tests.



Autonomic Reactions

Feel nervous/scared

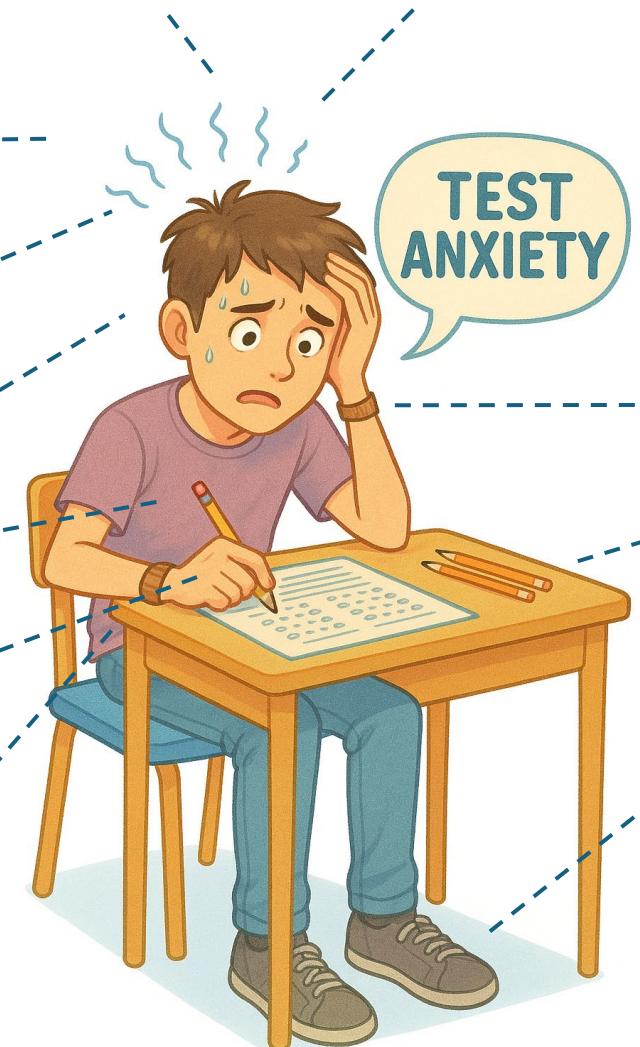
Feel warm

Head hurts

Heart beats fast

Hand shakes

Belly feels funny



Thoughts

Think I am going to get a bad grade

Worry about failing and what parents will say

Motivation

I want to avoid taking the test

Think how can I escape from the test

Off-Task Behaviors

Look around the room or stare

Check the time

Play with pencil or pen

Tap feet

Where test anxiety comes from (Tan & Pang, 2023)



Motivational (Drive) Perspectives

- Task drive (the need to achieve): Do well → more likely to want to do well next time
- Anxiety drive: Do poorly → be punished (helplessness, loss of esteem, and somatic reactions to anxiety)



Cognitive Perspectives

- Cognitive interference model: Evaluative threats → anxiety and task-irrelevant thoughts → poor performance
- Deficit model: Difficulties in learning → past poor performance → learned, emotional response of test anxiety



Social-Cognitive Perspectives

- Test anxiety is evoked by concerns over failure in testing situations as well as the consequences of failure
- Poor self-beliefs → heightened sensitivity to evaluative tasks → maladaptive coping strategies

