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FACTORS INFLUENCING STUDENT MENTAL HEALTH AT ARJUNA HEALTH COLLEGE, LAGUBOTI DISTRICT, TOBA REGENCY

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Abstract

Mental health is a complex concept that implies various aspects of emotional health, psychological stability, adaptability, positive self-awareness, ability to manage healthy relationships and success in achieving life goals. According to the World Mental Health Report: Transforming Mental Health for All, published by the World Health Organization (WHO) in 2022, an estimated one in eight people worldwide live with mental disorders, particularly among students. The purpose of this study was to identify and analyze the factors influencing the mental health of students at Arjuna College of Health Sciences.

This research is a quantitative study using a descriptive correlational survey method. The aim is to determine the relationship between various factors (emotional, psychological, and social intelligence) and the mental health of college students. The population in this study was 375, and based on the Isaac and Michael table, the sample size was 158 with a 10 percent error rate. The sample quota in this study was 158 Arjuna Health College students.

The results showed no significant relationship between emotional intelligence and mental health (depression, anxiety, and stress), with a sig p=0.799, sig p=0.253, and sig p=0.065, respectively. Psychological factors have a significant influence on mental health, namely depression and stress, with a sig p-value= 0.025 and sig p=0.02. Psychological factors did not have a significant effect on mental health, namely anxiety, as evidenced by a p-value of 0.021. In the social factors, the research results show that is has an influence significant to mental health, namely depression, anxiety, and stress, as indicated by the values sig-p= 0.011, sig- p=0.010, and sig-p=0.000.

It is hoped that mental health education and related facilities will be integrated into the curriculum, and students will be open and honest about their conditions and be aware of seeking health services. Further research is suggested to explore other factors influencing mental health and mediating factors between variables

Keywords: ***Mental health, college students, emotional intelligence, psychological factors, social factors***

Introduction

Mental health is a complex concept that implies various aspects of emotional well-being, psychological stability, adaptability, positive self-awareness, the ability to manage healthy relationships and

successfully achieve life goals. The World Health Organization (WHO) defines mental health as not simply the absence of mental disorders, but rather a complex continuum that is experienced differently by each individual, with widely varying levels of distress, distress, and possible social and clinical outcomes.(WHO, 2023)

According to the World Mental Health Report: Transforming Mental Health for All published by the World Health Organization (WHO) in 2022, an estimated one in eight people worldwide live with a mental disorder. This means approximately 970 million people globally experience conditions such as anxiety disorders and depression, making it a significant health issue. The WHO also highlights the high vulnerability among adolescents, with half of mental disorders appearing before the age of 14. In fact, suicide is the fourth leading cause of death among individuals aged 15 to 29. (WHO, 2022)

Mental health conditions in Indonesia shows a worrying trend. The 2022 National Survey on Adolescent Mental Health (I-NAMHS) recorded that 34.9% of Indonesian adolescents, or approximately 15.5 million, experienced depression. Based on data from the 2023 Indonesian Health Survey (SKI) released by the Health Development Policy Agency of the Indonesian Ministry of Health, the prevalence of depression in Indonesia was recorded at 1.4% nationally, with the highest rate among the 15–24 age group at 2%. However, only 10.4% of this group sought treatment. Furthermore, 61% of young people with depression had experienced suicidal thoughts in the past month, compared to only 1.7% of young people without depression. (Sanchez, 2020)

This condition is also very relevant to the lives of students, who are a vulnerable group to various mental disorders. In a study by Biromo et al. (2023), it was found that 49.9% of respondents experienced mental health disorders (SQR-20), 12.8% experienced moderate-severe depression (PHQ-9), 69.4% experienced moderate stress (PSS-10), and based on the DASS-21, 26.8% of respondents experienced moderate to very severe stress, 58.9% experienced moderate to very severe anxiety, and 37.6% experienced moderate to very severe depression. (Biromo AR, Novendy N, Lonan GAD, Ariani V, 2023)

College students generally fall between the ages of 18 and 25, which is the transitional phase from adolescence to early adulthood. During this period, individuals experience significant physical, emotional, and social changes. This period is characterized by the search for identity, increased independence, and the formation of self-identity. The emotional instability common during this phase makes students more vulnerable to psychological stress, which can trigger mental health disorders such as anxiety, chronic stress, and depression. (Wan, Shang, Graham, Baric, & Li, 2020)

