



The reality therapy approach to reduce the level of exam anxiety for university students

أسلوب العلاج الواقعي للتخفيف من قلق الامتحان لدى الطلبة الجامعيين

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Received: 03/12/2022	Accepted: 19/02/2023	Published: 15/03/2023
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Abstract:

The goal from the current study is to recognise the role of the Reality Therapy in reducing the levels of exam anxiety for students, throughout the detailing of the principles of the Reality Theory which is founded by the researcher and scientist William Glasser. Also recognizing the definition of the exam anxiety, its reasons and effects on college students. One of the key important conclusions that we have realized in this study is, the Reality Therapy for the phenomenon of the student's exam anxiety is based on the integration of the student in the indicative relationship, keeping the student's concentration on the current behaviour, living with the reality experience, focusing on the positive behaviour and reinforcing it, the student must realise that happiness is an inside feeling that accompanying the responsible behaviour, the use of humour with the student, handling with the conscious cerebration, helping the student in understanding himself and dealing realistically with the situation.

- **Keywords:** Reality Therapy approach, exam anxiety, students.

ملخص:

الهدف من الدراسة الحالية هو التعرف على دور العلاج الواقعي في خفض قلق الامتحان لدى الطالب الجامعي، من خلال عرض لمبادئ النظرية الواقعية التي أسسها الباحث والعالم ويليام جلاسير ، والتعرف على مفهوم قلق الامتحان. عوامله وانعكاساته على الطالب الجامعي. من أهم النتائج المتوصل إليها في هذه لدراسة، هي، أن العلاج الواقعي لظاهرة قلق الامتحان لدى الطالب الجامعي قائم على الاندماج ضمن العلاقة الإرشادية، إبقاء تركيز الطالب على السلوك الحاضر، العيش مع الخبرة الواقعية، التركيز على السلوك الإيجابي وتعزيزه، على

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الطالب أن يعي أن السعادة أمر داخلي يرافق السلوك المسؤول، استخدام الدعابة مع الطالب، التعامل مع التفكير الشعوري الواعي. مساعدة الطالب على فهم ذاته ويتعامل مع الوضعية بواقعية. الكلمات المفتاحية: أسلوب العلاج الواقعي، قلق الامتحان، الطالب الجامعي.

- Introduction:

The higher education is considered as one of the important stages that individuals go through in their lives, especially those who are in pursue of a higher education level which guarantees a superior social status. As we found out that most students after they obtained their BAC, they chose a higher education major that they master. From this point forward, students have different and multiple goals, yet they all have the same aim which is achieving success and graduating in order to get a job that they can achieve their social and economic goals.

In order to achieve this success, the student must pass exams whatever its types and its levels, it maybe trimestral, semestral or annual. Though before beginning with these exams, some students are going to get stressed that may affect their behaviour or their thoughts, that may come between them and success. This is called “exam anxiety”, that is called the anxiety of acquirement sometimes, it’s also a type of anxiety state associated with the state of exams so these situations alarm in a person the feeling of fear and perturbation when he faces an exam. (Redouane, 2002, p p. 155- 156).

This state must have bad effects on the student’s academic and even social life, due to the symptoms which can be associated with it physically, emotional or cognitive, such as: sweat, respiration rate, stress, insomnia, loss of appetite or dysfunctional in the mental operations like: attention, concentration and thinking... (Zahrane, 2000, p. 100)

Because of this terrible situation that the student may go through every time that he has an exam of any kind, whether it’s continuous or periodic. This situation is either a state or a feature because it affects badly on the academic path of a student which makes him mostly fail in his exams.

Due to this situation, many psychology researchers thought of finding solutions for this academic and psychological problem. Each one uses the system that he believes in, whether it's cognitive, behavioural, analytical or realistic, these systems are all relied on as a psychological and cognitive guidance to reduce the side effects of accompanied stress related to exams.

But in this research paper, we have adopted William Glasser's Reality Theory which had prevailed widely in the mid 1960's. The reality therapy had been current and used during individual and group guidance in schools and pedagogical institutions.

We opted for this approach basically to use the procedures of conscience and reflexion in order to overcome the psychological problems, as it associate the mental disorder with the irresponsible behaviour. William Glasser said: "the irresponsible behaviour is a defeated behaviour that leads to either self-harm or others harm." (Djeradate, 2019), because a person is a rational and responsible being for his behaviours.

Therefore, we asked the following questions to brief more about the paper's subject:

- What is the reality theory? And what are its principles?
- What is the mechanism used in applying the reality therapy during the psychological guidance in order to reduce the exam anxiety of students?

