

# Enhancing Psychotherapy Outcome and Quality Improvement in Education: A Qualitative Exploration of Teacher-Centric Approaches

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**Abstract:-** This study investigated the ways in which the educational domain is implementing ongoing qualitative research impact by using systems for therapeutic outcome measurements that collaborate closely with educators to guarantee quality enhancement. Given that teachers play a crucial role in promoting students' mental health and overall wellbeing, this study aimed to get a thorough knowledge of the perspectives, experiences, and methods that teachers use to implement psychotherapy techniques in the classroom. In-depth interviews and theme analysis were used in a qualitative study to achieve this goal. The study highlighted challenges, opportunities, and successful initiatives that can be used to increase psychotherapy's efficacy and enhance counsellor education from the viewpoint of educators. Because they mentor, assist, and counsel students, teachers have more daily interaction with pupils than anybody else in the educational system. The lessons learned from these experiences were crucial in formulating the theoretical recommendations for integrating psychotherapy into educational settings. The goal of the qualitative research was to provide a detailed account of the day-to-day experiences of the instructors, including those that are driven by challenges that impede the flow of classes and those that are motivated by tactics that enable teaching in spite of the difficulties. The study covers a number of important subjects, including the challenges associated with getting medical supplies and training, the advantages of collaboration and curriculum development, and the need to create a "friendly" learning environment in the classroom. The purpose of this study was to evaluate the problems from the teacher's point of view. Policymakers, school administrators, and mental health practitioners will benefit from having a better understanding of how stresses, for example, may impact the use of therapeutic therapies in the learning environment. In the end, the study could be a crucial topic for talking about mental health resources for the school community. Teachers would be crucial since they will get the proposed programme and then implement it with the kids. The purpose of this research was to provide light on teachers' opinions, experiences, and situations in order to inform policies that might enhance the mental health of learning environments and put evidence into practice.

**Keywords:-** *Psychotherapy Outcomes, Quality Improvement, Teacher-Centric Approaches.*

## I. INTRODUCTION

“Students’ mental health is not a luxury; it’s a necessity for their overall development.” – Mary Johnson

Many educational institutions are introducing or expanding mental health programs to provide students with access to resources and support for their emotional well-being. Psychotherapy, also known as talk therapy, in which variety of treatments are given to people to help them to identify and tackle with their change troubling emotions, thoughts, and behaviours. Researches have shown that people who receive psychotherapy experience symptom relief and are better able to function in their lives(American Psychiatric Association, 2013). Integrating treatment response research into normal mental health care can improve positive outcomes and diminish negative outcomes, according to a 2007 report by Michael J. Lambert that summarises a ten-year research programme targeted at improving psychotherapy outcomes in routine care. Many psychiatrists and other mental health professionals utilize numerous types of therapy such as cognitive behavioural therapy, interpersonal therapy, dialectical behaviour therapy, psychodynamic therapy, psychoanalysis and supportive therapy etc. In past few years, people have realized that how crucial it is to take care of students’ mental wellbeing within schools. Teachers, who are at the limelight of students’ lives, play a key part in noticing, helping, and guiding students who may be struggling emotionally. But making therapy work well in schools means really understanding what teachers think, go through, and do. The aim of this paper is to know how teachers can make therapy better for students and how schools can improve mental health support overall. Teachers observe minute changes in behaviour of students. Sometimes they are the ones with whom students feel comfortable when students feel difficulty and tough time in their life(Brown, 2019). But it’s not easy for teachers every time to deal with students’ problems in a comfortable manner. Teachers have their own challenges, like they are lack in training or have scarce resources to tackle with mental health issues, or worrying about how to keep things confidential. The aim of this paper is to dive in all the ups and downs, and everything

in between. By comprehending the perspectives and experiences of teachers, we can find ways to ensure that every student gets the support they need to thrive in school and beyond.

## II. LITERATURE REVIEW

The literature really dives into how mental health support in schools is changing over time, with a big focus on using therapies that have been proven to work. It's becoming clear that teachers are key players in all of this.