One factor believed to play a crucial role in maintaining and improving mental health is emotional intelligence. Daniel Goleman (2020) states that emotional intelligence encompasses the ability to recognize, understand, and manage one's own and others' emotions. Emotional intelligence comprises five main aspects: self-awareness, emotional control, self-motivation, empathy, and social skills. In addition, the bio-psycho-social theory explains that students' mental health is influenced by the interaction between

biological, psychological, and social factors. (D, 2020)

Arjuna Health College, as a higher education institution focused on human resource development in the health sector, recognizes the importance of student mental health in supporting academic and professional success. In an environment filled with academic demands, clinical practice, and social pressures, students often face challenges that impact their psychological well-being. Therefore, a thorough understanding of the factors influencing mental health, including biological, psychological, and social aspects, is crucial.(Sanchez, 2020)

Based on a preliminary survey of 30 Arjuna College of Health Sciences students from various study programs and classes, an initial overview of their mental health status was obtained. The survey results showed that 21, or 70 percent, of respondents admitted to frequently feeling stressed due to the overwhelming burden of coursework, and 60 percent, or 13, of them experienced sleep disturbances, especially during exams or clinical practice. Furthermore, approximately 57 percent, or 17, of students, reported feeling excessively anxious about grades, the future, and parental expectations. Interestingly, 50 percent, or 15, of students, admitted to feeling lonely or lacking close friends to share their experiences with, especially those from outside the region. Only a small proportion, approximately 10 percent, or 3, of them, had ever accessed campus counseling services or professional support. (Rahmatullah B, Nurul A, Hasgat C, Putri GS, Tambunan IN, Mantika SHA, 2023)

The findings from this preliminary survey indicate that various aspects of students' lives—academic, social, and emotional—are interconnected and contribute to their mental health. The high percentage of students experiencing stress, anxiety, and sleep disturbances indicates significant pressures in college life. Furthermore, the low number of students accessing counseling services indicates that barriers to seeking help persist, including a lack of information, shame, and stigma surrounding mental health.(Yea MO, Conterius AWS, 2024)

Mental health issues among students, particularly at Arjuna College of Health Sciences (STIKes), are becoming an increasingly important concern as they face increasing academic and social pressures. Many students are exposed to stressful conditions due to high academic demands, competition for achievement, and challenges in their social and personal lives. Furthermore, economic factors also add to the burden, especially for students from disadvantaged backgrounds. Difficulties in covering tuition fees and daily living expenses can cause anxiety and diminish students' mental well-being. Therefore, it is important to understand how these factors interact to influence students' mental health.(Musanna, Murni, Karnita, Laia, & Linawati, 2025)

Mental health is crucial, yet many students struggle to access psychological support or don't know how to effectively manage stress. The stigma surrounding mental health among students often hinders them from seeking help. Therefore, this study aims to delve deeper into the factors influencing the mental health of students at Arjuna College of Health Sciences, focusing on psychological, social, and emotional

intelligence aspects. It is hoped that the results of this study will provide more comprehensive insights into creating an environment that supports student mental well-being. (Azizah AH, Warsini S, 2023)

Methods

This research is a quantitative study using a descriptive correlational survey method. The goal is to determine the relationship between various factors (emotional, psychological, and social intelligence) and the mental health of college students. This study also uses a cross-sectional approach, where data is collected at a single point in time from a number of students selected as respondents to describe their current mental health status. (Muhammad, 2019)

Research Location

Research on "Factors Affecting the Mental Health of Students at STIKes Arjuna Laguboti, Toba Regency" was conducted at STIKes Arjuna which is located in Laguboti, Toba Regency, North Sumatera. The research was conducted from May to July 2025. Data collection will be conducted at strategic times, such as during exams or other academic activities, to see the influence of external factors on students' mental health.

Population

The population in this study was all Arjuna Health College students. The total number of students was 375.

Sample

The sample size was 158, with a 10 percent error rate. The sample size for this study was 158 Arjuna Health College students. The inclusion criteria for this study were students who were not currently writing their final assignments at the time of the study. This was to ensure that respondents were in a relatively stable academic condition and not under the high levels of stress typically experienced by final-year students. Thus, the data obtained were expected to reflect the general mental health of students, without bias caused by excessive academic stress from the final assignment writing process

Data Collection Techniques

1. Primary Data – Information collected directly from respondents using questionnaires or surveys.
2. Secondary Data – Data that has been previously collected and documented by other parties.
3. Tertiary Data – Officially published research data such as journals and research reports.

