



The Perception of the Faculty of Communication: A Study on University Reputation

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ABSTRACT

This study aims to examine the perceptions of corporate reputation from the perspective of the students of the Faculty of Communication at Erciyes University and to evaluate the reflections of these perceptions on the overall reputation of the faculty. Corporate reputation, as one of the most critical factors affecting the success of higher education institutions, is addressed in this research through the experiences, observations, and evaluations of students. The theoretical framework of the study is based on the Reputation Quotient. Within this framework, six dimensions emotional appeal, products and services, financial performance, vision and leadership, workplace environment, and social responsibility were analyzed from the students' point of view. A further objective of the study is to expand the existing literature on students' perceptions of corporate reputation and to provide a comparative assessment with previous research. The study employed a quantitative research design, and data were collected through surveys administered to 432 students selected on a voluntary basis. The findings, supported by high scale reliability (Cronbach's $\alpha=0.916$) and sufficient sample power, revealed that students' perceptions of the faculty were moderately positive overall. Emotional appeal and vision and leadership were evaluated strongly, whereas financial performance and social responsibility were perceived relatively weakly. Furthermore, demographic variables such as gender, department, and grade level were found to create significant differences in satisfaction levels. The results indicate that, from the students' perspective, enhancing satisfaction is of strategic importance for sustaining corporate reputation and provides guidance for faculty level policy development.

Keywords: Perception, Reputation, Reputation Management, Corporate Reputation, University Reputation

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İletişim Fakültesi'nin Algısı: Üniversite İtibarı Üzerine Bir Araştırma

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ÖZ

Bu araştırma, Erciyes Üniversitesi İletişim Fakültesi öğrencilerinin perspektifinden kurumsal itibar algılarını incelemeyi ve bu algıların fakültenin genel itibarı üzerindeki yansımalarını değerlendirmeyi amaçlamaktadır. Yükseköğretim kurumlarının başarısını etkileyen en önemli unsurlardan biri olan kurumsal itibar, bu çalışmada öğrencilerin deneyimleri, gözlemleri ve değerlendirmeleri üzerinden ele alınmıştır. Araştırmanın kuramsal temelini İtibar Katsayısı oluşturmaktadır. Bu çerçevede duygusal çekicilik, ürün ve hizmetler, finansal performans, vizyon ve liderlik, çalışma ortamı ve sosyal sorumluluk boyutları öğrenci bakış açısıyla analiz edilmiştir. Çalışmanın diğer amacı ise, öğrencilerin kurumsal itibar algılarını mevcut literatür bağlamında genişletmek ve önceki çalışmalarla karşılaştırmalı bir biçimde değerlendirmektir. Nicel araştırma yöntemiyle yürütülen çalışmada, gönüllülük esasına göre seçilen 432 öğrenciye anket uygulanmış, elde edilen veriler yüksek ölçek güvenirliği (Cronbach's $\alpha=0,916$) ve yeterli örneklem gücüyle desteklenmiştir. Bulgular, İletişim Fakültesi öğrencilerinin fakülteye yönelik algılarının genel olarak orta düzeyde olumlu olduğunu göstermektedir. Duygusal çekicilik ile vizyon ve liderlik boyutları güçlü bulunurken, finansal performans ve sosyal sorumluluk boyutlarının görece zayıf algılandığı belirlenmiştir. Ayrıca cinsiyet, bölüm ve sınıf düzeyi gibi demografik değişkenler öğrenci memnuniyetinde anlamlı farklılıklar yaratmıştır. Sonuçlar, öğrencilerin perspektifinden elde edilen bu bulguların, kurumsal itibarın sürdürülebilirliği açısından stratejik bir yol gösterici niteliği taşıdığını ortaya koymaktadır.

Anahtar Sözcükler: Algı, İtibar, İtibar Yönetimi, Kurumsal İtibar, Üniversite İtibarı

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INTRODUCTION

Corporate reputation represents a strategic asset that significantly contributes to the competitiveness and sustainability of higher education institutions. It is shaped through the interaction of organizational image, identity, and culture, and is ultimately determined by stakeholder perceptions. In today's competitive academic environment, universities face increasing pressure to build and maintain a strong reputation to attract talented students, faculty, and partnerships, while also sustaining their standing in national and global rankings.

This study has two primary objectives. The first is to conduct an in-depth analysis of the current data within the framework of the Reputation Quotient developed by (Fombrun & Foss, 2001). These dimensions provide a solid theoretical foundation for evaluating stakeholder perceptions in a structured and multifaceted manner, encompassing elements such as student satisfaction, academic quality, administrative responsiveness, and social contribution, thereby offering an appropriate analytical lens for understanding the complex nature of university reputation. The second objective is to extend the existing literature by broadening previous research on the institutional reputation perceptions of students at the Faculty of Communication, Erciyes University.

By applying the six dimensions of the Reputation Quotient to a specific academic unit, this study distinguishes itself from previous research by offering a localized and detailed analysis of reputation perceptions from the perspective of communication faculty students in a Turkish public university. It also enables meaningful comparisons with earlier studies focusing on student and alumni perspectives (Gölgeli, 2014; Gölgeli et al., 2022; Gölgeli, 2023). Furthermore, through the systematic application of the Reputation Management Scale (Balay et al., 2017), the study evaluates reputation dynamics with particular attention to the impact of demographic differences on student satisfaction, aligning the findings with the Reputation Quotient framework.

This research makes a contextual and original contribution to the literature on reputation management in higher education by providing strategic recommendations to strengthen Erciyes University's reputation. It emphasizes the importance of student-centered policies, transparent communication strategies, and stakeholder engagement. At the same time, it offers a distinctive perspective on understanding university reputation in a local context, contributing to the broader discourse on reputation management in higher education while delivering timely and applicable insights tailored to the unique challenges and opportunities faced by Turkish universities.

Founded in 2001, the Faculty of Communication at Erciyes University serves a diverse student body of 3,080 and plays a strategic role in shaping public perceptions and institutional image by training professionals in the fields of media and communication. As part of one of Türkiye's leading public universities, the faculty was selected as the research setting due to its strategic significance and its central role in cultivating communication professionals. Its diverse student population provides an ideal context to explore how internal stakeholders students perceive and contribute to institutional reputation.

Türkiye's higher education landscape is characterized by increasing competitive pressures and a growing emphasis on global rankings, making reputation management particularly relevant within public institutions where resource constraints and stakeholder expectations are especially prominent. By focusing on this context, the study addresses the critical need for localized research to inform strategic interventions tailored to the unique challenges and opportunities of Turkish universities, thereby offering both theoretical and practical value.

The findings reveal that educational quality and cultural activities are strongly associated with student satisfaction, while improvements are required in areas such as faculty responsiveness and financial support. Moderate satisfaction levels suggest limited responsiveness of the faculty to student concerns and highlight the need to improve communication processes.

LITERATURE REVIEW

Corporate reputation is an increasingly vital concern for organizations, as it shapes how stakeholders perceive them, which in turn impacts their credibility and prospects. A university's reputation is not only crucial for its competitive standing but also plays a pivotal role in attracting high-quality students, faculty, and partnerships, thereby enhancing its overall success and influence in both academic and business spheres.

Formation of Corporate Reputation

Corporate reputation has become increasingly critical, particularly for organizational members such as managers and leaders, as it plays a decisive role in shaping stakeholder perceptions and directly affects the credibility of organizations (Remke, 2013, p. 31) Corporate reputation is an asset that provides significant economic returns. In institutions where reputation is valued, managers make substantial efforts to build, sustain, and protect reputation through practices that create a distinctive identity and project a consistent image to the public. Rather than focusing solely on the promotion of products and

brands, organizations conduct campaigns that highlight their overall identity. While programs aimed at improving customer satisfaction and service quality are implemented, employee activities are also monitored in terms of their impact on corporate reputation (Fombrun, 1996, pp. 59–60).

Reputation is built upon the reliability established by organizational behavior, and such reliability constitutes the foundation of a strong reputation (Peltekoğlu, 2018, pp. 589–592). A company's reputation reflects not only its past actions but also the expectations of its future behavior, underscoring its dynamic and evolving nature (Okay & Okay, 2002, p. 452). Corporate reputation emerges from the interaction of corporate image, identity, and culture (Peltekoğlu, 2018, p. 566). The ideal image arises from the alignment between an organization's self-perception and the perceptions of its stakeholders (Solmaz, 2007, p. 33).