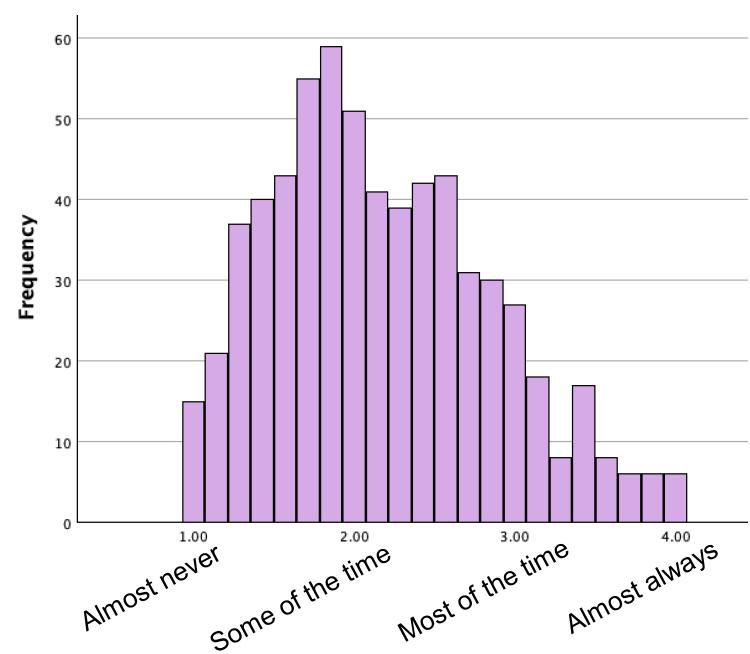
Effects of Test Anxiety



Test Anxiety at Primary 5

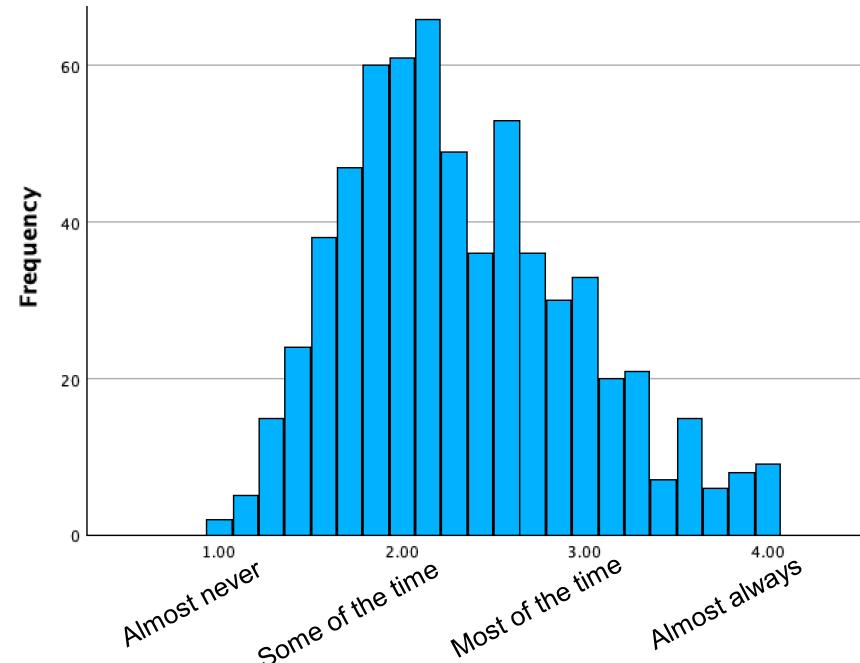
Autonomic Reactions

physical and emotional reactions (e.g., fast heartbeat, nervousness).



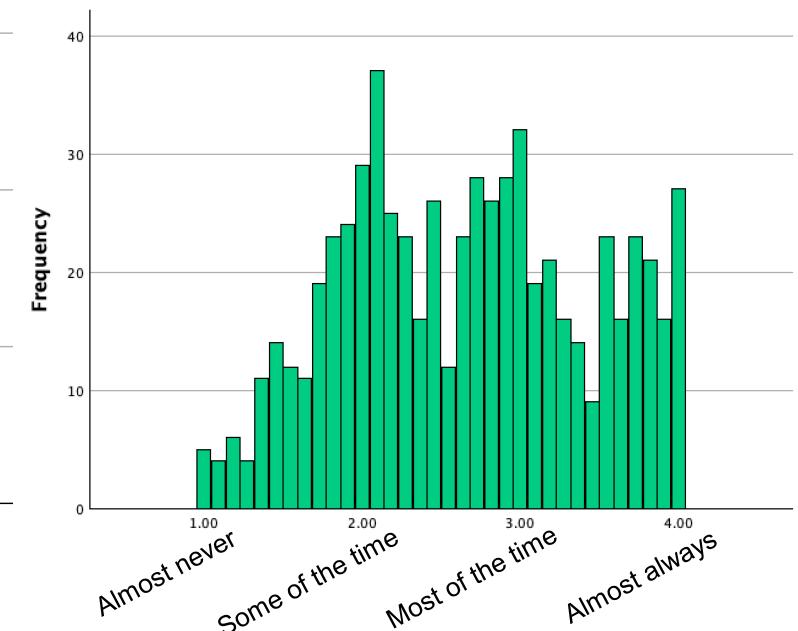
Off-Task Behaviors

distracting actions (e.g., looking around, tapping feet).