Instruments / Data Collection Tools

Researchers act as data collection tools that go directly to the field, conduct interviews, observations, and document analysis. In addition, supporting instruments such as interview guides, distribution of questionnaires (survey forms), and other forms related to recording and documentation.

Data Processing

Data processing in this study was carried out using a computerized method, with the following steps, namely collecting data obtained from the questionnaire, checking the data, providing data coding, entering data, and

processing data in the SPSS system to determine the level of data validity. (Hidayat, 2016)

Data Analysis Techniques

Data analysis was conducted through correlational analysis, namely by examining the percentage of collected data and presenting it in the form of a frequency table, then interpreting it based on existing theory and literature. The analysis was conducted using SPSS To find out the factors that influence the mental health of students at STIKes Arjuna Laguboti, Toba Regency" was carried out at STIKes Arjuna which is located in Laguboti, Toba Regency, North Sumatra.

Results

Table 1. Frequency Distribution of Respondent Characteristics at Arjuna Health College

Characteristics	Frequency (person)	Percentage (%)
Gender		
Male	25	15,82
Female	133	84,18
Total	158	100
Major/Study Program		
D3 Pharmacy	45	28,5
D3 Nursing	55	34,8
S1 Regular Pharmacy	58	36,7
Total	158	100

Based on Table 1, it is known that the respondents were mostly female, namely 133 people or 84.18% and male, as many as 25 people or 15.82%. Based on the study program, the respondents consisted of D3 Pharmacy as many as 45 people or 28.5% of the total, D3 Nursing as many as 55 people (34.8%) and S1 Pharmacy 36.7% or 58 respondents.

Table 2. Frequency Distribution of Emotional Intelligence Factors at Arjuna Health College, Laguboti District, Toba Regency

Emotional Intelligence Factors	D3 Pharmacy		D3 Nursing		S1 Regular Pharmacy		Total	
	f	%	f	%	f	%	f	%
Low Emotional Intelligence	2	1,27	5	3,16	3	1,90	10	6,33
Moderate Emotional Intelligence	40	25,32	47	29,75	55	34,81	142	89,87
High Emotional Intelligence	3	1,90	3	1,90	0	0,00	6	3,80
Total	45	28,48	55	34,81	58	36,71	158	100,00

Based on table 2, it is known that 89.87% or 142 Arjuna Health College students based on 158 respondents have moderate emotional intelligence

Table 3. Frequency Distribution of Psychological Factors at Arjuna Health College, Laguboti District, Toba Regency

Psychological Factors	D3 Pharmacy		D3 Nursing		S1 Regular Pharmacy		Total	
	f	%	f	%	f		f	%
Unhealthy Psychology	43	27,22	52	32,91	55	34,81	150	94,94
Fair/Stable Psychology	0	0,00	3	1,90	3	1,90	6	3,80
Healthy Psychology	2	1,27	0	0,00	0	0,00	2	1,27
Total	45	28,48	55	34,81	58	36,71	158	100,00

Based on table 3, it is known that 94.9% or 150 of the 158 respondents from Arjuna Health College had unhealthy psychology and 1.3% or 2 respondents had healthy psychology.

Table 4. Frequency Distribution of Social Factors at Arjuna Health College, Laguboti District, Toba Regency

Social Factors	D3 Pharmacy		D3 Nursing		S1 Reguler Pharmacy		Total	
	f	%	f	%	f	%	f	%
No Social Influence	29	18,35	30	18,99	40	25,32	99	62,66
Influence is present and can be managed	14	8,86	24	15,19	18	11,39	56	35,44
Social Factors have a significant influence	2	1,27	1	0,63	0	0,00	3	1,90
Total	45	28,48	55	34,81	58	36,71	158	100,0

Based on table 4, it is known that there is no influence of social factors on 62.7% or 99 respondents of Arjuna Health College, there are 1.9% or 3 respondents who feel a significant influence from social factors.