Corporate identity encompasses employee behavior, organizational communication styles, corporate philosophy, and visual elements (Okay, 2005, pp. 35–37). While corporate identity represents how an organization defines itself, corporate image reflects how it is perceived by others (Solmaz, 2007, p. 33). Comprehensive assessments of corporate identity are rarely undertaken except during major strategic turning points such as mergers, acquisitions, or divestitures. However, given changing competitive conditions, regular reviews of corporate identity should remain a priority on the senior management agenda, as managers bear ultimate responsibility for corporate identity (Balmer & Greyser, 2003, p. 27). When corporate identity is communicated to stakeholders, it shapes the mental image of the organization and contributes to the formation of a strong reputation over time. This process is sustained by corporate culture (Gümüş & Öksüz, 2009, p. 33).

Corporate culture is a system of formal and informal rules shared among organizational members that regulates their behavior. Fundamentally, it constitutes a framework of collective judgments regarding shared values, as well as notions of what is considered right or wrong, and which behaviors are deemed acceptable or unacceptable (Şimşek & Fidan, 2005, p. 19). Corporate culture, in harmony with organizational rules and strategies, shapes the personality of the organization and its mode of self-definition. This identity manifests through communication approaches, corporate behavior, and visual identity symbols, ultimately forming the externally perceived image (Peltekoğlu, 2018, p. 547).

The perceptions of organizations within society and the environment converge around interrelated concepts such as corporate identity, corporate image, and corporate reputation (Sabuncuoğlu, 2008, p. 81). To measure corporate reputation accurately, the Reputation Institute and Harris Interactive developed the Reputation Quotient in 1998 as a standardized tool. Public perceptions

of companies were assessed across 20 attributes grouped into six dimensions: Emotional Appeal the degree to which a company is liked, admired, and respected. Products and Services perceptions of the quality, innovativeness, value, and reliability of the company's offerings. Financial Performance perceptions of profitability, prospects, and risk. Vision and Leadership perceptions of clear vision and strong leadership. Workplace Environment perceptions of management quality, attractiveness as a place to work, and employee competence. Social Responsibility perceptions of the company as a good corporate citizen in its relationships with communities, employees, and the environment (Fombrun & Foss, 2001, p. 1).

Corporate reputation arises from a competitive process through which organizations communicate their essential characteristics to stakeholders. It reflects stakeholders' multidimensional evaluations of an organization's competencies, strategic qualities, and value creation potential. Reputation, shaped by past performance, future expectations, and comparisons with competitors, is of critical importance to business success and must be regularly monitored and managed (Baumgartner et al., 2022, p. 363).

Role of Communication in Reputation Building

A solid organizational reputation is developed through historical consistency, positive behavioral patterns, effective communication strategies, and symbolic representations, and it is regarded as a fundamental determinant of organizational success (Hawabhay et al., 2009, pp. 7–8). Crisis management and communication investments are effective in reducing reputational risks, enhancing organizational credibility, and ensuring long-term sustainability. Stakeholders view reputation particularly when it evokes emotional resonance and is reinforced through transparent communication as a critical determinant of trustworthiness. Corporate communication functions as a strategic management activity that links a company to its stakeholders and society while protecting its reputation (Lerbinger, 2019, pp. 17–18). To be effective, communication professionals should advise senior management on critical issues, emerging trends, and potential reputation threats, thereby fostering strategic alignment. Reputation is a multidimensional phenomenon composed of performance, behavior, and communication. Accordingly, an effective corporate communication strategy must adopt a holistic approach to these components. Such an approach integrates strong performance with proactive communication, thereby supporting the success of organizational relationships (Doorley & Garcia, 2015, pp. 88–89).

Online reputation management is examined from an academic perspective in terms of its necessity and applicability for organizations. Reputation is defined as a central factor in shaping stakeholder perceptions, while the rapid diffusion of social media amplifies the potential for negative sentiments and content to exert immediate global impact (Pownall, 2015, pp. 206–212). Effective reputation defense requires not only a reactive stance but also a proactive framework supported by systematic risk analysis, threat prioritization, and feasible strategies. In simple situations, experience-based decisions may suffice; however, complex scenarios demand advanced tools and multidisciplinary teams. Transparency is emphasized as the cornerstone of reputation management, though it must be adapted to the cultural context of the organization and stakeholder expectations. Accordingly, organizations are advised to develop online representation policies, actively involve senior leadership, and adopt a comprehensive transparency strategy that integrates communication with information security. The global reach of the Internet highlights the necessity of implementing these strategies with consistency and strategic alignment. Crisis communication is characterized as the art of perception management, with success dependent on an organization's ability to maintain control over its messaging (O'Donnell, 2023, p. 110). Equally important is containing the crisis to prevent its escalation across the entire organizational structure. It is argued that crises should be localized to specific teams, domains, or brands, as failure to do so risks a single product or service issue jeopardizing the organization's overall reputation. At the heart of corporate communication practices lies stakeholder relations, and the concept of relationship serves as a foundation for extending public relations and other communication efforts to new actors (Lerbinger, 2019, p. 41).

Public relations is defined as a fundamental element of reputation management, with a strong connection identified between organizational effectiveness and reputation. Beyond customer service or promotion, public relations seeks to analyze organizational activities, foster trust and positive relations with stakeholders, influence public opinion, and anticipate the impact of emerging issues on the organization. However, the effectiveness of public relations professionals in building reputation depends on their strategic position within the organizational hierarchy and their early involvement in policy making processes. Studies indicate that while successful public relations campaigns strengthen corporate reputation, ineffective campaigns may fail to positively shift stakeholder perceptions. Consequently, it is emphasized that public relations professionals should play a more active role in organizational strategic decision-making processes to enhance reputation (Anani-Bossman, 2021, pp. 224–225).

Corporate reputation is regarded as a strategic asset that enables differentiation from competitors and increases the likelihood of preference among both internal and external stakeholders. In this context, corporate brand management and corporate communication assume critical functions in creating and sustaining reputation among key stakeholder groups on which the organization depends (Van Bekkum et al., 2008, p. 84). Corporate communication is recognized as a management function that regulates organizational relations with stakeholders and society while playing a crucial role in safeguarding corporate reputation. Rooted in public relations, this field has adopted relationship building as one of its primary concerns. Effective corporate communication strengthens the social contract between the company and its stakeholders, while requiring communication professionals to provide strategic input to senior management on reputational risks and trends (Lerbinger, 2019, pp. 14–15).

Corporate Reputation Management in Universities

Reputation is regarded as a vital factor not only for businesses but also for educational institutions, as it provides a competitive advantage and directly affects the success or failure of both private and public organizations, including non-profit institutions (Karaköse, 2012, p. 4). Globally, rankings such as Times Higher Education (THE) and the University Ranking by Academic Performance (URAP) evaluate and rank the most influential universities. It can be concluded that the reputation of higher education institutions is closely related to the position they achieve in internationally recognized rankings.

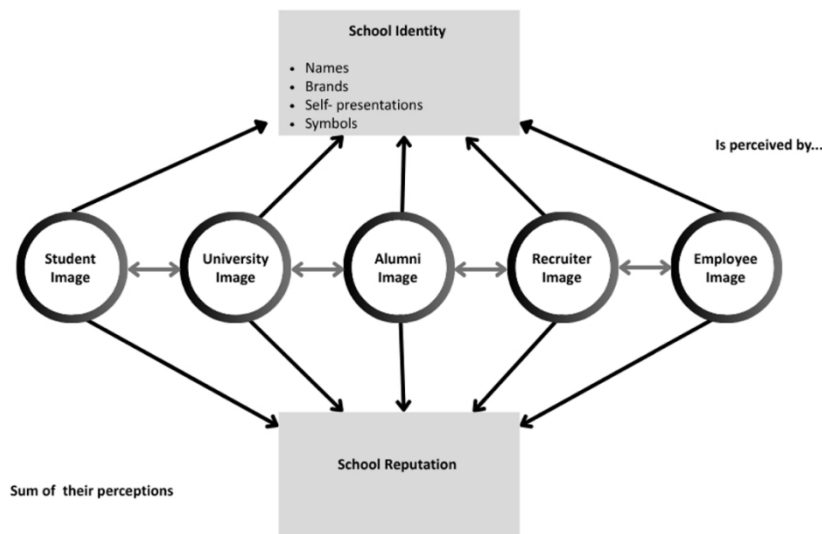


Figure 1 Image, Identity, and Reputation (Argenti, 2000, p. 175)