1- The subject's key definitions:

1.1- Exam anxiety:

Many researchers have strived to define exam anxiety, that we have chosen the following:

- **Hamed Zahrane (2000):** "is a type of anxiety related to an exam which alarms inside an individual the feeling of discomfort and nervousness, it's an accumulated emotional state that an individual feel before the exam or during the exam. This state provokes a feeling of stress and fear because of an exam." (Hamed Zahrane, 2000, p. 96)
- **Spelger:** "a personality feature that contains nervousness and emotion during a specific situation, it's also called the anxiety of acquirement, is a state of nervousness associated with situations like exams, so it would affect

individual a sense of fear and uneasiness as he faces them. If this emotion has increased for the individual, it will prevent him from performing in the exam and his response is unbalanced.” (Saihi, 2012, p.76)

- **Abderrahim Bakhit:** “anxiety is a type of stress associated with the exams situation because these situations provoke the feeling of discomfort and nervousness for an individual, that is a disordered emotional state, which affects a person before the exam or during it. This state is distinguished by the feeling of stress and fear from an exam.” (Abderrahim, 1999, p. 82)

- **Ahmed Abdelkhalek:** “the exam anxiety which is sometimes called the anxiety of acquirement. It’s a type of stress associated with the examination situation as it provokes a feeling of fear and uneasiness once a person is facing this situation” (Redouane, 2002, p. 155)

Therefore, we conclude that the exam anxiety is related with the student’s emotions. This latter shows emotional reactions that makes him live a state of disturbance and feeling of fear once he knows that he is passing an exam in a subject or a set of subjects in order to determine his acquirement level. He is overcome with the feeling of failure as this state effects on his performance, body and mind, the fact that makes him unable to proceed with the exam.

1-2- The reality therapy:

- **Glasser (1962):** “is a guidance approach assumes that people are normal and they have a normal development to a certain way that make them able to deal with the real world” (Djamili, 2007, p. 210)

- **Jones (1983):** “is a direct guidance approach relies on satisfying the need of belonging and self-esteem in order to achieve individual accordance with himself first and other second, this would realise self-satisfaction” (Djamili, 2007, p.210)

- **Corey (1990):** “is a guidance approach aims to help individuals in controlling their lives and satisfying their real desires and their psychological needs” (Djamili, 2007, p.210)

- **Rachidi (2000):** “the tool given by psychologist to his patient in order to help him so he is able to face reality positively and adapt with it, and

satisfying his needs according to the definition of responsibility, reality and right” (Rachidi and Sahl, 2000, p. 502)

We conclude that the reality therapy approach isn't like other suggested therapy approaches. It is an approach derived from Glasser's reality theory, that elaborates the principle of the positive confrontation towards reality and adapt with it. It means that a person can control his life throughout understanding reality that he lives in, satisfying his needs based on the concept of: responsibility, reality and right. (we will discuss each concept in detail when reviewing Glasser's theory).

1-3- Student:

Is the person who had his BAC to go to university, in order to obtain a college degree that qualify him to build a career so that he would be an effective member of society. He is forced to pass any kind of exams chosen by the university in order to achieve success to move on from a year to another and ultimately graduate.

2- The university exam:

2- 1- The student's preparation for an exam:

Assessment is used by any educational institution as it uses exams of any type or period so that a teacher can evaluate his learners. The university, as an educational system, uses this operation as the assessment could be continuous during a month or semester. It can also be periodic at the end of every term.

So the student is obliged to pass through all of these exams if he wants to succeed and graduate from college. In order to achieve his goal, he has to be fully prepared to do the exam. So he must revise his lessons and look for the information that they contain especially that university's learning differs from other institution. Students need to search and look for information more than dictate it, which is known as tutoring. If they want to pass their exams, they must be well-prepared to do it.

2- 2- The exam's associated anxiety:

The exam's associated anxiety is considered as a key facture that prevent the student from exhaling in his academic path which means his learning and his success in the many educational stages and on top of these stages, there is the college stage. As it is the final stage that decides the student's future after he has passed the previous stages. It's the stage that

allows the student to enter the business world. As soon as the period of exams approaches, students show some fears that turn into nervousness.

A number of studies have pointed to the negative impact of exam anxiety, they also confirmed that a lot of student fail in their studies due to their inability to deal with the exams situations that they face, the feeling of disturbance and nervousness affect the ability of the students to adapt with the exam's situation.

Both of Condry and Sharon (1976) have pointed to some common beliefs among students about exams and their results, which are irrational and untrue assumptions, that we mention the following: (Zougari, 2019, p.20-22)

- I have no future if I fail and I don't get the mark that I want
- I'm unlucky in exams
- My peers are better than me in exams
- Exams are always very difficult
- I can't cover the entire curriculum that's why I fail in exams
- The exams are unreal and untrue, it lacks the minimum basic knowledge and understanding

2- 3- The elements causing exam anxiety:

The elements causing exam anxiety can't only be limited to some situations or effects, they are various and multiple, according to the situation which the student is put through, his personality or his family history. So we decided to mention these elements ranked into three main categories: the personal side of the student, the family side and the academic side:

2-3-1- The student's personality:

The student's personality can be a factor to issue the exam anxiety. The individuals' personalities differ, there is the nervous personality; this personality is mostly objected to the exam anxiety more than others because he holds the nervousness feature. It's the natural preparation and behavioural direction that make an individual nervous, and he relates basically on previous experience" (Saihi, 2012, p.84) therefore, we can determine that any student has the nervousness feature in his personality, he is most likely objected to its effects in any new situation or something different to his academic life's routine. One of the most important situation

in the student's academic path is passing the semestral or annual exam in order to move from a stage to another, or to achieve success and graduate. We find the student holding the nervousness feature is nervous as soon as the exams approach, and he considers the latter is a big burden.