A review study by Susan C. Whiston and Thomas L. Sexton, 1998 provide an overview of school counselling outcome studies that were published from 1998 to 1995. The complete developmental guidance model of Gysbers and Henderson (1994) was used as the organizing framework to analyse the state of the empirical research on school counselling. The findings showed that compared to preventive interventions, remedial activities received more attention in research. The review discovered some hesitant support for peer counselling, group counselling, career planning, and social skill development exercises. These findings have practical ramifications and provide directions for future study.

Another study by Katherine Garzonis et.al, 2015 states that by raising the standard of treatment in today's European healthcare systems, training is essential. Mental health practitioners have received training in a variety of ways to help them develop their psychological practice abilities. However, while assessing these approaches' efficacy, patient outcomes are frequently disregarded. The strategies that can positively affect trainee and patient outcomes are frequently disregarded. The strategies that can positively affect trainee and patient outcomes are the main topic of their review. They looked through 24 research to find information on web-based, group, and individual training approaches. The majority of studies revealed an improvement in staff skill levels, which has ramifications for the planning, carrying out, and assessing of staff mental health training.

A study from Bram Bovendeerd et al, 2022 states that Treatment outcomes have been observed to vary in response to systematic client feedback (SCF), which is routinely checking in with patients and providing them with updates on their progress during therapy. The purpose of this study was to elucidate the role of SCF in outpatient psychological therapy. Using the partners for change outcomes management system, outpatients from four centres were cluster randomized to receive either treatment as usual (TAU) or TAU with SCF (PCOMS). The Outcome Questionnaire (OQ-45) served as the main outcome measure (OQ-45). The findings demonstrated that SCF greatly enhanced treatment outcomes, especially during the initial three months. On the other outcome factors, no discernible impacts were discovered. The study comes to the conclusion that treatment outcomes, especially during the first three months of treatment, are likely to benefit from the addition of systematic client feedback to routine therapy. But execution necessitates a well-thought-out strategy.

Another study by Int J Environ Res Public Health, 2023 states that free mental health literacy training package called classroom well-being and information for educators (WISE) was created by Mental Health Technology Transfer Centre (MHTCC) Network and the National Centre for School Mental Health at the University of Maryland School of Medicine. WISE consists of a resource collection, video library, and online course. The curriculum emphasizes methods for identifying and helping children who are experiencing mental health-related discomfort, as well as encouraging good mental health in the classroom. WISE adoption can aid in addressing the epidemic in Youth mental health.

There are more studies related to mental health of students. By understanding the challenges teachers face, figuring out what works, and using theories to guide us, we can make sure that every student gets the support they need to succeed in school and beyond.

## III. METHODOLOGY

This qualitative study employs a phenomenological approach to explore teacher's perspectives on psychotherapy outcome measure and quality improvement in education. Phenomenology is a qualitative research method focused on understanding and describing the essence of human experiences as they are lived and perceived by individuals. It seeks to uncover the underlying meanings and structures of these experiences, rather than simply focusing on observable behaviours or outcomes. To conduct this study researchers, frame certain questions which is being asked during interview from teachers.

### ➤ *Questions*

- Describe your experiences with integrating psychotherapy into your educational practices?
- What are the main benefits of psychotherapy for students in your educational setting?
- What are the challenges you have encountered while trying to incorporate psychotherapy into teaching?
- How do you assess the effectiveness of psychotherapy interventions for your students?
- How do you collaborate with other professionals (e.g., counselors, psychologists) to support students' mental health needs?
- What role do you see for teachers in driving quality improvement efforts related to psychotherapy integration in education?
- Can you share any success stories or positive outcomes you have observed from using psychotherapy in your classroom?