A stakeholder is defined as any group or individual that can affect or be affected by the achievement of a company's objectives (Freeman et al., 2007, p. 6). The perceptions of stakeholders, both internal and external, play a significant role in shaping an organization's reputation (Argenti, 2000, p. 177). In universities, corporate identity is formed by the perceptions of internal stakeholders, namely groups directly involved in the institution such as faculty members, students, and administrative staff. Image, on the other hand, refers to how each internal stakeholder group evaluates the university. The reflection of corporate identity to external stakeholders, such as alumni, employers, professional associations, local governments, private organizations, and representatives of other universities, constitutes the university's image in the eyes of external stakeholders (Işık et al., 2016, p. 167). The main steps that universities should follow to establish a strong reputation are summarized as developing collaborations with reputable universities, maintaining a qualified academic staff, attracting successful students, creating a positive image in the business world, and sustaining communication with alumni (Karaköse, 2012, pp. 7–14). Charles Fombrun compares an excellent reputation to an invitation. He defines reputation as an intangible value shaped by the perceptions of both internal and external stakeholders about the organization and states that it derives from the collective images formed by target audiences regarding the institution (1996, p. 37). All departments and employees within an institution contribute to the formation of corporate reputation. Institutions and organizations measure their reputation to identify weaknesses and make improvements, thereby benefiting from the advantages of a strong reputation (Bartikowski & Walsh, 2011, p. 39).

The study conducted by Sufyan & Hasrina (2020) investigates corporate reputation in higher education institutions from the perspective of employees and highlights the potential of reputation management in generating competitive advantage. Employing a systematic review of research published between 2010 and 2020, the study analyzed 20 articles selected from an initial pool of 1,685 retrieved from Google Scholar, ProQuest, and Scopus. The findings indicate that corporate reputation in higher education is shaped by eight main factors: teaching quality, research quality, employee empowerment, corporate social responsibility, internationalization, social capital, satisfaction, and organizational image. Drawing on evidence from 14 countries, the study demonstrates that reputation management functions as a strategic tool in both global and local higher education contexts.

The study by Mendoza-Villafaina and Lopez-Mosquera (2024) explores the effects of students' educational experiences and satisfaction on corporate reputation and university sustainability. Conducted at the University of Extremadura, the research applied survey methodology and analyzed the

antecedents and outcomes of student satisfaction through structural equation modeling. The findings revealed that academic quality, infrastructure, and the development of employability skills are critical determinants of satisfaction, which in turn significantly affects corporate reputation, loyalty, and word-of-mouth intention. The study highlights that enhancing student satisfaction constitutes a strategic pathway for strengthening the institutional sustainability of universities.

The study by Purevsuren et al. (2025) investigates the determinants of university reputation in Mongolia, with a particular emphasis on the role of university social responsibility. Based on 5,902 valid responses from external stakeholders—including alumni, employers, and parents across 66 higher education institutions, the research employed partial least squares structural equation modeling (PLS-SEM) to test relationships and model validity through Cronbach's Alpha, CR, and AVE criteria. The findings demonstrate that teacher reputation, alumni reputation, research and innovation, and collaboration positively influence university social responsibility, which in turn significantly enhances overall university reputation.

The reputation of higher education institutions is shaped by the perceptions of both internal and external stakeholders, and it plays a strategic role in ensuring institutional sustainability and competitiveness. Corporate reputation is influenced by multidimensional factors, including quality, satisfaction, social responsibility, research, and collaboration. Therefore, universities can secure long-term success and sustainability by enhancing the satisfaction of internal stakeholders through academic and administrative processes while simultaneously reinforcing social responsibility and stakeholder relations.

RESEARCH ON ERCIYES UNIVERSITY'S REPUTATION IN 2024

Established in 1978 in Kayseri, Erciyes University has become one of Türkiye's leading public institutions of higher education. Scholarly research consistently emphasizes the crucial role of institutional reputation in shaping the overall success of educational organizations. This study conducted within the Faculty of Communication at Erciyes University demonstrates that students predominantly hold favorable perceptions of both the faculty and the university. These positive perceptions serve as a solid foundation for enhancing the institution's reputation and make a significant contribution to its sustained academic and organizational development.

Methodology

This study primarily aims to evaluate the social perceptions of students at the Faculty of Communication, Erciyes University, and their impact on institutional reputation within the framework of the Reputation Quotient developed by Fombrun and Foss (2001). The six dimensions of this model emotional appeal, products and services, financial performance, vision and leadership, workplace environment, and social responsibility provide a solid theoretical foundation for analyzing stakeholder perceptions in a structured and multifaceted manner, thereby enabling an assessment of the faculty's reputation dynamics from the student perspective. The second objective of the study is to extend previous research conducted by Gölgeli (2023, 2014) and Gölgeli et al. (2022), thereby offering a more comprehensive perspective. The research was carried out within a quantitative design, and the findings were interpreted in line with this theoretical framework.

Research Design and Sampling: The research employed a convenience sampling method based on voluntary participation, and personal identity information was deliberately excluded to increase data reliability. Data collection was conducted through an online survey tool. Online surveys, which are hosted on a specific web address and collect responses from participants, are preferred for cost-effectiveness and time efficiency (Arıkan, 2018, p. 157). Convenience sampling involves selecting the sample based on accessibility and willingness to participate and can be divided into two variants, namely fixed and volunteer (Teddle & Yu, 2007, p. 678). In 2024, the study targeted 3,080 students enrolled in the Faculty of Communication at Erciyes University. The collected data consisted of 432 volunteers, representing approximately 14% of the population, providing sufficient statistical power for analysis. The sample consisted of three departments (Public Relations and Publicity: 43.8%; Journalism: 36.6%; Radio, Television and Cinema: 19.7%), class levels (1st year: 37.0%; 2nd year: 35.0%; 3rd year: 13.0%; 4th year: 15.0%), and program types (regular: 52.1%; evening: 41.0%; distance learning: 6.9%), showing a balanced distribution.

Data Collection: Data were collected over five days using an online survey tool chosen for cost-effectiveness and time efficiency (Arıkan, 2018). Access to the survey was provided through student WhatsApp groups, Instagram accounts, QR codes, and posters placed on faculty bulletin boards. The survey consisted of three sections: demographic information, evaluations of Erciyes University, and evaluations of the Faculty of Communication, and comprehensively measured reputation perceptions across the six dimensions of the Reputation Quotient.

Instrument: The survey questions were adapted from the Reputation Management Scale (RMS) developed by Balay, Kaya, and Yıldırım (2017). This scale includes factors such as utilization of corporate assets, innovativeness, quality of management, personal skills of employees, institutional performance capacity of employees, financial soundness and investment value, product and service quality, and social responsibility. These factors were aligned with the six dimensions of the Reputation Quotient consistent with the theoretical framework of the study. The survey used a five-point Likert scale (1 = Strongly Disagree, 5 = Strongly Agree); scores above 3 indicated agreement and satisfaction, while scores below 3 reflected disagreement and dissatisfaction.

Ethical Considerations: The study obtained approval from the Ethics Committee of Erciyes University to ensure compliance with ethical standards for research involving human participants (Approval Number: 498, Date: November 28, 2023). Participants provided informed consent, and anonymity was maintained to ensure respondent confidentiality throughout the data collection process.

Data Analysis: Data were analyzed using IBM SPSS Statistics 28 software. Descriptive statistics such as mean, standard deviation, and percentages were calculated to summarize participant characteristics and responses. Pearson correlation analyses were conducted to test relationships between satisfaction and variables such as cultural activities, scholarships, quality of education, and faculty communication. Analysis of Variance (ANOVA) was used to examine differences in satisfaction across departments, program types, class levels, and gender. Post-hoc power analysis was conducted with G*Power software, and a power of 0.99 for a medium effect size ($w = 0.3$) in the chi-square test confirmed the robustness of the sample in detecting significant relationships ($p < 0.05$).

Reliability Analysis: The reliability of the 13-item survey scale was assessed using Cronbach's Alpha, yielding a coefficient of 0.916 (standardized: 0.915), which indicates high internal consistency. The average item score was 3.442, ranging from 2.852 to 3.938 (variance = 0.086). This high reliability confirmed that the scale was appropriate for measuring the constructs under investigation and provided consistent data for the analysis of the six dimensions of the Reputation Quotient.

