



The Influence of Mental Health Education Programs in Improving Patients' Quality of Life

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ABSTRACT

Mental health is a vital aspect of an individual's well-being that has a direct impact on their quality of life. However, there are still many patients who experience mental health problems that are undiagnosed or not well-managed. Therefore, mental health education programs are important to improve understanding and management of patients' mental health conditions. This study aims to evaluate the effect of mental health education programs on improving patients' quality of life. With a focus on understanding their condition, stress management abilities, and skills in dealing with daily challenges related to mental health. The research method used is quantitative and qualitative with a prospective intervention study. Data was collected through questionnaires. The results of this study indicate an increase in patients' understanding of their mental health conditions, as well as an improvement in their ability to manage stress and related daily challenges. Apart from that, the patient's quality of life also improves after participating in the mental health education program. The conclusion of this research is that mental health education programs have a positive impact on the quality of life of patients with mental health disorders. Increased understanding, stress management skills, and feelings of ability to face daily challenges help patients feel more able to manage their mental health conditions more effectively, which in turn improves their overall quality of life. This research provides a strong basis for continuing and developing mental health education programs as an integral part of the care of patients with mental health disorders. It is hoped that ongoing efforts in outreach and education about mental health will strengthen understanding and support for patients, as well as improve their clinical outcomes and quality of life in a sustainable manner.

Keywords: Education Program, Mental Health, Patient Quality

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INTRODUCTION

Mental health is a very important aspect of individual well-being (Alqahtani et al., 2021). However, there are still many challenges in efforts to provide adequate attention to mental health, especially in terms of education and public understanding of mental health disorders (Amirani et al., 2020a). This issue is becoming increasingly important, considering the high incidence of mental health disorders throughout the world. Many patients do not have adequate access to or understanding of how to manage their mental health conditions and thus face difficulties in improving their quality of life (Atteraya, 2021). Attention to mental health has increased in recent decades, but there are still gaps in understanding and access to appropriate care. Many patients face stigma and lack of support in their efforts to seek help (Afkar et al., 2017). Therefore, research was conducted to understand the extent to which mental health education programs can be an effective solution in improving patients' quality of life by providing the knowledge, skills and support they need (Barrigón et al., 2017).

Mental health is also a condition of a person's psychological well-being, which includes balanced emotions, thoughts and behaviour (Cheng et al., 2019). It includes how a person feels, thinks, behaves, and how they deal with stress, overcome challenges, and contribute to society in a positive way. Mental health is an important component of overall well-being and plays a crucial role in a person's daily life (Currie et al., 2019). Mental health can also be influenced by various factors, including genetics, environment, childhood experiences, and social factors (Di Malta et al., 2022). For example, excessive work pressure, financial problems, relationship instability, or traumatic experiences can contribute to mental health problems (López-Jiménez et al., 2021). The importance of mental health is also reflected in its impact on physical and overall health. Research has shown that chronic stress and mental health problems can increase the risk of heart disease, diabetes and other physical disorders (Litke et al., 2023). Additionally, mental health disorders such as depression and anxiety can also affect a person's sleep habits, eating patterns, and ability to maintain an overall healthy lifestyle (Smith, 2020).

There are various ways to maintain good mental health (Firth et al., 2019). One way is to maintain a balance between work, rest time and social time. Physical activity has also been proven to be effective in improving mental health because exercise can increase the production of endorphins, chemicals in the brain that make you feel happy (Bull et al., 2020). Additionally, practices such as meditation, yoga, or talking therapy can also help a person manage stress and improve their psychological well-being. The importance of mental health has been recognized globally, with more and more countries providing mental health services that are affordable and accessible to

the public (Bottomley et al., 2019). By maintaining a balance of emotions, thoughts, and behaviour, a person can improve their quality of life, better overcome challenges, and reach their full potential in everyday life.

Patient quality of life is a multidimensional concept that covers various aspects of a person's life, both physical, psychological, social and spiritual. This is a major concern in the health sector, especially in the context of caring for patients who experience chronic illnesses, mental health disorders, or medical conditions that affect their quality of life. Improving a patient's quality of life is not just about managing disease symptoms or providing medical care but also about providing holistic support that accommodates the patient's physical, emotional, and social needs (Capano et al., 2020). In this regard, various strategies and interventions have been developed to improve the quality of life of patients, both through appropriate medical care and through more effective approaches.