2-3-2- Family pressure:

Some families prepare as if they are going to war as soon as the exams approach, so the system changes completely in the house, children aren't allowed to practise a lot of the familiar daily activities, the fact that send fear and scare feelings in the student's self so it would cause exam anxiety. It's necessary to reduce the level of stress and nervousness of parents as it reflects on the student's psychological comfort before or during performing the exam (Zeyadna, 2015)

This case is found during the earliest academic stages especially the primary school stage, and it's natural that this state of panic and stress would eventually minimises for the family as the student's academic progress, especially during the university level. However, the same can't be said about the student, because this state mostly continues for the college student. Because he had acquired from his family background, and it becomes a habit for him as he prepares with a kind of panic and stress for his exams.

2-3-3- Academic elements:

What we mean by academic elements, is everything related to the academic environment that the student lives in like the way used by the teacher in phrasing the exam's questions and the students' preparation for it, or the way that the teacher uses in the evaluation's operation. As most teachers consider the semestral or annual exam is the only standard to judge the student as a failed or successful individual. This is had been set by the system that the ministry in charge follows.

Meanwhile for the evaluation's operation, following the old ways involving memorising and dememorization which could be a reason to evoke stress among students.

3- Exam anxiety is a phenomenon that must be cured or minimised:

After all the previous mentioned information about exam anxiety which can happen to the college student and effects his learning and therefore his success. We conclude that this is a confusing phenomenon that

requires attention and dedicating every effort to treat it or at least minimize it among college students

Many scientists and researchers have worked hard to research about strategies and approaches to minimize this phenomenon according to each one's course and doctrine, so we find epistemologists, behaviourists, analysts and other theorists in the field of psychology. However, the theory that we wanted to adopt and to shed the light on it, that we think that the Reality Theory (Glasser) is the closest method to help the student in overcoming his exam anxiety. This theory is as the follow:

4- The Reality Theory (Glasser):

4.1- A brief look about the development and the theorist:

4.1-1- Brief summary about the life of William Glasser:

We are going to display a brief summary about the life of William Glasser who has the credit in discovering the Reality Theory. So we are going to put spotlight on every important stages of his life till he had put the principles of this theory, according to what Zuyoud have written in his book "psychological treatment and guidance theories": (Zuyoud, 1998, p. 112)

William Glasser was born in 1925 in Cleveland, Ohio. At the age of nineteen, he became a chemistry engineer then a physicist at the age of twenty- eight. He studied clinical psychology and got his doctorate degree in 1955. He joined the university of California to work as a psychologist in 1957. Later, Glasser received the position of the medical chief of a delinquent girls supervising centre at the Ventura university for girls. He saw the big opportunity to apply his ideas that composed of: a person should be held responsible for his behaviours. in the 1960's, he worked as a school guidance counsellor, when he applied his initial concepts of the Reality Therapy on the teaching and learning materials. His main interest was on the students' interaction with the teachers and the way real life is incorporated in the teaching –learning process. The results were put in a form of his first and essential book about learning (Schools without failure). After that, he started to be interested in what it's called controlling. He had founded a

training educational centre where learners receive a training in this kind of therapy.

Glasser wrote 19 books: Mental Health (1961), Reality Therapy (1965), the Identity Society (1972), Positive Addiction (1979), Stations of the mind (1981), Take effective control of your life (1985), The quality school (1990), Choice therapy (1997), Reality therapy in action (2000), What is this thing called love? (2000), Every student can succeed (2000).

Glasser had spent his life in writing, lectures and training people with his ideology. The universal organisation that he had founded, contains more than 48 thousand persons who have received training in the choice, reality therapy, the quality school theories. This theory is used worldwide. He is currently a professor at the university of California. (Abou Saad and Aribet, 2009)

Glasser refused the traditional mental disease idea. He proceeds into using a special approach based on the principles of learning and teaching that aims to build what it's supposed to be given during the earlier stages of the individual's growth. This method relies on the principles of achieving the principles of responsibility. He thinks that each time responsibility is demolished, the person's behaviour becomes more wrong.

4.1-2- The philosophies that inspire Glasser:

Due to a collection of theories and philosophies that inspired Glasser in order to formulate and develop his theory, he didn't rely on one point of view, his wide knowledge and his endeavours, mostly his intelligence and his way of thinking. It helps him in reaching and looking to come up with a theory that becomes one of the most important psychological therapy theories followed in the world.

Among these philosophies and theories, we mention the following: (Menssi, 2004, p.68)

- Swiss doctor Paul Dubois: he is the psychosomatic medicine approach which works on teaching patients the life's philosophy focusing on health and not on the illness. The scientist Tomas Sezar who strived to erase the mental illness myth.
- Scientist William Powers: the owner of the perceptual control theory which explains how the brain works as a controlling system of the human behavior.

- Existentialism: sees that human beings are capable of self-awareness. It's the special skill that allows us to think and decide. With this awareness, we become free beings and responsible for our life's path. Therefore, we effect our destiny.
- Scientist Mowher: is the owner of the moral explanations in the integrative psychotherapy.

It is clear that Glasser was influenced by everyone who is rational and realistic in explaining issues that an individual could face in his life. As they consider, according to the Glasser's conclusion, that the human behaviour is controlled and it comes from the individual's inside and not from external forces in spite of its impact largely on his decisions, rather than the human behaviour is driven by internal motives. His behaviour is a better attempt to get what you want to obtain an effective control on his life because the behaviour is directed basically to satisfy his needs.