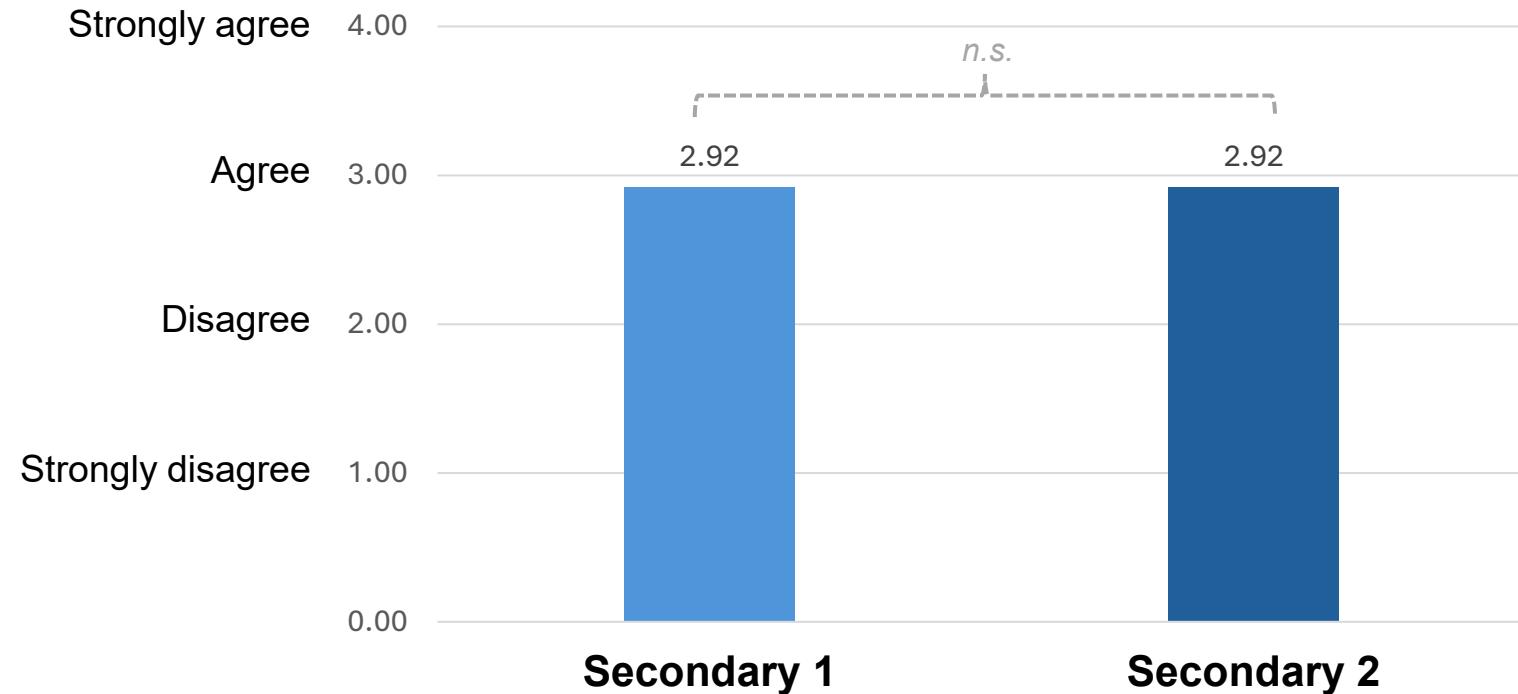


Thoughts

worry and negative thinking (e.g., fear of failing, expecting poor grades).