There are several ways to improve the patient's quality of life. First, medical care integrates physical, psychological, social and spiritual aspects in patient care planning. This involves a multidisciplinary team approach consisting of physicians, nurses, nutritionists, physical therapists, occupational therapists, and counsellors to ensure that all aspects of the patient's life are considered in the treatment process (Chuasuwat et al., 2020). By integrating multiple disciplines and providing comprehensive care, patients have a greater opportunity to improve their quality of life. For patients with chronic illnesses or certain medical conditions, management of symptoms and side effects from treatment is very important in improving quality of life. This involves monitoring and adjusting therapy appropriately to reduce bothersome symptoms and side effects that may arise from treatment. In some cases, nonpharmacological approaches such as physical therapy, occupational therapy, or psychological interventions can also be helpful in managing symptoms and improving the patient's quality of life.

Next is patient education and empowerment. Providing patients with comprehensive education about their medical conditions, prescribed medications, and how to manage their own conditions can help improve their quality of life. Patients who have a good understanding of their condition tend to be more active in their treatment, have greater control over their lives, and are better able to overcome challenges that may arise along the healing journey. Then psychological and social support: Psychological and social support plays an important role in improving the patient's quality of life (Freites-Martinez et al., 2019). This may take the form of individual or group counselling, support from family and friends, or participation in a support community. Feeling supported and connected to others can help patients overcome social isolation, manage stress, and improve their feelings of psychological well-being.

Then, promote a healthy lifestyle. Adopting a healthy lifestyle, including a balanced diet, regular exercise, adequate sleep, and avoiding smoking and alcohol consumption, can contribute to improving the patient's quality of life. Education about

the importance of a healthy lifestyle and providing support to change behaviour is also important in promoting long-term health and optimal quality of life. Effective stress management and the development of adaptive coping strategies can also help patients face the challenges associated with their medical conditions (Hajihassani et al., 2019). This may include relaxation techniques, meditation, yoga, or cognitive behavioural therapy to help patients change thought patterns and respond better to stress. For patients experiencing incurable illnesses or who are at the end of their lives, the integration of palliative and palliative care can help improve their quality of life with a focus on symptomatic care, pain management, and emotional support.

According to Fogarty et al. (2021), in research entitled *Trauma and Mental Health Awareness in Emergency Service Workers: A Qualitative Evaluation of the Behind the Seen Education Workshops*. BTS was perceived as an acceptable means of delivering mental health, PTSD, and help-seeking information to ESWs. The program is a promising candidate for scaling up and further translation. Then, according to Jorm et al. (2019), in research entitled *Mental Health First Aid Training: Lessons Learned from the Global Spread of a Community Education Program*. The MHFA training program conducts courses which teach members of the public how to provide mental health first aid, which has been defined as “the help offered to a person developing a mental health problem, experiencing a worsening of an existing mental health problem or in a mental health crisis; the first aid is given until appropriate professional help is received or until the crisis resolves. Finally, according to Laine et al., (2019), in research entitled *The Impact of a Web-Based Course Concerning Patient Education for Mental Health Care Professionals: Quasi-Experimental Study*. Our results of this non-randomized, pre-post intervention study showed that healthcare professionals ($n=33$) had higher self-efficacy after the course, and the difference was statistically significant (mean 30.16, SD 3.31 vs mean 31.77, SD 3.35; $P=.02$). On the other hand, no differences were found in the self-esteem or team climate of the health care professionals before and after the course. Healthcare professionals found the Web-based course useful in supporting their work and relationships with patients. The tight schedule of the Web-based course and challenges in recruiting patients to use the patient education program with health care professionals were found to be the disadvantages.