Hypotheses: The hypotheses of the study are as follows:

H1: Students are satisfied with being students of Erciyes University.

H1a: Satisfaction with being a student of Erciyes University is related to the university's cultural activities.

H1b: Student satisfaction at Erciyes University is related to the university's scholarships and financial aid.

H1c: Satisfaction with being a student of Erciyes University is related to the university's openness to change.

H2: The Faculty of Communication at Erciyes University listens to student concerns. H2a: The Faculty of Communication at Erciyes University attempts to resolve problems encountered by students.

H3: The Faculty of Communication at Erciyes University promotes itself effectively to the public.

H4: Education received at the Faculty of Communication is related to student satisfaction.

H5: Adequate communication between the Faculty of Communication and students is related to student satisfaction.

H6: There is a significant difference in satisfaction across departments.

H7: There is a significant difference in satisfaction among different instructors.

H8: There is a significant difference in satisfaction across class levels.

H9: There is a significant difference in satisfaction between genders.

H10: There is a significant difference in satisfaction between distance learning and face-to-face students.

The study tested these 10 hypotheses to examine the relationships between satisfaction levels and cultural activities, scholarships, openness to change, faculty responsiveness, promotional efforts, quality of education, and demographic differences (department, program type, class level, gender, and learning mode). Hypotheses were evaluated using correlation and ANOVA tests in terms of statistical significance and effect sizes, ensuring a comprehensive examination of reputation perceptions.

Findings

The findings presented in the following tables offer crucial insights into the study's subject matter, providing a comprehensive breakdown of key data points. These tables elucidate trends, correlations, and other pertinent factors, facilitating a systematic analysis of the examined variables. Through a rigorous evaluation of the results, the study advances our understanding of the underlying dynamics, uncovering patterns that either substantiate the initial hypotheses or yield unexpected conclusions. In this study, a sample of 432 participants was utilized to evaluate the reputation

perceptions of students at the Faculty of Communication, Erciyes University. To assess the statistical power of the sample, a post-hoc power analysis was conducted. The analysis was based on a chi-square test examining the relationship between department (Public Relations and Publicity, Radio, Television and Cinema, and Journalism) and academic year (1st, 2nd, 3rd, and 4th years). The following parameters were adopted for this purpose: sample size ($n = 432$), significance level ($\alpha = 0.05$), degrees of freedom ($df = 6$), and a medium effect size ($w = 0.3$), which is widely accepted in social sciences research. The power analysis was performed using the G*Power software, yielding a statistical power of 0.99 (99%) for the chi-square test. This finding indicates that the sample of 432 participants possesses a notably high capacity to detect a medium effect size ($w = 0.3$). The sample size effectively minimizes the risk of Type II errors (false negatives), providing a robust foundation for reliably identifying significant relationships ($P < 0.05$) between department and academic year. Furthermore, this elevated power level reinforces the study's adequacy in testing its hypotheses and uncovering anticipated effects. Additionally, the sample's power was evaluated under the assumption of a smaller effect size ($w = 0.1$). In this scenario, the chi-square test yielded a value of $\chi^2(6, N = 432) = 4.32$, which was below the critical threshold of 12.59 for 6 degrees of freedom. This outcome corresponded to an estimated statistical power of approximately 0.20 under the assumption of a small effect size. Nevertheless, the observation of a significant relationship at $p < 0.05$ in the study indicates that the actual effect size is more likely to approximate or exceed 0.3. These results collectively demonstrate that the current sample offers a robust statistical framework aligned with the research objectives, thereby enhancing the reliability of the obtained findings.

Table 1 Current Student Numbers at the Faculty of Communication, Erciyes University (Data obtained from the information processing department)

Departments:	Female	Male	Total
Journalism (Regular Program)	206	230	436
Journalism (Evening Program)	127	239	366
Journalism (Distance Learning Program)	65	112	177
Radio, Television, and Cinema (Regular Program)	161	304	465
Radio, Television, and Cinema (Evening Program)	134	253	387
Radio, Television, and Cinema (Distance Learning Program)	93	110	203
Public Relations and Publicity (Regular Program)	283	154	437
Public Relations and Publicity (Evening Program)	210	224	434
Public Relations and Publicity (Distance Learning Program)	83	92	175
Total	1362	1718	3080

Founded in 2001, the Faculty of Communication at Erciyes University has 3,080 students. The distribution of these students by department is as follows: 1,046 students in the Department of Public Relations and Publicity, 1,055 students in the Department of Radio, Television, and Cinema, and 979

students in the Department of Journalism (ERÜ Information Technology Department Database). An online survey was conducted with 432 participants to gather students' opinions and thoughts. The survey consists of three sections: demographic questions, evaluations related to Erciyes University, and evaluations related to the Faculty of Communication at Erciyes University.

Table 2 Personal Information

		Number	Percent
Gender	Female	277	64,1
	Male	155	35,9
Age	Born in 1990 and before	48	11,1
	Born between 1991 and 2000	57	13,2
	Born in 2001	52	12,0
	Born in 2002	91	21,1
	Born in 2003	68	15,7
	Born in 2004	74	17,1
	Born in 2005	42	9,7
	Total	432	100

64.1% of the participants are female, while 35.9% are male students. When examining the age distribution, the percentage of those born in 1990 or earlier is 11.2%, while those born between 1991 and 2000 account for 13.2%. The percentages for each birth year are as follows: 2001 - 12%, 2002 - 21.1%, 2003 - 15.7%, 2004 - 17.1%, and 2005 - 9.7%.

Table 3 Educational Information

		Number	Percent
Departments	Journalism	158	36,6
	Public Relations and Publicity	189	43,8
	Radio, Television, and Cinema	85	19,7
Year	1st YEAR	160	37,0
	2nd YEAR	151	35,0
	3rd YEAR	56	13,0
	4th YEAR	65	15,0
	Total	432	100
Type of education	Regular program	225	52,1
	Evening program	177	41,0
	Distance learning program	30	6,9
	Total	432	100

This table summarizes the educational characteristics of the participants, including department affiliation, academic year, and type of instruction. The Department of Public Relations and Publicity has the highest representation (43.8%, 189 participants), followed by Journalism (36.6%, 158 participants) and Radio, Television, and Cinema (19.7%, 85 participants). First-year students form the largest cohort (37.0%), and regular program students dominate (52.1%). The data affirm a balanced distribution across key educational variables, ensuring sufficient representation for statistical analysis and hypothesis testing.

Table 4 Relationship Between Department and Year

		Year				Total
		1st YEAR	2nd YEAR	3rd YEAR	4 th YEAR	
Departments	Journalism	39,9%	52,5%	3,8%		100%
	Public Relations and Publicity	27,0%	22,8%	23,8%	26,5%	100%
	Radio, Television, and Cinema	54,1%	29,4%	5,9%	10,6%	100%
Total		37,0%	35,0%	13,0%	15,0%	100%

Table 4 examines the distribution of participants across departments and academic years. The Department of Journalism shows a high concentration of second-year students (52.5%), while participation drops sharply in the third (3.8%) and fourth years (0%). In contrast, the Department of Public Relations and Publicity exhibits a more even spread across years (e.g., 27.0% in first year, 26.5% in fourth year). The Radio, Television, and Cinema Department has a notable first-year presence (54.1%). These patterns suggest varying engagement levels across academic progression, potentially reflecting departmental differences in retention or survey participation.

Table 5 Relationship Between Department and Type of Instruction

		Type of Education			Total
		Regular program	Evening program	Distance learning program	
Department	Journalism	55,7%	43,7%	0,6%	100%
	Public Relations and Publicity	48,7%	36,0%	15,3%	100%
	Radio, Television, and Cinema	52,9%	47,1%		100%
Total		52,1%	41,0%	6,9%	100%

This table explores the interplay between department and instructional mode. The Journalism Department predominantly comprises regular (55.7%) and evening program students (43.7%), with minimal distance learning participation (0.6%). Public Relations and Publicity shows a higher distance learning presence (15.3%), while Radio, Television, and Cinema has no distance learning students. The overall distribution (52.1% regular, 41.0% evening, 6.9% distance) underscores the prevalence of traditional in-person instruction, with implications for accessibility and student preferences across departments.