4.2- Glasser's assumptions put about the human nature:

Glasser started from the assumptions that he tried to know the human behaviour well, and he revealed the points that we could've summarize as the following (Naimi, 2019)

- The human behaviour is objective and comes from the person's inside not from the external forces even though the external forces has a big impact on his decisions yet it's not resulted about these elements
- Human behaviour is conducted with internal motives
- An individual does each behaviour; it is just an attempt to get the best he wants in order to get an effective control on his life.
- The individual's behaviour is conducted basically to satisfy his needs
- There is a psychological need in each person from birth and from any culture, which is the need for an identity (who I am?) so the person feels different from other beings.

Glasser started with the idea that an internal force which he named it as motives, that move the human's behaviour. It works to satisfy his different needs but he doesn't deny the role played by the external elements in the same degree that the internal part in controlling and guiding the behaviour, so it's the effective control in life in every area, especially the academic and social. As he considered that everyone, wherever his culture

and throughout all of his life's stages, he is working on satisfying his need which is the need for identity or identity confirmation. As a result, he considers that every one of us is different from the rest of people and from other beings.

All of this made Glasser confirm that: "every person is capable to guide his life through his decisions more than relying on his situations. Meaning that people's behaviours are the ones that determine their personalities" (Menssi and Menssi, 2014, p. 215)

Therefore, every person of us can change his life towards the best and more effective, and he feels more satisfied. He must look within rather than tossing it on the situations that he lives because he is the only one capable to take the right decision to change for the best, especially that we control the internal motives to satisfy our needs.

Thus, the individual is the only one capable to orient every unpleasant, unsatisfied or worrying situation in order to change the current state.

Because of his internal important and effective power to do that. The only thing that he does is the ability to make a decision about that. Glasser said on this matter: "we think that every individual has the ability to grow and develop as people want basically to be happy and achieve success, to show a responsible behaviour and to have meaningful personal relationships.... The person's value depends on his actions and he wouldn't do anything unless he decided to do it or what his subconscious tells him to do it (self-guidance) (Menssi and Menssi, 2014, p.116)

4.3- The essential psychological needs used by Glasser in explaining the human nature:

In order to understand the Glasser theory and the elements that he relies on to explain the human nature, we found it necessary to mention the subject of the essential psychological needs. That we have already mentioned. Glasser considered them as the important motivator for human behaviour because it always works on satisfying them in order to achieve psychological harmony and social integration. We summarise it according to what Hacene Menssi have mentioned in his book "Guidance, counselling and psychotherapy" (1994, Acevido):

- **Survival skill:** it involves the psychological needs such as: breathing, food, bathroom needs, sex and sleeping.

- **Connecting, belonging, love:** involves the need for family, friends and love. An individual that lives and loves any society, he always feels attached to it which means that he is loved and loves it. So he is forced to form human relationships with others so as he will be able to realise this need as much as possible.
- **Power:** involves around the love of power, control, competition and mastery. As an individual gets his power from his self-respect and others appreciation for him, other's competition and predominating them.
- **Fun:** involves having fun, messing around, playing, laughing, enjoying and pleasure from food and sex. It what attracts an individual to life.
- **Freedom:** means that an individual is free to determine everything related to his destiny and his control over his life.

All of them are needs, if we really focus, that comes from within us, and every person on earth aims to satisfying and realising them so he can achieve social and psychological harmony. To achieve self-satisfaction and to live a natural and social life free from stress and anxiety. Each one of us is fighting for survival to achieve the simplest biological needs like eating, breathing and sleeping. And we all need others like family, friends and neighbours because a human is a social being. He can't live isolated from society by himself. We all need countries whether small or big to belong to. Cohabiting with others generates in ourselves, a love for competing, self-realisation and self-appreciation. In order to achieve this, we must have an internal power helping us in control and command in a situation. Then, it comes the freedom. Every person has an internal power leading him to use his freedom to make important decisions in his life to determine his destiny.

4.4- The main principles that the reality therapy focus on:

As mentioned before, the reality theory or the reality therapy theory has caused a major revolution in the field of psychology especially in the guidance and psychotherapy operations. As his owner Glasser had focused on two essential aspects which are thinking and realization.

The Glasser's main reasoning is **Reality**, therefore, he put three main concepts which are considered the pillars of his theory. Thus, it was called the **(3 R)**, it means **Reality, Responsibility and Right**. We will try in the following to explain them in detail in order to understand it more, as well as

other concepts that Glasser didn't overlook, which are: **Autonomy, Assimilation and Motivation.**

- **Reality:**

We think it's important to start with the first R because according to our beliefs, is the first concept must be explained, especially the theory is based on this concept.