Test Anxiety at Secondary 1 and 2

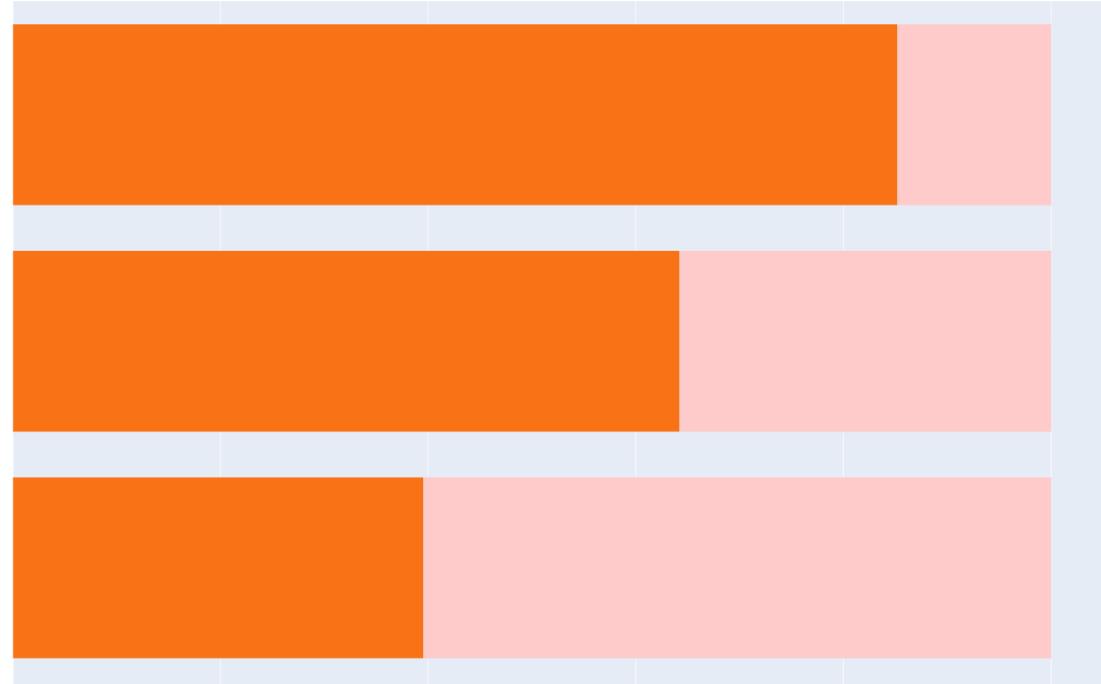


Sample
Items

“I often worry that it will be difficult for me taking a test.”
“Even if I am well prepared for a test I feel very anxious.”
“I get very tense when I study for a test.”
“If I fail a test/exam, I am afraid people will consider me worthless.”

Top Three Sources of Stressors at Secondary School (Secondary 2)

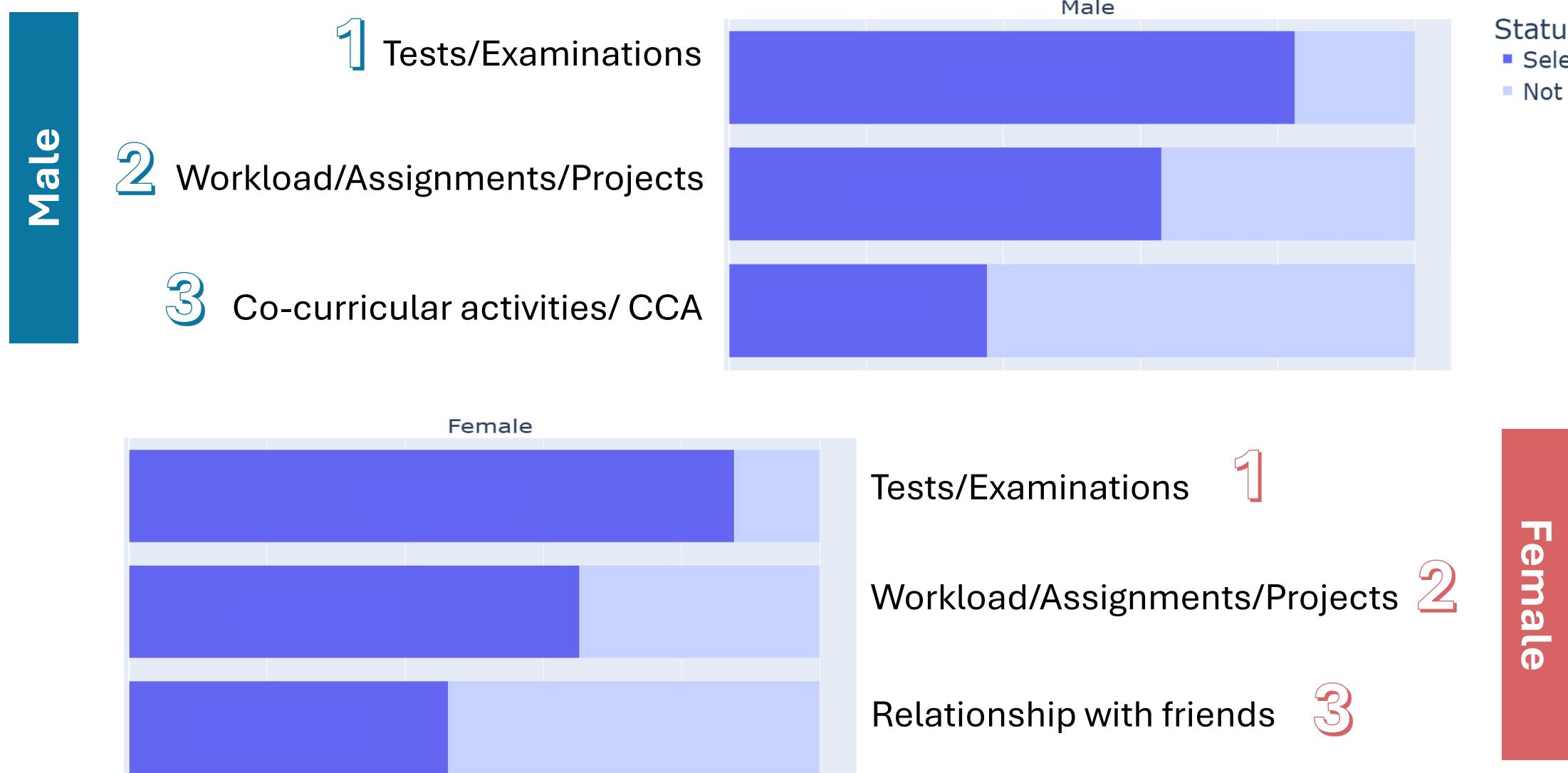
- 1 Tests/Examinations
- 2 Workload/Assignments/Projects
- 3 Relationship with friends (e.g. losing my friends, feeling left out, conflict with friends)