Table 6 Relationship Between Department and Gender

		Gender		Total
		Female	Male	
Department	Journalism	54,4%	45,6%	100%
	Public Relations and Publicity	75,1%	24,9%	100%
	Radio, Television, and Cinema	57,6%	42,4%	100%
Total		64,1%	35,9%	100%

Table 6 highlights gender distribution within departments. The Department of Public Relations and Publicity exhibits a striking female majority (75.1%), compared to Journalism (54.4%) and Radio, Television, and Cinema (57.6%). Overall, females constitute 64.1% of the sample, aligning with Table 2. This gender disparity, particularly pronounced in Public Relations and Publicity, may reflect discipline-specific appeal or societal trends, warranting further exploration in the context of reputation perceptions.

Table 7 Relationship Between Department and Gender - Chi - Square Tests

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	17,959 ^a	2	0,000
Likelihood Ratio	18,309	2	0,000
Linear-by-Linear Association	1,808	1	0,179
N of Valid Cases	432		

This table reports the results of a chi-square test examining the association between department and gender. With a Pearson Chi-Square value of 17.959 (df = 2, p = 0.000), the findings indicate a statistically significant relationship (p < 0.05). This suggests that gender distribution is not uniform across departments, corroborating Table 6's observations and implying potential gender-based differences in departmental preferences or enrollment patterns.

Table 8 Reasons for Choosing the University Department

	Number	Percent
Geographical Proximity	206	47,7
The quality of the department or	124	28,7
Inability to attend another university	42	9,7
Advice from family and friends	40	9,3
Job prospects	14	3,2
Teacher's recommendation	6	1,4
Total	432	100,0

Table 8 outlines the motivations behind participants' choice of Erciyes University. Geographical proximity emerges as the primary factor (47.7%, 206 participants), followed by departmental/faculty quality (28.7%, 124 participants). Lesser influences include inability to attend another university (9.7%), family/friend advice (9.3%), job prospects (3.2%), and teacher recommendations (1.4%). These findings highlight the dominance of practical considerations over academic or career-oriented factors in decision-making.

Table 9 Research Scale

5	Strongly Agree	Represents disagreement and dissatisfaction.
4	Agree	
3	Neutral	Represents partial agreement; scores above 3 indicate agreement and are interpreted positively.
2	Disagree	Represents agreement and elevated level of agreement; interpreted positively.
1	Strongly Disagree	

This table defines the 5-point Likert scale used in the study, ranging from "Strongly Disagree" (1) to "Strongly Agree" (5). Notably, scores above 3 are interpreted as indicating agreement and satisfaction, while scores below 3 suggest disagreement and dissatisfaction. This interpretive framework provides a clear metric for assessing participant responses, facilitating the evaluation of hypotheses related to reputation and satisfaction.

Table 10 Scale Reliability (Cronbach's Alpha)

Reliability Statistics							
Cronbach's Alpha			Cronbach's Alpha Based on Standardized Items			N of Items	
,916			,915			13	
Summary Item Statistics							
Item Means	Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance	N of Items
	3,442	2,852	3,938	1,086	1,381	,086	13

Table 10 presents the reliability analysis of the research scale, reporting a Cronbach's Alpha of 0.916 (standardized: 0.915) across 13 items. The mean item score is 3.442, with a range from 2.852 to 3.938 (variance = 0.086). This high reliability coefficient (91.6%) confirms the scale's internal consistency, ensuring robust measurement of the constructs under investigation.

Table 11 Scale Participation Levels (T-Test)

	N	Mean	Std. Deviation
S1: Erciyes University is an institution open to change and innovation.	432	3,58	1,066
S2: The cultural activities (arts, sports, entertainment, etc.) at Erciyes University are adequate.	432	2,85	1,186
S3: The scholarships and financial aid provided by Erciyes University support students.	432	2,97	1,026
S4: I am satisfied with being a student at Erciyes University.	432	3,84	0,983
S5: The Faculty of Communication at Erciyes University listens to student concerns.	432	3,48	1,057
S6: The Faculty of Communication at Erciyes University tries to solve the problems students face.	432	3,46	1,014
S7: The Faculty of Communication at Erciyes University effectively promotes itself to the public.	432	3,44	1,114

S8: The academic staff at the Faculty of Communication at Erciyes University uses methods and techniques that ensure active student participation in classes.	432	3,57	1,059
S9: The practical training provided in the "application" areas at the Faculty of Communication prepares students for the job market.	432	3,39	1,087
S10: The theoretical education provided in the "theoretical" areas at the Faculty of Communication prepares students for the job market.	432	3,47	1,055
S11: The education I receive from my department makes me feel competent in my career.	432	3,30	1,070
S12: As a student at the Faculty of Communication, I would like to participate in student activities.	432	3,94	0,916
S13: The communication between the Faculty of Communication and students is adequate.	432	3,43	1,010
Average Participation		3,44	

An assessment of overall satisfaction with Erciyes University and its Faculty of Communication was conducted using multiple criteria, yielding an average score of 3.44 on a 5-point Likert scale. This value suggests a level of satisfaction situated between partial satisfaction and full satisfaction. Notably, Statement 12, "As a student of the Faculty of Communication at Erciyes University, I would like to participate in student activities," achieved the highest agreement score of 3.94. This statement appears to reflect an aspirational preference rather than an evaluation of the current state, distinguishing it from other items. Excluding Item 12 from the scale results in a reduced overall satisfaction score of 3.39, down from 3.44, indicating its positive contribution to the aggregate measure. Subsequently, the hypotheses were systematically tested. Hypothesis H1, which asserts that students are satisfied with their experience at Erciyes University, is supported by the data. The statement "I am satisfied with being a student at Erciyes University" received a mean agreement score of 3.84, falling between partial agreement and full agreement. This score, exceeding the neutral threshold of 3, indicates a moderate level of satisfaction and thereby confirms H1. Hypothesis H1a posits that satisfaction with being a student at Erciyes University is associated with the university's cultural activities, setting the stage for further correlation analysis to substantiate this relationship.

In the study, a categorical 5-point Likert scale was employed to measure satisfaction levels using a 13-item scale. The satisfaction levels were tested for significance based on department, type of education, grade level, and gender. As the scale exhibited a normal distribution, an ANOVA test was conducted to assess the significance of differences between groups, and the relevant hypotheses were tested.

Table 12 Correlation analysis of H1a

Correlations			
		S2: Erciyes University's cultural activities (arts, sports, entertainment, etc.) are sufficient.	S4: I am satisfied with being a student at Erciyes University.
S2: The cultural activities of Erciyes University (arts, sports, entertainment, etc.) are sufficient.	Pearson Correlation	1	,516**
	Sig. (2-tailed)		,000
	N	432	432
S4: I am satisfied with being a student at Erciyes University.	Pearson Correlation	,516**	1
	Sig. (2-tailed)	,000	
	N	432	432

** Correlation is significant at the 0.01 level (2-tailed).

A correlation analysis was performed to evaluate the relationship posited by Hypothesis H1b, examining the association between two independent variables: student satisfaction with Erciyes University and the provision of scholarships and financial aid. The results reveal a statistically significant and positive correlation, indicating that higher satisfaction with scholarships and financial aid corresponds to an enhanced level of satisfaction with being a student at the university. Consequently, Hypothesis H1b, which states that satisfaction with being a student at Erciyes University is linked to the university's scholarships and financial aid, is supported by the evidence and thus accepted.

Table 13 Correlation Analysis of H1b

Correlations			
		S4: I am satisfied with being a student at Erciyes University.	S3: The scholarships and financial aid provided by Erciyes University support the students.
S4: I am satisfied with being a student at Erciyes University.	Pearson Correlation	1	,407**
	Sig. (2-tailed)		,000
	N	432	432
S3: The scholarships and financial aid provided by Erciyes University support the students.	Pearson Correlation	,407**	1
	Sig. (2-tailed)	,000	
	N	432	432

** Correlation is significant at the 0.01 level (2-tailed).

A correlation analysis was conducted to assess the relationship between the two independent variables specified in Hypothesis H1c: satisfaction with being a student at Erciyes University and the university's openness to change. The findings demonstrate a statistically significant and positive correlation, whereby an increase in satisfaction with the university's openness to change is associated with a corresponding rise in overall student satisfaction. Accordingly, Hypothesis H1c, which posits that

satisfaction with being a student at Erciyes University is related to the institution's openness to change, is substantiated and accepted.