"Glasser thinks that the concept of Reality points out to everything that existed, it involves around the external circumstances surrounding an individual, that he has to adapt with her. it includes the individual and the surrounding circumstances in an interactive relationship so the reality includes the current behaviour of the individual" (Rouachida, D.S, p.2)

"He also thinks that reality is the real outside world that we live in. The focus would be on the behaviour more than the emotions" (Menssi and Menssi, 2014, p.221)

In another site, we actually found that reality is "about realistic conscious experiences in the present time away from perfection, fantasy or dreams. The normal person who accepts the reality that lives in spite of the accompanied circumstances. Denying reality partially or totally, will cause a behavioural disturbance. Glasser sees that one of his theory's objectives is to reinforce reality for the client and the therapist" (Djaradette, 2019, D. S)

It's quite clear and reasonable that Glasser had put the reality's concept as the essential principle of his theory. The fact which made a revolution in the psychotherapy field especially in his field psychology. He is saying "as psychotherapists, our client's treatment should be considered to the real and actual world that he lives in because it represents the set of skills that he required during his life which presents his conscious side. Based on this, the reality therapy theory refuses the term "mental illness" and replaces it with the term "unhealthy behavioural choice". It points that the problem that the individual suffers from, is related to the reality he lives in. As fear is discarding reality. Depression is an escape from reality. Psychofrenia is a denial to reality. Psychosis is escaping reality. (Raouched, D.S, p.2) So it appears that Glasser has opposed the psychanalytical theory in his explanation of the mental illness or every deviant behaviour. He implies to

look in his past and getting closer to reality and his dissociation from it. As he looks to the present as a part of the definition of the reality. Because we can't change the past no matter how much we try to understand it. We move past the reality" (Menssi and Menssi, 2014, p p. 221-222)

Otherwise, Glasser thinks that the focus should be more on the behaviour rather than the emotions. Because:" it is considered as part of the reality since it's one of the watchable and concrete facts in the real world meanwhile emotions is more abstract. Therefore, the behaviour can change before the emotions". (Menssi and Menssi, 2014, p p. 221-222)

We concluded that Glasser focuses in his theory on the factual behaviour or more clearly on the apparent performance of the individual. It's the final reaction that can be as a response for multiple situations on the reality that we live in therefore, we will adopt a behaviour related to the reality far from fiction and perfection.

- Responsibility:

Glasser defines it as "the ability to complete the personal needs in a way that doesn't get in the way of others." (Menssi and Menssi, 2014, p 221) Which means that responsibility as an individual effort to achieve his essential needs (that we have already mentioned before) such as: the survival, connecting, power, fun and freedom. It's named the self-responsibility or responsibility towards yourself. As long as each individual respects the others in their pursuit to achieve their needs, this is called responsibility towards others. Therefore, a responsible person is an independent man by himself, he has an internal emotional support that is enough to achieve whatever he wants in life and satisfy his needs in a responsible way that complete his needs and goals. (Rouacheda, D. S, p.2)

Respecting others in achieving their needs and goals, is considered as something necessary therefore Glasser considers it as an essential condition in achieving the principle of self-responsibility. If someone wants for example to achieve his essential needs such as self-appreciation which represents a man's love for power, control, competition and possession. So a person gets his power from his self-respect, other's respect for him, others competition and winning. As a result, the responsible behaviour is the way that allows an individual to get both of self and others respect. In order to

realise power, success or successful self. “the irresponsible behaviour is always a cause to feel alone and pain together. They are the reason for a failed being.” (Slimane, 1997, p. 587)

Glasser has linked the good behaviour to the person’s ability to achieve his needs so he will take responsibility for himself in order to realise a psychological balance. He has also indicated: “a normal person is responsible to satisfy his needs. He is responsible for his behaviour and his results. If a person lacks the ability to satisfy his needs and his irresponsible behaviour, it will cause him a behavioural disturbance.

- **Right:**

In other sites, the word “Right” was translated to the noun “right” as it means the correct. As Glasser has followed the opposite of this word which is wrong. So, for Glasser, this principle means the individual’s ability to follow right in his actions like: morals, bidding by rules, regimes and correct roles. He said;” the person’s ability to do right and avoiding wrong according to his religion, laws and traditions of his community, is a standard behaviour when it is respected by an individual, it accomplishes him a successful social life” (DJebbaï, 2019, p.2)

He also mentioned in his book “**Reality Therapy, new approach to psychiatry**” : “ethics, standards, values, good or bad behaviour had an internal relationship in achieving and accomplishing our needs to praise oneself” (Slimane, 1997, p.591)

Both of Menssi Hacene and Imene (2014) said in this matter and reported from Glasser:” the valuable ideas are considered as an essential skill of stored knowledge of a responsible person” (Menssi and Menssi, 2014, p.222)

Thus, we confirm the Glasser’s notion that responsibility and right are associated together because right is a value that exists in every responsible human being. So it is a part of their stored knowledge. It is an essential value to realise his daily needs then his self-praise and appreciation. “without making condemning judgements on others behaviour as right or wrong, good or bad. Therefore, people’s actions and activities become impulsive and arbitrary (not controlled)” (Menssi and Menssi, 2014, p 222)

This presents another evidence on the differences between Glasser and the psychoanalytical theorists who consider impulses are the ones which

control and judge our behaviours and actions. Each one of us does whatever his conscious tells him to do meanwhile Glasser thinks that right is a value that a person is born with, develop and enhance like other basic faculties. It is controlled by the moral traditions that a community had put to manage individuals.