Table 5. Frequency Distribution of Mental Health Factors at Arjuna Health College, Laguboti District, Toba Regency

Mental Health Factors	f	%
Depresion		
Normal	85	53,8
Mild	29	18,4
Moderate	33	20,9
Severe	4	2,5
Very Severe	7	4,4
Total	158	100,0

Mental Health Factors	f	%
Anxiety		
Normal	49	31,0
Mild	11	7,0
Moderate	57	36,1
Severe	13	8,2
Very Severe	28	17,7
Total	158	100,0
Stress		
Normal	96	60,8
Light	29	18,4
Moderate	20	12,7
Heavy	10	6,3
Very Heavy	3	1,9
Total	158	100,0

Based on Table 5, it is known that for the depression factor, 53.8% or 85 respondents were in the normal category, but there were 4.4% or 7 people experiencing severe depression. The anxiety factor was in the moderate category at 36.1% or 57 respondents, and the stress factor was in the normal category at 60.8% or 96 respondents.

Table 6. Cross Tabulation of the Relationship between Emotional Intelligence Factors and Mental Health Factors

Mental Health	Emotional Intelligence		
	Correlation Coefficient	p-Value	N
Depression	0,020	0,799	158
Anxiety	0,092	0,253	158
Stress	0,147	0,065	158

Based on Table 6, the relationship between emotional intelligence and depression is not significant, as indicated by a significance value greater than 0.05, namely 0.799. The correlation coefficient is 0.020, approaching 0.05, indicating no strong relationship between emotional intelligence and depression. Based on the Spearman correlation test, the overall research data indicates no significant relationship between intelligence and depression, anxiety, or stress, as the significance value for each factor is greater than 0.05, although there is a positive relationship.

Table 7. Cross Tabulation of the Relationship between Psychological Factors and Mental Health Factors

Mental Health	Psychological Factors		
	Correlation Coefficient	p-Value	N
Depression	,175*	0,028	158
Anxiety	0,098	0,221	158
Stress	,176*	0,027	158

Based on table 7, the relationship between psychological factors and depression is significant, indicated by a significant value smaller than 0.05, namely 0.028 and there is a correlation coefficient value of 0.175, which means there is a weak positive relationship between psychological factors and depression. Based on the Spearman correlation test, the overall research data shows that there is a significant relationship between psychological factors and depression and stress factors because the significant value of each factor is less than 0.05, although there is a weak positive relationship and there is no relationship between psychological factors and anxiety because the significant value is more than 0.05 but there is a weak positive relationship

Table 8. Cross Tabulation of the Relationship between Social Factors and Mental Health Factors

Mental Health	Social Factor		
	Correlation Coefficient	p-Value	N
Depression	0,202*	0,011	158
Anxiety	0,205**	0,010	158
Stress	0,348**	0,000	158

Table 9. Information model table of Emotional Intelligence Factors, Psychological Factors, and Social Factors on Depression

Model	-2 Log Likelihood	Chi-Square	df	Sig.
Intercept Only	74,121			
Final	64,355	9,767	6	0,135

Based on table 9, it shows that the independent variables included in the model that was built are better. This result can be seen from the -2 logLikelihood value of the Intercept value only 74.355 after the independent variables were entered, it decreased in the final to 64.355, indicating that the ordinal regression model includes independent variables that are suitable and better in predicting the dependent variable compared to the model without independent variables, but the sig value is >0.05, namely 0.135, so the final model is not significantly better in predicting variables compared to the basic model

Table 10. Goodness-of-Fit Table of Emotional Intelligence Factors, Psychological Factors, and Social Factors on Depression

	Chi-Square	df	Sig.
Pearson	28,574	30	0,540
Deviance	25,059	30	0,722

Based on Table 10, the significant value is greater than 0.05, namely 0.540, which means the ordinal regression model fits the observation data. The next stage is analyzing the Pseudo R-Square output data, which aims to provide information on how much the independent variable is able to explain the dependent variable.

Table 11. Pseudo R-Square Table of Emotional Intelligence Factors, Psychological Factors, and Social Factors on Depression

Cox and Snell	0,060
Nagelkerke	0,066
McFadden	0,026

Table 11, shows the dependent variables or independent variables consisting of emotional intelligence factors, psychological factors and social factors influencing the dependent variable by 6.6%.