Table 14 Correlation Analysis of H1c

Correlations		S4: I am satisfied with being a student at Erciyes University.	S1: Erciyes University is open to change and innovations.
S4: I am satisfied with being a student at Erciyes University.	Pearson Correlation	1	,643**
	Sig. (2-tailed)		,000
	N	432	432
S1: Erciyes University is an open university to change and innovations.	Pearson Correlation	,643**	1
	Sig. (2-tailed)	,000	
	N	432	432

** Correlation is significant at the 0.01 level (2-tailed).

A correlation analysis was undertaken to examine the relationship between two independent variables outlined in Hypothesis H1c: satisfaction with being a student at Erciyes University and the university's openness to change and innovation. The results indicate a statistically significant and positive correlation, demonstrating that as perceptions of the university's openness to change and innovation improve, student satisfaction exhibits a corresponding increase. Consequently, Hypothesis H1c, which asserts that satisfaction with being a student at Erciyes University is associated with the institution's openness to change and innovation, is supported and accepted. Hypothesis H2 posits that the Faculty of Communication at Erciyes University listens to student issues. The statement "Erciyes University Faculty of Communication listens to student issues" received a mean score of 3.48 on a 5-point Likert scale, reflecting partial agreement. This score, situated between "Agree" and "Neutral," suggests a moderate level of endorsement. Given this outcome, Hypothesis H2 is accepted, albeit with a weak correlation, indicating that while the faculty is perceived to engage with student concerns to some extent, the relationship is not strongly pronounced. Similarly, Hypothesis H2a asserts that the Faculty of Communication at Erciyes University makes efforts to address the problems faced by students. The statement "The Faculty of Communication at Erciyes University makes an effort to solve the problems faced by students" yielded a mean score of 3.46, also indicating partial agreement. Positioned between "Agree" and "Neutral" on the Likert scale, this result supports the acceptance of Hypothesis H2a, though the weak connection suggests limited confidence in the faculty's problem-solving efficacy as perceived by students. Hypothesis H3 proposes that the Faculty of Communication at Erciyes University effectively promotes itself to the public. The corresponding statement, "The Faculty of Communication at Erciyes University is sufficiently able to promote itself to the public," achieved a mean score of 3.44, again

denoting partial agreement. Falling between “Agree” and “Neutral” on the 5-point Likert scale, this finding leads to the acceptance of Hypothesis H3 with a weak association. This implies that students perceive the faculty’s promotional efforts as moderately adequate, though not overwhelmingly robust. Hypothesis H4 contends that the education provided by the Faculty of Communication at Erciyes University is related to student satisfaction with their university experience. This hypothesis sets the stage for further correlation analysis to explore the linkage between educational quality and overall satisfaction, with subsequent data anticipated to elucidate the strength and direction of this relationship.

Table 15 Correlation Analysis of H4

Correlations					
		S4: I am satisfied with being a student at Erciyes University.	S9: The education provided in the "practical" areas at the Faculty of Communication at Erciyes University prepares students for their professional lives.	S10: The education provided in the "theoretical" areas at the Faculty of Communication at Erciyes University prepares students for their professional lives.	S11: The education I receive from my department makes me feel competent in my career.
S4: I am satisfied with being a student at Erciyes University.	Pearson Correlation	1	,518**	,528**	,618**
	Sig. (2-tailed)		,000	,000	,000
	N	432	432	432	432
S9: The education provided in the "practical" areas at the Faculty of Communication at Erciyes University prepares students for their professional lives.	Pearson Correlation	,518**	1	,667**	,670**
	Sig. (2-tailed)	,000		,000	,000
	N	432	432	432	432
S10: The education provided in the "theoretical" areas at the Faculty of Communication at Erciyes University prepares students for their professional lives.	Pearson Correlation	,528**	,667**	1	,709**
	Sig. (2-tailed)	,000	,000		,000
	N	432	432	432	432
S11: The education I receive from my department makes me feel competent in my career.	Pearson Correlation	,618**	,670**	,709**	1
	Sig. (2-tailed)	,000	,000	,000	
	N	432	432	432	432

** Correlation is significant at the 0.01 level (2-tailed).

A correlation analysis was conducted to assess the relationship between satisfaction with Erciyes University and three independent variables related to educational quality: satisfaction with theoretical education, practical education, and overall educational experience. The findings reveal a statistically significant and positive correlation, indicating that as satisfaction with both theoretical and practical components of education, as well as the broader educational experience, increases, so too does overall satisfaction with being a student at Erciyes University. Consequently, Hypothesis H4, which posits that the education received from the Faculty of Communication at Erciyes University is associated with student satisfaction, is supported and accepted. Hypothesis H5 proposes that the adequacy of communication between the Faculty of Communication at Erciyes University and its students is related to satisfaction with being a student at the university. This hypothesis lays the groundwork for further analysis to determine the extent and nature of this relationship, with subsequent data expected to provide additional insight into its validity.

Table 16 Correlation Analysis of H5

Correlations				
		S4: I am satisfied with being a student at Erciyes University.	S13: The Faculty of Communication at Erciyes University has sufficient communication with students.	S5: The Faculty of Communication at Erciyes University listens to student issues.
S4: I am satisfied with being a student at Erciyes University.	Pearson Correlation	1	,484**	,522**
	Sig. (2-tailed)		,000	,000
	N	432	432	432
S13: Erciyes University Communication Faculty's communication with students is adequate.	Pearson Correlation	,484**	1	,611**
	Sig. (2-tailed)	,000		,000
	N	432	432	432
S5: Erciyes University Communication Faculty listens to student issues.	Pearson Correlation	,522**	,611**	1
	Sig. (2-tailed)	,000	,000	
	N	432	432	432

** Correlation is significant at the 0.01 level (2-tailed).

A correlation analysis was performed to assess the relationship between satisfaction with Erciyes University and two independent variables associated with communication. The findings indicate a significant positive correlation between satisfaction with being a student at Erciyes University, the effectiveness of communication between the Faculty of Communication and students, and the faculty's responsiveness to student concerns. As the quality of communication with students and the level of

attention to their issues increase, satisfaction with the university student experience demonstrates a corresponding positive rise. Consequently, the H5 hypothesis is supported.

Table 17 Satisfaction Between Departments

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
Journalism	158	3,5161	0,78082	0,06212	3,3934	3,6388	1,00	5,00
Public Relations and Publicity	189	3,4591	0,71406	0,05194	3,3566	3,5616	1,31	5,00
Radio, Television, and Cinema	85	3,2643	0,71132	0,07715	3,1108	3,4177	1,46	5,00
Total	432	3,4416	0,74261	0,03573	3,3714	3,5118	1,00	5,00
		Sum of Squares	df	Mean Square	F	Sig.		
Between Groups		3,607	2	1,804	3,306	0,038		
Within Groups		234,079	429	0,546				
Total		237,686	431					

According to the ANOVA test results, the significance value (Sig) is 0.03, and since $P < 0.05$, there is a significant difference between departments and satisfaction levels. Satisfaction levels with Erciyes University and the Faculty of Communication do not differ across departments. The highest satisfaction is observed in the Journalism department, followed by the Public Relations and Publicity department, while the lowest satisfaction is found in the Radio, Television, and Cinema department. There exists a significant variation in satisfaction levels across different departments. The H6 hypothesis is accepted.

Table 18 Satisfaction Levels by Types of Programs

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
Regular program	225	3,4082	0,73066	0,04871	3,3122	3,5042	1,00	5,00
Evening program	177	3,4372	0,75646	0,05686	3,3250	3,5494	1,00	5,00
Distance learning program	30	3,7179	0,71545	0,13062	3,4508	3,9851	2,00	4,85
Total	432	3,4416	0,74261	0,03573	3,3714	3,5118	1,00	5,00
		Sum of Squares	df	Mean Square	F	Sig.		
Between Groups		2,545	2	1,273	2,322	0,099		
Within Groups		235,141	429	0,548				
Total		237,686	431					

According to the ANOVA test results, the significance value (Sig) is 0.00, and since $P < 0.05$, there is a significant difference between the type of education and satisfaction levels. Satisfaction levels with Erciyes University and the Faculty of Communication do not differ across types of education. Satisfaction is higher in distance education compared to regular and evening education. The H7 hypothesis is accepted. According to the chi-square test results, since $P = 0.12$ and $P > 0.05$, there is no significant difference between the type of education and satisfaction levels. Satisfaction levels with Erciyes University and the Faculty of Communication do not differ across types of education. The H7 hypothesis is rejected.