- **Autonomy:**

This concept is related with maturity as it points to the self-support. Since the individual takes personal responsibility so he will be able to stand well psychologically. Which means exactly that he has to be integrated not to give, to love but to abandon the environment support surrounding him especially his family” (Zeyoud, 2008, p. 223)

Thus, we understand that autonomy that Glasser talks about in the reality therapy, is the psychological independence of an individual from his environment so he will look for coherent mechanisms and tools in order to be an independent personality from others (especially family). Therefore, he will make his conscious as the primary support for himself. The main objective behind this is to avoid completely from forming negative ideas, negative behaviours or thinking about deviation since he is busy with forming a strong independent personality from others depending only and fully on himself.

- **Motivation:**

Glasser thinks:” individuals need to know themselves who have an importance, independence and individuality. This is known as the term identity which is considered as the unique request of each person, he differentiates two kinds:

- Successful identity: indicates that an individual sees himself as fluent and capable and he has an importance.
- Failure identity: formed by persons who aren't able to form a close relationship with others, they aren't responsible, they feel desperation and irresponsibility.

Glasser discussed identity as the highest psychological need of a person so he can form an identity through love and self-importance so he will take other roads like dissertation. Thus he ends up in this case with the failure identity. This identity can be changed however throughout changing

the behaviour in a way that can be satisfied with the need of love and need of importance. These could be achieved by doing everything that present responsibility, reality and right (3R) the special essential aspects with the reality therapy". (Menssi and menssi, 2014, p p. 219- 222)

We conclude that the identity that a person takes for himself either it is positive or negative. The basic drive is the motive that a person aims to achieve and attend his need's degree to it.

- Assimilation:

The assimilation's concept is related to the intimate and friendly relationships between two or more persons. The first forms of assimilation in life, are at the earliest stages of his life as a kid. Since he interacts with his parents, friends, colleagues, spouse and kids. Assimilation is considered necessary to fulfil their needs. It seems a lot of persons who suffer from mental health problems, they don't usually have intimate or friendly relationship with anyone. These persons can become normal if they are integrated with others who act responsibly, reasonably and right. (Khatib, 2003)

This notion is close in meaning to the term of compassion yet it differs from it as it's about connecting with others not just an affection. Thus, we should point that the counsellor should focus on this skill because of its importance so that the relationships with the society surrounding him will succeed.

We conclude that the essential notions and concepts of Glasser theory, are all interfered with each other and they are unseparated as they are the essential principles in the life of a man especially in the stressing and nerving situations that he may suffer from.

5- The characteristics of the reality therapy and its impact in reducing a number of problems:

After we have detailed the origins of the reality theory and brief biography about its theorist. We must show the characteristics of the present theory as an approach of dealing with different situation that the person may suffer from during the different stages of his life especially desperate and abnormal. To prove these characteristics practically. We saw it's necessary to show this throughout some studies done by researchers in the field to test

the impact of the reality therapy. We are mentioning the following for example:

- **Sandy 1989:** the effect of the reality therapy program in developing the behaviours of the unethical youth at some high schools in the region of Temple. As they have trained the trainer on the reality therapy program. The study's results pointed that the first steps of this reality therapy was done successfully. There were some significant positive changes in the meaning of self and family however the following steps of the reality therapy program and the most precise have indicated on the growth and development of responsibility for these youth. Their future planning for their behaviour. (Samadi and Zaabi, 2007, p177)

- **Hee Kim (2002):** this researcher had studied the effects of the reality therapy in developing the social responsibility for primary kids in Korea. He has developed a reality therapy program in developing the social responsible behaviour for kids. He uncovered the effectiveness of this program. He had applied this experimental program using two controlling and experimental groups. Each group is formed of 13 children. He experimented the program on the experimental group for 8 weeks. The results of the second test show a clear improvement on the level of social responsibility of the children comparing to the primary test. (Kim, 2002, p p 101- 106)

- **Acqisto 2007:** it was about the effect of the reality therapy on the behaviour of the middle school pupils exposed to danger. The study involved a sample of 20 pupils (10 boys and 10 girls) who have registered in the domain of therapy of evaluating children behaviour system. The presence of the participants was arbitrary. The behaviour's evaluations are between the group reality therapy or the psychotherapy group of children at the end of the reality therapy session between the pupils and their teachers. The analyse of information and data using the different analysing style and the same standards to determine the differences between the evaluation's results. They showed that the pupils in the case of the reality therapy. They have made the poorest results comparing the results of the second behavioural evaluation of children. The fact that the researcher had done using their teacher from the beginning till the end of the therapy. Comparing to the psychotherapy, the results were important clinical significance.

(Acqisto, 2007) although, they didn't have sufficient results however it showed the importance of the group reality psychotherapy in changing the pupils' behaviour in an educational stage.

- **Brahim Bakhis (2014):** was about knowing the leverage of the reality guidance program in reducing the future anxiety for secondary school pupils and revealing the differences in the level of future anxiety between a controlled and experimental groups after applying the guidance program. The researcher used the experimental method. The researcher sample is composed of 20 pupils from the secondary school who get low grades at the future anxiety. He had applied the measure of the future anxiety in addition to a guidance program based on the reality method that he had designed divided into 8 guidance sessions during a period of 4 weeks, the duration of the session (45- 60 minutes). The study showed that the guidance program has an efficient in reducing the level of future anxiety among the sample (Bakhis, 2014, p 32)