Table 12. Parameter Estimates Table of Ordinal Regression Test Results of the Influence of Emotional Intelligence, Psychological Factors, and Social Factors on Depression

Variable		Estimate	95% CI		p-Value
			Lower	Upper	
Depression	Normal	1,526	-4,053	1,000	0,236
	Light	- 0,691	-3,208	1,827	0,591
	Currently	1,029	-1,497	3,555	0,425
	Heavy	1,526	-1,031	4,083	0,242
Intelligence factor	Emotional Intelligence Low	- 0,416	-2,648	1,816	0,715
	Emotional Intelligence Medium	-0,287	-2,139	1,566	0,762
	Emotional Intelligence High	0a			
Psychological Factors	Unhealthy Psychology	-0,677	-5,821	4,466	0,796
	Moderate or Fairly Stable	0,585	-4,295	5,465	0,814
	Healthy	0a			
Factor Social	Does Not Affect	1,012	-5,146	3,122	0,631
	There is an Influence and it can be managed	0,339	-4,443	3,765	0,871
	there is a significant influence	0a			

Table 12, shows that the low, medium, and high emotional intelligence categories have a significance value of >0.05, indicating that emotional intelligence does not significantly influence depression levels. The unhealthy, fairly stable, and healthy psychological factors categories have a significance value of >0.05, indicating that psychological factors do not significantly influence depression. Social factors have a significance value of >0.05, indicating that social factors do not significantly influence depression.

Table 13. Information model table of Emotional Intelligence Factors, Psychological Factors, and Social Factors on Anxiety

Model	-2 Log Likelihood	Chi-Square	df	Sig.
Intercept Only	85,509			
Final	75,381	10,129	6	0,119

Based on table 13, it shows that the independent variables included in the model that was built are better. This result can be seen from the -2 logLikelihood value of the Intercept value only 85.509 after the independent variables were entered, there was a decrease in the final value to 75.381, indicating that the ordinal regression model includes independent variables that are suitable and better in predicting the

dependent variable compared to the model without independent variables, but the sig value is >0.05, namely 0.119, so the final model is not significantly better in predicting variables compared to the basic model.

Table 14. Goodness-of-Fit Table of Emotional Intelligence Factors, Psychological Factors, and Social Factors on Anxiety

	Chi-Square	df	Sig.
Pearson	30,881	30	0,421
Deviance	36,092	30	0,205

Based on Table 14, the significance value is greater than 0.05, namely 0.421, which means the ordinal regression model fits the observation data. The next stage is analyzing the Pseudo R-Square output data, which aims to provide information on how much the independent variable is able to explain the dependent variable

Table 15. Pseudo R-Square Table of Emotional Intelligence Factors, Psychological Factors, and Social Factors on Anxiety

Cox and Snell	0,062
Nagelkerke	0,066
McFadden	0,022

Table 15 shows the dependent variables or independent variables consisting of emotional intelligence factors, psychological factors and social factors influencing the dependent variable by 6.6%.

Table 16. Parameter Estimates Table of Ordinal Regression Test Results of the Influence of Emotional Intelligence Factors, Psychological Factors and Social Factors on Anxiety

Variable		Estimate	95% CI		p-Value
			Lower	Upper	
Depression	Normal	-1,232	-3,748	1,284	0,337
	Light	-0,920	-3,433	1,593	0,473
	Currently	0,705	-1,806	3,216	0,582
	Heavy	1,232	-1,286	3,750	0,338
Intelligence factor	Emotional Intelligence Low	-1,198	-3,358	0,962	0,277
	Emotional Intelligence Medium	-0,761	-2,576	1,053	0,411
	Emotional Intelligence High	0a			
Psychological Factors	Unhealthy Psychology	0,188	-4,929	5,305	0,943
	Moderate or Fairly Stable	1,090	-3,756	5,937	0,659
	Healthy	0a			
Factor Social	Does Not Affect	-0,099	-4,214	4,016	0,962
	There is an Influence and it can be managed	0,721	-3,369	4,811	0,730
	there is a significant influence	0a			

Based on table 16, it can be seen that for the categories of low, medium, and high emotional intelligence, the significance value is >0.05, which means that the emotional intelligence factor does not have a significant influence on the level of anxiety. The categories of unhealthy, fairly stable, and healthy psychological factors have a significance value of >0.05, which means that psychological factors do not have a significant influence on the anxiety factor, and social factors have a significance value of >0.05, which means that social factors do not have a significant influence.