This research aims to answer the question of how effective mental health education programs are in improving the quality of life of patients affected by mental health disorders. By understanding its impact in more depth, it is possible to identify the strengths and weaknesses of this approach and evaluate its potential to improve patient well-being. It is important to discuss the impact of mental health education programs because of their far-reaching impact on the well-being of individuals and society as a whole. Understanding how these programs can help patients manage their mental health conditions can identify effective strategies to increase access to care, reduce stigma, and improve their quality of life. To address this problem, the research will use quantitative and qualitative approaches to evaluate the effectiveness of mental

health education programs. Data will be collected to gain a comprehensive understanding of patient experiences and perceptions of these programs. It is hoped that the results of this research will provide valuable insight into how mental health education programs can be improved to be more effective in improving patients' quality of life.

METHOD

Research design

This study used a prospective intervention research design. This design was chosen because it allows researchers to directly evaluate the effect of mental health education programs on patients' quality of life. In this design, researchers look at changes before and after the intervention to assess the impact of the educational program. This makes it possible to observe specific changes and measure program effectiveness in more detail.

Research procedure

The research procedure began with selecting a sample of patients who met the inclusion criteria, such as having a diagnosis of a mental health disorder and willingness to participate in an educational program. After that, patients were given information about the aims and procedures of the study and asked to provide written consent. The educational program is then carried out through a series of structured sessions, including counselling, group discussions and other supporting activities (Di Fabio et al., 1997). Patients are asked to complete questionnaires before and after the program to evaluate changes in their understanding, skills and quality of life.

Research Subjects or Research Ethics

The research subjects in this study were adult patients who had been diagnosed with various mental health disorders. Each patient participating in the study provided written informed consent after being provided with adequate information about the aims, procedures, and potential risks involved. Research ethics are maintained by ensuring the confidentiality of patient data and respecting their right to withdraw from research whenever they feel necessary. In addition, this research received approval from the Research Ethics Committee before being carried out.

Data collection technique

Data was collected through specially designed questionnaires before and after the mental health education program. This questionnaire includes questions related to the patient's understanding of their mental health condition, ability to manage stress, as well as evaluating their quality of life. In addition, direct observation and field notes were also used to observe changes in patient behaviour and responses during educational sessions. Descriptive and inferential statistical approaches were used for data analysis (Dash et al., 2019). The collected data was analyzed using statistical software such as SPSS (Statistical Package for the Social Sciences). Descriptive analysis was used to summarize sample characteristics and research variables, while inferential analysis was used to evaluate significant differences before and after the intervention. Analysis techniques such as t-tests, ANOVA tests, and regression analysis are used depending on the type of data and research

questions asked. By using this approach, researchers can describe in detail the changes that occur in patients' understanding, skills and quality of life after participating in a mental health education program. Careful data analysis allows for a deeper understanding of the impact of the intervention, as well as providing a strong basis for the conclusions and recommendations resulting from this research.

RESULTS AND DISCUSSION

Mental health education programs are one of the most important efforts to increase individuals' awareness, knowledge and skills in managing their mental health (Linder et al., 2020). These programs are designed to provide accurate information about mental health disorders, strategies for managing stress, and coping skills that can help individuals better face everyday challenges. Mental health education programs are very important. It is important to understand that mental health education programs play an important role in fighting stigma and raising awareness about the importance of mental health. There is still a lot of ignorance and negative stereotypes surrounding mental health disorders in society, which can prevent individuals from seeking appropriate help or treatment (Pandya & Lodha, 2022). This educational program provides a platform to disseminate accurate information about mental health, reduce stigma, and strengthen the understanding that mental health is as important as physical health.

The main components of mental health education programs include information about various mental health disorders, such as depression, anxiety, bipolar disorder, and schizophrenia. This information includes possible symptoms, risk factors, and available treatment options. In addition, these programs also provide an understanding of factors that can affect mental health, such as stress, poor sleep patterns, and chemical imbalances in the brain. In addition to providing information, mental health education programs also equip participants with the coping skills necessary to better manage stress and face daily challenges (Amirani et al., 2020b). These include relaxation techniques, breathing exercises, and cognitive-behavioural strategies that can help individuals overcome negative thoughts and manage emotions more effectively. By developing these skills, participants become better able to deal with challenging situations without feeling overburdened or anxious. Mental health education programs also often cover topics such as the importance of maintaining a balanced life, the role of exercise and a healthy diet in mental health, and how to manage interpersonal relationships well. Information and skills in this area help individuals understand that mental health is influenced by many aspects of their lives, including social relationships, lifestyle, and thought patterns.