Status

- Selected
- Not Selected

Top Three Sources of Stressors at Secondary School — By Gender



Top 5 Stressors Coping Strategies at Secondary School



Coping Strategy	Selected (%)
1 Do something to think about it less (e.g., watching TV, playing games).	88.9
2 Try to come up with a strategy about what to do.	82.5
3 Concentrate my efforts on doing something about the situation I'm in.	81.0
4 Keep my emotions to myself and do not show them.	78.2
5 Get comfort and understanding from someone.	77.7

Ideas for Parents

1. Understand What Test Anxiety Is

- **Common among adolescents**, especially before major exams.
- **Watch out for signs of Overwhelm**: It's more than "just being nervous." It can include cognitive, physical, and behavioral symptoms (Wren & Benson, 2004)
- **Simple self-regulation tools** such as deep breathing, writing about exam worries



Ideas for Parents



2. Create a Supportive Climate

(Yahav & Cohen, 2008)

- **Acknowledge feelings:** “It’s okay to feel nervous before exams.”
- **Encourage balanced thinking:** Help them replace “I’ll fail” with “I’ve done my best.”
- **Praise effort and persistence:** After exams, celebrate hard work and coping, not just grades.

Ideas for Parents

3. Promote Healthy Study Habits (Hamilton et al., 2021; Zhang et al., 2022)

- **Promote active learning:** Suggest strategies like practicing tests, summarizing key points.
- **Discourage overstudying:** Remind them to take breaks and stop studying before bedtime.
- **Encourage healthy routines:** Enough sleep, balanced meals, and light exercise.



Ideas for Parents

4. Take Care of Yourself, Too

- **Manage your own stress:** Children easily pick up on your emotions. (Ringeisen & Raufelder, 2015).
- **Model healthy coping:** Share how you handle pressure or challenges.
- **Stay open and supportive:** Talk about feelings and seek school or professional help if needed.





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SINGAPORE



Thank You!

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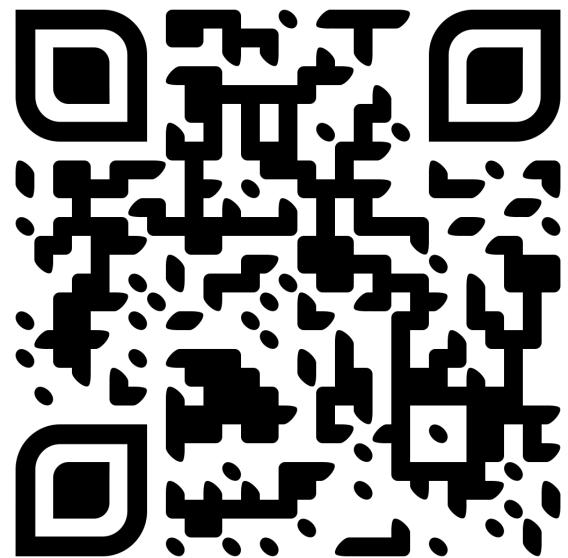
Q&A

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Thank You!



Your input is
greatly appreciated



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