Table 17. Information model table of Emotional Intelligence Factors, Psychological Factors, and Social Factors on Stress

Model	-2 Log Likelihood	Chi-Square	df	Sig.
Intercept Only	89,253			
Final	58,945	30,307	6	0,000

Based on table 17, it shows that the independent variables entered into the model that was built were better. This result can be seen from the -2 logLikelihood value of the Intercept value only 89.253 after entering the load variable, it decreased in the final to 58.945 and the sig value <0.05, namely 0.000, shows that the ordinal regression model includes independent variables that are suitable and better at predicting the dependent variable compared to the model without independent variables

Table 18. Goodness-of-Fit Table of Emotional Intelligence Factors, Psychological Factors, and Social Factors on Stress

	Chi-Square	df	Sig.
Pearson	21,746	30	0,863
Deviance	24,247	30	0,761

Based on Table 18, the sig value is greater than 0.05, namely 0.86, which means the ordinal regression model fits the observation data. The next stage is analyzing the Pseudo R-Square output data, which aims to provide information on how much the independent variable is able to explain the dependent variable

Table 19. Pseudo R-Square Table of Emotional Intelligence Factors, Psychological Factors, and Social Factors on Stress

Cox and Snell	0,175
Nagelkerke	0,195
McFadden	0,085

Table 19, shows the dependent variables or independent variables consisting of emotional intelligence factors, psychological factors and social factors influencing the dependent variable by 19.5%.

Table 20. Parameter Estimates Table of Ordinal Regression Test Results of the Influence of Emotional Intelligence Factors, Psychological Factors and Social Factors on Stress

Variable		Estimate	95% CI		p-Value
			Lower	Upper	
Depression	Normal	-2,000	-4,521	0,521	0,120
	Light	-0,959	-3,463	1,545	0,453
	Currently	0,320	-2,173	2,812	0,802
	Heavy	2,007	-0,638	4,653	0,137
Intelligence factor	Emotional Intelligence Low	-1,806	-4,116	0,504	0,126
	Emotional Intelligence Medium	-1,361	-3,172	0,451	0,141
	Emotional Intelligence High	0a			
Psychological Factors	Unhealthy Psychology	-18,219	-21,285	-15,154	0,000
	Moderate or Fairly Stable	-16,359	-19,811	-12,908	0,000
	Healthy	0a			
Factor Social	Does Not Affect	16,562	15,892	17,231	0,000
	There is an Influence and it can be managed	17,984	17,984	17,984	0,000
	there is a significant influence	0a			

Based on Table 20, it can be seen that if the significance value is <0.05, the independent variable influences the dependent variable. In Table 20, the factors that significantly influence the dependent variable are as follows: (1) Unhealthy psychological factors have a p-value of 0.000 <0.05, which means unhealthy psychological factors significantly influence mental health factors, namely stress factors, among Arjuna Health College students in Laguboti District. (2) Moderate or fairly stable psychological factors have a p-value of 0.000 <0.05, indicating that moderate or fairly stable psychological factors significantly influence mental health factors, namely stress factors, among Arjuna College of Health Sciences students in Laguboti District. (3) Safe or problem-free social factors have a p-value of 0.000 <0.05, indicating that safe or problem-free social factors significantly influence mental health factors, namely stress factors, among Arjuna College of Health Sciences students in Laguboti District. Based on the significance value obtained, which meets the <0.05 threshold, a regression equation test was conducted. The magnitude of the effect can be calculated using the estimate values in Table 20.

Conclusion

1. There is no significant relationship between emotional intelligence and mental health, specifically depression, anxiety, and stress, among Arjuna College of Health Sciences students in Laguboti District, Toba Regency.
2. There is a significant relationship between psychological factors and depression and stress, but no relationship between them and anxiety, among Arjuna College of Health Sciences students in Laguboti District, Toba Regency.
3. There is a significant relationship between social factors and mental health, specifically depression, anxiety, and stress, among Arjuna College of Health Sciences students in Laguboti District, Toba Regency.

Recommendations:

It is hoped that Arjuna Health College can implement a comprehensive mental health curriculum or learning with methods and technology in teaching for self-development and teaching skills so that students truly feel the existence of a curriculum and lecturer management towards students and an increase in counseling services that can be accessed with comfortable, professional and confidential service quality

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