The impact of mental health education programs on patients' quality of life is that mental health education programs provide patients with a strong foundation of knowledge about the mental health disorders they experience (Committee on Mental Health, Substance Use, and Wellbeing in STEMM Undergraduate and Graduate Education et al., 2021). By understanding the symptoms, causes, and consequences of the disorder, patients can better identify their condition and know that they are not alone in their struggle. This knowledge also allows them to take appropriate steps in seeking the help and care they

need. Furthermore, these programs equip patients with the coping skills necessary to overcome the daily challenges associated with their mental health disorders (Abeln & Love, 2019). This includes strategies for managing stress, overcoming negative thoughts, and developing a more positive mindset. With these skills, patients can feel more able to overcome the problems they face and reduce their negative impact on daily life.

In addition, mental health education programs also help increase awareness of the importance of self-care and overall mental health (Happell et al., 2022). Patients are taught about the importance of maintaining a balanced life, maintaining good sleep patterns, exercising regularly, and practising relaxation techniques. By practising this self-care, patients can improve their overall well-being and reduce the risk of relapse or decline in their mental health conditions. Apart from individual benefits, mental health education programs also have a broader impact in reducing the stigma of mental health disorders in society. Through outreach and learning, these programs help break down negative stereotypes and strengthen the understanding that mental health disorders are treatable medical conditions, not simply personal weaknesses or failures. This can open the door for patients to seek help without shame or fear of being labelled as weak.

In addition to direct benefits for patients, mental health education programs can also strengthen the social support they receive. In many cases, family and friends who understand the patient's mental health condition can be a valuable source of support. By better understanding the condition through educational programs, those around the patient can better understand the needs and challenges the patient faces and provide appropriate support (Armuzzi & Liguori, 2021). Mental health education programs can also improve patient access to mental health resources and appropriate care. More informed patients are more likely to be able to identify and access services that meet their needs. This includes counselling, therapy, or other medical interventions that can help manage symptoms and improve mental well-being. In addition to improving access to care, mental health education programs can also help patients improve relationships with mental health professionals. By understanding the treatment process and the importance of collaboration between patients and mental health professionals, patients can feel more comfortable communicating and collaborating in efforts to improve their mental health.

Mental health education programs can also have a positive impact on improving patient interpersonal relationships. By understanding their mental health condition and learning effective communication skills, patients can better communicate with their family, friends, and mental health professionals. This can strengthen the social support they receive and help reduce the social isolation often associated with mental health disorders. In the long term, the impact of mental health education programs can be very significant in improving the patient's overall quality of life. By providing the necessary knowledge, skills, and support, these programs help patients to better manage their mental health conditions, reduce the symptoms they experience, and improve their overall well-being.

To obtain data about the effect of mental health education programs on patients' quality of life, researchers created a questionnaire containing 20 statements, as in the table below. This questionnaire was designed to evaluate patients' perceptions of mental health

education programs and their impact on their quality of life. Data collected from this questionnaire can help in assessing the success of the program.

NO	Statement	Strongly agree	Agree	Don't agree	Strongly Disagree
1	The mental health education program provided useful knowledge about my mental health condition.	75%	25%		
2	I feel I understand the symptoms of mental health disorders better after participating in the program	50%	50%		
3	The mental health education program helped me develop skills to better manage stress and emotional distress.	75%	25%		
4	I feel more confident in facing daily challenges after participating in the mental health education program.	75%	25%		
5	Mental health education programs help me identify resources and supports available to support my mental health.	75%	25%		
6	I feel more comfortable communicating with mental health professionals after attending a mental health education program.	75%	25%		
7	I feel more motivated to maintain my mental health after participating in a mental health education program.	75%	25%		
8	Mental health education programs help me reduce the stigma associated with mental health disorders in society.	75%	25%		
9	I feel better able to face and overcome challenges arising from my mental health disorders after the mental health education program.	50%	50%		
10	I feel more satisfied with the quality of my life after participating in a mental health education program.	50%	50%		
11	Mental health education programs provide patients with better knowledge and understanding of their	75%	25%		