Table 19 Satisfaction Between Classes

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
1st Year	160	3,6077	0,72731	0,05750	3,4941	3,7213	1,00	5,00
2nd Year	151	3,4615	0,67710	0,05510	3,3527	3,5704	1,00	5,00
3rd Year	56	3,2720	0,65845	0,08799	3,0956	3,4483	1,46	4,69
4th Year	65	3,1325	0,87204	0,10816	2,9165	3,3486	1,31	5,00
Total	432	3,4416	0,74261	0,03573	3,3714	3,5118	1,00	5,00
	Sum of Squares	df	Mean Square	F	Sig.			
Between Groups	12,294	3	4,098	7,781	0,000			
Within Groups	225,393	428	0,527					
Total	237,686	431						

According to the ANOVA test results, the significance value (Sig) is 0.00, and since $P < 0.05$, there is a significant difference between grade levels and satisfaction levels. Satisfaction levels with Erciyes University and the Faculty of Communication do not differ across grade levels. Satisfaction is higher among first-year students, while it proportionally decreases with each subsequent grade level. The H8 hypothesis is accepted.

Table 20 Satisfaction by Gender

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
Female	277	3,5090	0,68944	0,04142	3,4275	3,5906	1,31	5,00
Male	155	3,3211	0,81776	0,06568	3,1913	3,4508	1,00	5,00
Total	432	3,4416	0,74261	0,03573	3,3714	3,5118	1,00	5,00

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	3,510	1	3,510	6,446	0,011
Within Groups	234,176	430	0,545		
Total	237,686	431			

According to the ANOVA test results, the significance value (Sig) is 0.01, and since $P < 0.05$, there is a significant difference between gender and satisfaction levels. Satisfaction levels with Erciyes University and the Faculty of Communication do not differ by gender. Satisfaction is higher among female students compared to male students. The H9 hypothesis is accepted.

CONCLUSION and DISCUSSION

University reputation is shaped by collaborations, academic quality, industry ties, alumni networks, and rankings, and is further reinforced by the collective perceptions of stakeholders. Effective reputation management represents a shared responsibility across all institutional levels, requiring the identification of deficiencies and their resolution to ensure long-term credibility and sustainability. Continuous reputation assessments are critical for measuring external perceptions, anticipating crises, and identifying areas of improvement, thereby enabling strategic alignment with stakeholder expectations.

This study examined the corporate reputation perceptions of students at the Faculty of Communication of Erciyes University and their relationship with satisfaction levels. Conducted with 432 participants through a quantitative design, the research demonstrated high scale reliability ($\alpha = 0.916$) and strong sample power. The findings revealed that overall student satisfaction was at a moderate level, and that cultural activities, scholarship opportunities, openness to change and innovation, quality of education, career competencies, and faculty and student communication significantly influenced satisfaction. Departmental comparisons indicated that Journalism students reported the highest satisfaction, while Radio, Television and Cinema students reported the lowest. Satisfaction systematically declined as the academic year increased, and female students expressed higher satisfaction than male students. However, no significant differences were observed regarding program type or mode of education. Overall, the results highlight that student satisfaction constitutes a critical determinant for the sustainability of institutional reputation.

Through these findings, the study achieved its primary aim of examining student perceptions of institutional reputation within the framework of Fombrun and Foss's (2001) Reputation Quotient model,

which encompasses six dimensions: Emotional Appeal, Products and Services, Financial Performance, Vision and Leadership, Workplace Environment, and Social Responsibility. Survey data from 432 students were interpreted within these dimensions, offering a comprehensive assessment of the faculty's reputation dynamics.

In the dimension of Emotional Appeal, students expressed generally positive feelings toward the university, with the statement "I am satisfied with being a student at Erciyes University" receiving a mean score of 3.84. This supports H1. Nonetheless, the overall mean of 3.44 indicates that this emotional bond is not particularly strong. Gender differences ($p = 0.011$), with women reporting higher satisfaction (3.51) than men (3.32), confirmed H9, while departmental and grade-level variations (H6 and H8) suggested that emotional appeal fluctuates across demographic groups.

Regarding Products and Services, theoretical (3.47) and practical (3.39) education were found to be positively correlated with satisfaction ($r = 0.528$ and $r = 0.518$, $p < 0.01$). The contribution of departmental education to career competence (3.30) further substantiates the value of academic offerings. These findings support H4. Differences across departments confirmed H6, with Journalism students reporting higher satisfaction and Radio, Television, and Cinema students reporting lower satisfaction. In terms of Financial Performance, satisfaction with scholarships and financial aid showed a significant positive correlation with overall satisfaction ($r = 0.407$, $p < 0.01$), supporting H1b. However, the relatively low mean score (2.97) suggests that this dimension is perceived as weak, highlighting the need to strengthen institutional commitments to student welfare.

The Vision and Leadership dimension revealed that students perceive the university as open to change and innovation (3.58), with a strong positive correlation with overall satisfaction ($r = 0.643$, $p < 0.01$), supporting H1c. Faculty responsiveness to student concerns (3.48) and problem-solving efforts (3.46) received moderate scores, providing weak but positive support for H2 and H2a. Similarly, the faculty's public promotion efforts (3.44) modestly supported H3.

In the Workplace Environment dimension, perceptions of adequate communication (3.43) and responsiveness (3.48) were positively correlated with satisfaction ($r = 0.484$ and $r = 0.522$, $p < 0.01$), supporting H5. Faculty use of participatory teaching methods (3.57) also contributed positively. However, moderate scores suggest that faculty-student interactions, while supportive, are not consistently strong, indicating the need for improved communication and pedagogical practices.

Within Social Responsibility, cultural activities were positively correlated with satisfaction ($r = 0.516, p < 0.01$), supporting H1a. Yet, the mean score of 2.85 reflected dissatisfaction with the adequacy of these activities. The lack of significant differences across program types ($p > 0.05$) led to the rejection of H7 and H10.

This study also achieved its secondary aim by expanding the understanding of institutional reputation dynamics through comparison with prior research. Findings align with Gölgele (2023, 2014) and Gölgele et al. (2022), which emphasized the importance of geographic proximity and departmental quality in university choice. While previous alumni surveys indicated higher satisfaction levels (2023; 2022), the current results revealed moderate student satisfaction. This divergence may be attributed to more positive post-graduation career outcomes among alumni. Faculty responsiveness was again identified as an area requiring improvement, consistent with earlier findings that showed modest but gradually improving perceptions of faculty attentiveness over time.

In conclusion, the Faculty of Communication at Erciyes University maintains a moderately positive reputation across the six dimensions of the Reputation Quotient. Emotional Appeal and Vision and Leadership emerged as relatively stronger dimensions, while Financial Performance and Social Responsibility were weaker. The results underscore the need for strategic interventions to strengthen communication, financial support, and cultural engagement. These insights align with prior studies (Gölgele, 2023, 2014; Gölgele et al., 2022), reinforcing the importance of continuous reputation management in sustaining and enhancing institutional credibility.

By applying the Reputation Quotient framework to a specific academic context, this study enriches the higher education reputation management literature, confirming the framework's applicability from the perspective of communication students at a Turkish university. Moreover, by extending previous findings with a detailed analysis of student satisfaction and demographic effects, it provides deeper insights into the dynamics of reputation. In practical terms, the results indicate that the Faculty of Communication should strengthen financial aid programs, cultural activities, and faculty-student communication to enhance both satisfaction and reputation, while also developing targeted strategies to address the lower satisfaction levels observed among senior students and male students. Nevertheless, the reliance on convenience sampling and the focus on a single faculty restrict the generalizability of the findings, while the moderate mean satisfaction score of 3.44 may reflect response bias or contextual constraints. Future research should employ longitudinal designs, conduct multi-

institutional comparisons, and integrate the perspectives of external stakeholders such as alumni and employers to provide broader strategic insights into reputation management in higher education.

GENİŞLETİLMİŞ ÖZET

Kurumsal itibar, yükseköğretim kurumlarının başarısını doğrudan etkileyen ve stratejik bir varlık olarak kabul edilen en önemli kavramlardan biridir. Üniversiteler yalnızca eğitim ve araştırma faaliyetleriyle değil, aynı zamanda paydaşların kurum hakkındaki algılarıyla da şekillenmektedir. Özellikle dijitalleşmenin ve sosyal medyanın hızla geliştiği günümüzde, paydaş algıları kurumların uzun vadeli sürdürülebilirliği için kritik bir unsur haline gelmiştir. Bu çalışmanın amacı, Erciyes Üniversitesi İletişim Fakültesi öğrencilerinin kurumsal itibar algılarını incelemek ve bu algıların fakültenin itibarı üzerindeki etkilerini ortaya koymaktır. Araştırma, özellikle Fombrun ve Foss'un (2001) geliştirdiği İtibar Katsayısı modelini teorik çerçeve olarak benimsemekte ve bu modelin altı boyutu duygusal çekicilik, ürün ve hizmetler, finansal performans, vizyon ve liderlik, çalışma ortamı ve sosyal sorumluluk üzerinden kapsamlı bir analiz gerçekleştirmektedir.