Teachers from various schools of Haryana were included in the study. These questions were asked from the teachers and their responses were recorded. On the basis of those responses, themes were extract out are as follows

- Value of psychotherapy
- Challenges in implementation
- Assessment of effectiveness

- Positive outcomes of psychotherapy
- Need for support and resources
- Role of teachers in quality improvement

**IV. RESPONSES FROM TEACHERS**

Due to ethical consideration researchers couldn't show the exact answer given by teachers. However, we are trying to generalize their answers which are as follows;

Table 1 Responses From Teachers

Sr. no.	Answers given by teachers in general form
1	"Introducing psychotherapy into my work as an educator has brought me joy for a while now as it has really helped students manage and improved their emotional well-being and it has always created a positive learning environment."
2	"The main one can be summed up as providing audio psychotherapy to our school, allowing the sick a chance to communicate and practise the coping mechanisms that have been identified." The goal of this procedure is to improve general mental health and resilience."
3	"Time and resources seem to be a problem when it comes to putting psychotherapy into practice. Despite the overburdensome university curriculum and inadequate support structure, prioritising mental health issues may prove to be challenging."
4	"At present, I gather knowledge regarding the effectiveness of my psychotherapy interventions utilizing informal findings, students' feedback, and through the discussions I conduct with other professionals involved with patient care."
5	"After participating in these psychotherapy sessions, I've noticed a noticeable boost in these pupils' self-assurance and confidence. Additionally, kids develop better stress management techniques and are more responsive."
6	"My opinion is that incorporating contemplative thinking and emotional and social practices into the classroom instruction would be of great benefit to the school psychotherapy process." As part of my job, I arrange support with psychologists and school counsellors so that we may exchange knowledge and create individualized intervention plans that are effective for each kid."
7	"It is important to recognize that educators have a critical role in enhancing the quality of psychotherapy integration. Among other things, we may enlighten our peers, insist on more resources, and foster an atmosphere where kids can access mental health and educational possibilities."

By employing this phenomenological approach, researchers tried to find out nuances of teachers understanding on psychotherapy outcomes and quality improvement in education. It aims to capture the richness and complexity of their experiences, shedding light on the factors help to shape the perceptions and informing future efforts to enhance psychotherapy effectiveness and quality in educational settings.

**V. RESULTS AND DISCUSSIONS**

We learned about some intriguing sentiments on the therapists visiting schools from the conversations we overheard with instructors. Some students believe that the gym exists only to support their mental health, while others struggle to get the tools and instruction they require.

There are also a few positive nodes on the other side. Teachers who are figuring out how to cope with and be successful with home-schooling shared some insightful tactics. They emphasised the importance of pursuing an education, working in tandem with mental health specialists, and creating schools that support students' mental health.

This led them to see the value of administrators' assistance and the school system's ability to distribute essential and adaptable mental health resources.

Together, these findings highlight a few noteworthy findings when we consider the larger picture of education. In order to address the issue associated to mental illness, let us first make sure instructors possess the necessary knowledge and abilities. Training programmes or the availability of mental care might be the primary means of targeting workers.

We shouldn't pass up the opportunity to alter the system as well. To ensure that children receive enough mental health assistance, strategies and interventions that are especially targeted at school mental health may be required. There are two main ways that cultivating a culture that understands mental health and supports students may make a huge impact on the lives of students.

This study concludes by demonstrating that more effort has to be done to ensure that psychotherapy is implemented successfully in schools. However, with further support and modification, it is possible to establish academic and psychologically-only websites that are accessible to all students.

**VI. CONCLUSION**

Thus, via the perspective of a teacher, the case study examination of this issue allowed for the clarification of a number of factors that contribute to the difficulty of integrating psychotherapy into the educational system. Thus, educational stakeholders develop contextualised models, interventions, and policies to increase the efficacy of psychotherapy and raise the quality of schools by learning about and taking into account the perspectives and circumstances of teachers. Scholars must to consider the

impact of teacher-centered approaches and concentrate on creating innovative strategies to enhance the academic achievement of students experiencing mental health issues or engaging in self-destructive behaviours.

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