	mental health conditions.				
12	Patients who take part in mental health education programs tend to have better coping skills in facing daily challenges.	50%	50%		
13	The patient's quality of life improves due to a reduction in stress and anxiety levels after participating in a mental health education program.	50%	50%		
14	Mental health education programs help patients identify symptoms of mental health disorders earlier.	50%	50%		
15	Patients who are involved in mental health education programs tend to have greater social support from their surrounding environment.	50%	50%		
16	There is increased knowledge about the effective management and treatment of mental health conditions after participating in the educational program.	50%	50%		
17	Patients become better able to access mental health resources and receive appropriate treatment after attending educational programs.	50%	50%		
18	Mental health education programs increase the level of awareness about the importance of self-care and maintaining sustainable mental health.	50%	50%		
19	Patients experience an improvement in their ability to communicate with mental health professionals after participating in the educational program.	50%	50%		
20	Involvement in mental health education programs can reduce the stigma of mental health disorders in society.	50%	50%		

The first statement: The mental health education program provided useful knowledge about my mental health condition. I strongly agree with 75% and 25%. Second, I feel I understand the symptoms of mental health disorders better after participating in the

program, and I strongly agree with 50% and 50%. Third, The mental health education program helped me develop skills to better manage stress and emotional distress. I strongly 75% and 25%. Fourth, I feel more confident in facing daily challenges after participating in the mental health education program. I strongly agree with 75% and agree with 25%. Fifth, Mental health education programs help me identify resources and supports available to support my mental health. I strongly 75% and 25%. Sixth, I feel more comfortable communicating with mental health professionals after attending a mental health education program. I strongly agree with 75% and 25%. Seventh, I feel more motivated to maintain my mental health after participating in a mental health education program. I strongly agree 75% and 25%. Eighth, I feel better able to face and overcome challenges arising from my mental health disorders after the mental health education program strongly agree 75% and 25%. Ninth, I feel more satisfied with the quality of my life after participating in a mental health education program. I strongly agree with 50% and 50%. Tenth, Mental health education programs provide patients with better knowledge and understanding of their mental health conditions strongly agree 75% and 25%.

Eleventh, Patients who take part in mental health education programs tend to have better coping skills in facing daily challenges strongly, 75% and 25%. Twelfth, the patient's quality of life improves due to a reduction in stress and anxiety levels after participating in a mental health education program, which is strongly 50% and 50%. Thirteenth Mental health education programs help patients identify symptoms of mental health disorders earlier strongly agree 50% and agree 50%. Fourteenth, Patients who are involved in mental health education programs tend to have greater social support from their surrounding environment strongly 50% and 50%. Fifteenth, there is increased knowledge about the effective management and treatment of mental health conditions after participating in the educational program. I strongly agree with 50% and 50%. Sixteen patients become better able to access mental health resources and receive appropriate treatment after attending educational programs strongly agree with 50% and 50%. Eighteenth Mental health education programs increase the level of awareness about the importance of self-care and maintaining sustainable mental health strongly by 50% and 50%. Nineteen patients experience an improvement in their ability to communicate with mental health professionals after participating in the educational program, strongly 50% and 50%. Twentieth Involvement in mental health education programs can reduce the stigma of mental health disorders in a society strongly 50% and 50%. From the questionnaire that has been filled in, it can be concluded that implementing a mental health education program can improve the patient's quality of life.

CONCLUSIONS

The conclusion of this research is that mental health education programs have a positive impact on the quality of life of patients with mental health disorders. Mental health education programs are a very important component in efforts to increase individuals' awareness, knowledge and skills in managing their mental health. Increased understanding, stress management skills, and feelings of ability to face daily challenges help patients feel more able to manage their mental health conditions more effectively,

which in turn improves their overall quality of life. This research provides a strong basis for continuing and developing mental health education programs as an integral part of the care of patients with mental health disorders. It is hoped that ongoing efforts in outreach and education about mental health will strengthen understanding and support for patients, as well as improve their clinical outcomes and quality of life in a sustainable manner.

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