- **Khader Djamili (2007):** the study is about the effect of the reality therapy in reducing exam anxiety for student in the education college. He had applied his study on a sample composed of 20 3rd year student of the education at the Mosul university in Iraq, who suffer from exam anxiety based on their grades on the exam anxiety level. Their grades are considered a primitive exam then they were divided arbitrary on two groups, experimental group have received training on the reality therapy throughout group guidance for a period of eight guidance session. A controlled group who haven't received any training. After the T-section exam of the two related and independent groups in the statistical analysis, the results showed the existence of differences statistically shown between the experimental and controlled groups, especially for the first group. (Djamili, 2007, p. 205-225)

Every study showed the effectiveness of the reality therapy in reducing a set of the behaviours or the frustrated cases which an individual can face especially during his studies. This what distinguishes this method from other guidance and psychotherapy approach. Thus, we found that the psychotherapy using the Glasser's reality theory. It helps in reducing the exam anxiety for the college student, in reducing the future anxiety and also

in reducing the deviated behaviour for youth especially who are subject of danger in their social lives. It also develops the social responsibility. It refers on its positive effects on the individuals' behaviours from the social side and mostly from the psychological side.

6- The effectiveness of the reality therapy in reducing the level of exam anxiety for college students:

6-1-The psycho guidance counsellor's role in reducing the level of exam anxiety using the reality approach: (Khaouadja, 2002)

The purpose of the guidance process:

- The main aim is reducing or removing the irresponsible behaviours and replacing it with responsible or objective behaviours
- Providing the counsellor with the skills that allow him to live and integrate with others and facing reality that he lives in.
- Modifying the individual's behaviour so he would have the ability to control his situations and requires the practical skills to help him taking decisions and solving problems.
- Helping individuals to evaluate their goals, if what he wants is realistic also in evaluating his behaviours and decisions.
- Replacing the socially unacceptable behaviour with acceptable social behaviours for his surrounding community.

-The therapy relationship:

The therapists must make the patient to feel that he is interested in his case, subject and tries hardly to help him. Glasser thinks that the discomfort of the therapist will reduce the patient's trust in the therapy process. Thus, Glasser focuses on the strong personality of the guidance counsellor, he said:" comfort, understanding, respect and interest are more capable to develop a good relationship with the therapist with listening and interaction with very special or important subjects of the patient." He says that the reality counsellor is the one who teaches the patient that the behaviour which we can control is our behaviour and the best way to control it is through what we do.

-The therapist's role:

The therapist must be considered in the reality therapy as a teacher, a friend, an educator and a father of the patient because he aims to help him

becoming more responsible, trains him and teaches him how to control himself in order to make him able to achieve a psychological accordance. As he helps him to draw plans. Glasser also didn't determine any guidance strategies however to let his patients free to benefit from all the available techniques among the form determined by the guidance process. There are a set of characteristics which Glasser wants from the reality therapists:

- He can be capable to achieve his special needs and he has the desire to involve others in their conflicts.
- He can be a strong, important, sensitive, humanitarian and responsible.
- He is capable to subconsciously integrate with the patient to ease things.
- Focusing on the power and abilities of the patients that may lead to success.

-The patient's role:

- The patient must adopt an individual personality which it means the ability to act in a way that may realise the individual's need.
- The patient must be greatly cooperative with the therapist in order to achieve the guidance roles.

6-2-The reality therapy's strategies:

The helpful strategies of the reality therapy are related with the eight principles of therapy. These strategies are:

- Assimilation:

How the guidance counsellor can achieve or facilitate the real assimilation with the patient at the beginning. The patient's effective communication with the counsellor must be from the start. The counsellor must realise that responsibility is the guidance in general. In addition, the counsellor must have the ability of understanding, sharing, being interested and communicating. This ability must be real and coming from inside the therapist and not fake and superficial. He needs to be safe which means, he has the sense of safety, mature, responsible and unthreatened. He must have real interest in helping others without applying any power on them or trying to dominate and control.

The guidance counsellor needs to possess a successful identity. This identity doesn't require the patient's success however it comes from the counsellor from himself.

The assimilation needs to be unconditional and the counsellor must be capable to transmit the real personal assimilation throughout words, voice and non-verbal contact such as signs, body posture and facial expression. (Zeyoud, 1998)

- **Now and here:**

Focusing on keeping the patient's attention on the actual behaviour as a guidance strategy. This is a difficult situation especially at the beginning of the guidance process. Many counsellors have a wrong belief that is beneficial and achievable from the guidance by allowing the patient to discuss past failure experiences, his mistakes and events which contribute in creating his actual misery.

The reality therapy confirms on focusing on the recent events doesn't do anything towards the patient's help to obtain the successful identity. If the patient wanted to discuss the past events. He must discuss about the happy not the failed events. (Khaouaja, 2002)

- **Living with the reality experience:**

The effective reality guidance counsellors proceed to the strategies that facilitate educating the patients the most responsible behaviours then they work on satisfying his personal and professional needs responsibly. (Khaouaja, 2002)

- **Be positive:**

The reality counsellor talks and reinforces the behaviour and constructive positive planning which means it could be effective and reinforced by the appropriate behaviours of the patient. The patients may think that the counsellor wants to listen to problems, misery, failure and their disappointments.