Araştırmanın evrenini fakültenin 3.080 öğrencisi oluşturmakta, örnekleme ise gönüllü katılım esasına göre seçilen 432 öğrenci meydana getirmektedir. Kolayda örnekleme yöntemi kullanılarak yürütülen araştırmada veriler çevrimiçi anketler aracılığıyla toplanmıştır. Anket formu, Balay, Kaya ve Yıldırım (2017) tarafından geliştirilen İtibar Yönetimi Ölçeği'nden uyarlanmış, sorular İtibar Katsayısı'nın altı boyutunu kapsayacak biçimde düzenlenmiştir. Bu boyutlar duygusal çekicilik, ürün ve hizmetler, finansal performans, vizyon ve liderlik, çalışma ortamı ve sosyal sorumluluk olarak belirlenmiştir. Anketten elde edilen veriler IBM SPSS Statistics 28 yazılımı ile analiz edilmiş; ölçeğin güvenirliği Cronbach's Alpha katsayısı ile test edilmiş ve 0,916 bulunmuştur. Bu yüksek değer, ölçeğin ölçümde tutarlı ve güvenilir olduğunu göstermektedir. Ayrıca yapılan post-hoc güç analizi, örneklemin %99 düzeyinde istatistiksel güç sağladığını ortaya koymuştur.

Çalışmanın bulguları öğrencilerin genel memnuniyet düzeyinin 5'li Likert ölçeğinde 3,44 olduğunu göstermektedir. Bu değer, öğrencilerin fakülteye yönelik algılarının orta düzeyde olumlu olduğunu ortaya koymaktadır. "Erciyes Üniversitesi öğrencisi olmaktan memnunum" ifadesine verilen ortalama puan 3,84'tür; bu sonuç duygusal çekicilik boyutunun görece güçlü olduğunu göstermektedir. Buna karşın, üniversitenin sağladığı burs ve mali destekler ile kültürel etkinlikler düşük puanlar almıştır. Bu durum, finansal performans ve sosyal sorumluluk boyutlarının zayıf algılandığını işaret etmektedir. Öğrencilerin üniversitenin yeniliğe açık olduğuna dair algısı ise ortalama 3,58 ile olumlu bir düzeydedir. Öğretim üyelerinin öğrencilerle iletişim kurabilme ve onların sorunlarını dinleyebilme yetkinliği de

memnuniyeti artıran güçlü unsurlar arasında yer almaktadır. İstatistiksel analizler öğrencilerin memnuniyet düzeyi ile çeşitli değişkenler arasındaki ilişkileri ortaya koymuştur. Öğrencilerin genel memnuniyeti, kültürel etkinliklerin yeterliliği ile pozitif yönde ilişkilidir. Benzer şekilde burs ve mali desteklerle memnuniyet arasında anlamlı bir ilişki bulunmuştur. Üniversitenin değişime açıklığı da memnuniyetle güçlü bir biçimde bağlantılıdır. Eğitim kalitesi bakımından teorik eğitim ve uygulamalı eğitim öğrenci tatminine katkı sağlamış; bu boyutların kariyer yeterliliği algısıyla yüksek derecede ilişkili olduğu tespit edilmiştir. Öğrencilerin aldıkları eğitimle mesleki olarak kendilerini yeterli hissetmeleri, kurumun itibarını doğrudan destekleyen bir unsur olarak öne çıkmaktadır. Demografik değişkenler de memnuniyet algılarında farklılık yaratmıştır. Kadın öğrenciler erkek öğrencilere göre daha yüksek memnuniyet bildirmiştir. Bölümler arasında Gazetecilik öğrencilerinin memnuniyet ortalaması en yüksek, Radyo Televizyon ve Sinema öğrencilerinin ise en düşük bulunmuştur. Sınıf düzeyi yükseldikçe memnuniyetin sistematik biçimde azalması dikkat çekici bir bulgudur; özellikle son sınıf öğrencilerinde memnuniyetin düşmesi, fakültenin öğrenci deneyimlerini sürdürülebilir biçimde iyileştirmekte zorlandığını göstermektedir. Program türleri arasında genel olarak anlamlı bir fark bulunmasa da, uzaktan eğitim öğrencilerinin daha yüksek memnuniyet düzeyi bildirmesi dikkate değer bir bulgudur.

Araştırmanın sonuçları, daha önce Gölge (2023, 2014) ile Gölge ve arkadaşlarının (2022) yürüttüğü çalışmalarla karşılaştırıldığında büyük ölçüde uyumludur. Bu araştırmalarda da coğrafi yakınlık ve fakülte kalitesi üniversite tercihinde belirleyici faktörler olarak öne çıkmıştır. Mevcut çalışmada öğrencilerin üniversiteyi tercih nedenleri arasında en önemli unsur coğrafi yakınlık olmuştur. Fakülte veya bölüm kalitesi ise ikinci sırada gelmektedir. Mezunlar üzerinde yapılan önceki çalışmalarda memnuniyet oranlarının daha yüksek çıkması (2023; 2022), mevcut araştırmada elde edilen daha düşük memnuniyet düzeyiyle karşılaştırıldığında dikkat çekici bir farklılık yaratmaktadır. Bu durum, mezunların üniversiteden ayrıldıktan sonra kariyer gelişimlerinden duydukları memnuniyetin genel algıyı olumlu yönde etkilediğini göstermektedir.

Araştırmadan elde edilen sonuçlar, fakültenin güçlü ve zayıf yönlerini ortaya koymaktadır. Güçlü yönler arasında öğrencilerin fakülteye yönelik genel olumlu tutumu, üniversitenin yeniliğe açık olarak algılanması ve eğitim kalitesinin kariyer yeterliliğine katkısı yer almaktadır. Zayıf yönler ise bursların yetersizliği, kültürel etkinliklerin sınırlılığı ve üst sınıflarda memnuniyetin azalmasıdır. Ayrıca fakültenin kendini tanııtma faaliyetleri ve öğrenci sorunlarını çözme çabaları orta düzeyde kalmıştır. Erciyes Üniversitesi İletişim Fakültesi'nin itibarı orta düzeyde olumlu bir görünüm sergilemektedir. İtibarın sürdürülebilirliği için şu stratejik adımlar öne çıkmaktadır: burs ve mali desteklerin artırılması, kültürel ve

sosyal faaliyetlerin çeşitlendirilmesi, öğretim üyeleri ile öğrenciler arasındaki iletişim kanallarının güçlendirilmesi, sınıf düzeyine özgü destek mekanizmalarının geliştirilmesi ve erkek öğrencilerin daha düşük olan memnuniyet düzeylerini artırmaya yönelik politikaların oluşturulması. Bu bulgular, fakültenin paydaş odaklı bir yaklaşım benimsemesi gerektiğini göstermektedir. Öğrencilerin memnuniyetinin artırılması, yalnızca fakültenin değil, üniversitenin genel itibarının da güçlendirilmesine katkı sağlayacaktır.

Bu araştırma, yükseköğretimde kurumsal itibar yönetimi literatürüne özgün bir katkı sunmaktadır. Çalışma, yalnızca Erciyes Üniversitesi İletişim Fakültesi bağlamında sınırlı olsa da, elde edilen bulgular Türkiye’deki diğer yükseköğretim kurumları için de değerli çıkarımlar içermektedir. Öğrencilerin algılarını merkeze alan bu yaklaşım, gelecekte yapılacak çalışmalar için yol gösterici nitelikte olup, kurumsal itibarın stratejik bir unsur olarak nasıl güçlendirilebileceğine dair kapsamlı bir çerçeve sunmaktadır.

Çıkar Çatışması/Conflict of Interest

Yazar çıkar çatışması olmadığını beyan etmiştir. /The author declares that there is no conflict of interest.

Yazarların Katkıları/Author Contributions

Makale tek yazarlıdır. /The article has a single author.

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