The disappointed and negative competition leads to more disappointments, feeling depressed and doesn't contribute in improving the patient's thinking and behaviour. The good strategy which responds and accepts the reality of the misery feeling or depression and incapacity that the patient feels. It is also the one that also helps the patient to release these negative feelings. It focuses on building and positivity of things happening with the patient at the present time. So the patient can't obtain the successful identity by focusing on past negative events. (William, 1986)

- **Responding with the clients' misery:**

At the start, the counsellor must realise that responsibility is the reality therapy's aim and the patient's misery is a consequence not a cause for irresponsible behaviour. **Glasser (1965)** confirms that counsellors must teach the patients that happiness is an internal thing and the individual can only find the real happiness so it is associated with responsible behaviour.

- **Use of comedy:**

The reality therapy encourages the use of comedy as Glasser supports and invites to use comedy in reality psychotherapy with the confirmation on the use of comedy moderately throughout the guidance sessions. Joke has the effect on the therapy and creating a good relationship between the therapist and patient. The use of comedy doesn't mean that the session doesn't turn to laughter all the time. The therapist doesn't rely on making jokes from now and others. From another part, he also shouldn't take a serious situation dealing with the patient because it makes the therapy process dull and negative. Therefore, the therapist must look on the bright side of life to encourage optimistic and positive thinking. Comedy is part of life which is part of the counsellor so he must take it in consideration. (William, 1986)

- **Facing the patient:**

As the reality therapy asserts that responsibility and the no excuses approach since it's naturally to believe in confrontation (the patient's confrontation) as an effective necessary and strategical therapy approach. In order to achieve these principles, the counsellor's patient confrontation must aim to help not to educate or punish. His objective is helping the patient not to discipline him.

Therefore, confrontation needs a counsellor's skill that is basically done on facing the patient with his irresponsibility and not attacking him.

The patient's confrontation sometimes seems hard however it is necessary because it pushes the patient towards the responsible behaviour so when using this strategy properly with the confirmation on the role of confrontation in helping the patients, picking and using proper oral expressions for this strategy.

Confrontation is a planned strategy by the guidance counsellor is the one appropriates the principles of focusing on the current behaviour and focusing on behaviours not emotions. (Gorey, 1977)

- **Dealing with a conscious emotional thinking:**

The reality therapy deals with emotional thinking and avoids assimilation or interaction with unconscious ideas which is shown throughout dreams, aneurisms, imagination and others represented with the subconscious conflicts.

Glasser confirms that focusing on the subconscious side gives the patient more excuses to avoid facing reality and makes his behaviours irresponsible.

Focusing on the feeling that the therapist can make his patient realise that the way he is currently taking, doesn't lead him to satisfy his needs.

Meanwhile the counsellor should realise that looking into the patient's history to find explanation for his current behaviour doesn't do anything in order to satisfy his needs. The method of dealing with the subconscious also leads to tricking the person to avoid the responsibility and avoid facing reality. Thus, the reality therapy insists on rational scientific dialogue with the client. (Khaouaja, 2002)

- **Helping clients understanding and accepting themselves:**

It's important for counsellors and clients to become involved with each other as real persons. (Khaouaja, 2002)

- **Responsible behaviour's planning:**

The guidance counsellor does a facilitating and effective job to make a plan, and continue walking towards committing to plans which leads to a behaviour's change towards the best. Thus, it leads him to feel competency and reinforcement of the successful identity which is the therapy's objective.

It's a large mistake made by the guidance counsellor to suggest then and solely a plan because the client didn't participate in it and he doesn't accept it, execute it and commit to it.

In the case of plan's refusal, it is necessary that the therapist knows what his client wants or actually realise. The therapist works towards encouraging the client on putting and developing a special real plan for

himself. It's important that the plan should be written because this presents an act encouraging to make every effort to succeed in it and executing it so the plan must contain real concepts focusing on the client's important goals. (Menssi, 2004)

7-Conclusion:

The phenomenon of exam anxiety is considered as an essential problem that a number of students suffer from. It has multiple causes and elements may focus on the student himself, on the scholar circumstances that he is in, like the teacher's asking questions method, the exam time that may concedes with unmanageable circumstances for the student. The circumstance that the exam is passed on by the student like the physical environment as an example. It also may be caused by the family pressure.

All of this requires thinking about facing strategies or therapy methods to solve or reduce this issue. Among these treatment methods that we have adopted for this phenomenon, is the reality therapy taken from Glasser's reality theory, who had put a set of principles required to be respected to achieve success in treating any psychological problem may face the individual.

We arrived to the conclusion that facing the exam anxiety for student relies on a set of steps must be followed with the psychotherapist, which are the following:

- Involvement with the guidance relationship
- Maintaining the student's focus only on the present time
- Dealing with the real experience
- The student must be aware that happiness is an inside thing associated with the responsible behaviour
- The use of comedy with the student
- Dealing with the conscious emotional thinking
- Helping the students to understand himself and to deal with the situation realistically.

Suggestions and recommendations:

- Activate the job of guidance counsellor in the educational establishments from the primary school to the university.
- Working on the counsellor's information on applying the psycho guidance theories especially reality theory as it is the closest to the student's reality

- Pushing counsellors to do the job of an advisor, father and teacher to enable them to better understand the situation which is the exam anxiety.
- Enlightening students on the necessity of contacting specialists in order to overcome their psychological problems (especially exam anxiety) concerning their academic situation.

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