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**COMMUNICATION SATISFACTION OF STUDENTS OF
COMMUNICATION: A RESEARCH TO DEFINE
COMMUNICATION SATISFACTION LEVEL AND
VARIABLES OF STUDENTS OF COMMUNICATION
FACULTY**

*İLETİŞİM ÖĞRENCİLERİNİN İLETİŞİM DOYUMU: İLETİŞİM
FAKÜLTELERİNDE OKUYAN ÖĞRENCİLERİN İLETİŞİM DOYUM
DÜZEYLERİNİN VE DEĞİŞKENLERİNİN TESPİTİNE YÖNELİK BİR
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Abstract

It can be said that communication is one of the key criteria of the individual and organizational success. An environment that consists of individuals reaching high level of communication satisfaction level provides a highly motivated work environment. As nowadays there is an intense

competition, institutions should create an efficient inter-institution communication environment and enhance communication satisfaction of employees. Faculties of Communication that educate specialists for the communication sector with their high level of communication satisfaction can enhance their organizational success and prepare their students for their career.

This study was done in order to determine the communication satisfaction level of students of Faculty of Communications in Turkey. In this content, a questionnaire was made to 504 students from both state and private universities. The surveys are distributed via simple random sampling technique by face to face interview to the participants. It found out that the most important factor which impacts on communication satisfaction of students is communication climate. The other communication factors in the study are- in order of importance- media and communication environment, informing and organizational integration, organizational perspective, supervisory communication, feedback, and horizontal and informal communication. However questionnaire results showed that the communication satisfaction level of the students was medium. In addition, this level could vary according to the opportunities those universities and faculties offer, the socio-demographic and economical qualities of students and students' statues in universities. The average score for communication satisfaction is higher when compared with private university students and government university students in favor of the fist group. Facility and practice/training centers- like media centers, social centers and student facility clubs also have effects to raise communication satisfaction.

Key Words: Communication Satisfaction, Communication Satisfaction Factors, Variables of Communication Satisfaction, Organizational Communication, Faculty of Communication, Private and State Universities.

Öz

Bireysel ve kurumsal başarının temel ölçütlerinden birinin iletişim olduğu söylenebilir. Yüksek düzeyde iletişim doyumuna ulaşmış bireylerden oluşan kurumsal iklim, motivasyonu yüksek bir çalışma ortamı sağlamaktadır. Bu bakımdan rekabetin yoğun bir şekilde yaşandığı günümüzde kurumların öncelikli olarak etkin bir kurum içi iletişim ortamı oluşturması ve personelin iletişim doyumunu yükseltmesi gerekmektedir. İletişim sektörüne uzman yetiştiren iletişim fakülteleri de, yüksek düzeydeki iletişim doyumunu ile hem kurumsal başarılarını artırabilmekte hem de öğrencilerini mesleğe daha iyi hazırlayabilmektedirler.

Bu çalışma Türkiye’de iletişim fakültelerinde okuyan öğrencilerin iletişim doyum düzeylerinin tespitine dönük olarak yapılmıştır. Bu kapsamda 2012 yılı içerisinde devlet ve özel üniversitelerde okuyan 504 öğrenciye anket uygulanmıştır. Anket çalışması basit rastlantısal örneklem yöntemi ile yüz-yüze görüşmeye dayalı olarak gerçekleştirilmiştir. Araştırmada öğrencilerin iletişim

doyum düzeylerini etkileyen en önemli faktörün iletişim iklimi olduğu görülmüştür. Önem sırasına göre diğer iletişim doyum faktörleri ise medya ve iletişim ortamları, bilgilendirme ve kurumsal bütünleşme, kurumsal perspektif, üstlerle iletişim, geribildirim ve yatay iletişim olarak gerçekleşmiştir. Ayrıca çalışmada Türkiye'deki iletişim öğrencilerinin iletişim doyum düzeylerinin genel itibariyle orta düzeyde olduğu ve bu iletişim düzeylerinin üniversite ve fakültelerin sağladığı imkânlar, öğrencilerin ekonomik, sosyo-demografik vb. özellikleri ve okuldaki statülerine göre farklılaşabileceği sonucuna varılmıştır. Özel üniversitelerde okuyan öğrencilerin iletişim doyum ortalamaları devlet üniversitelerine oranla daha yüksek olmuştur. Uygulama birimleri ve öğrenci kulüpleri gibi imkanların sağlanması öğrencilerin iletişim doyumlarını yükseltmektedir.

Anahtar Kelimeler: İletişim Doyumu, İletişim Doyumu Faktörleri, İletişim Doyumu Değişkenleri, Kurumsal İletişim, İletişim Fakültesi, Özel ve Kamu Üniversiteleri

1. Introduction

Individuals should overcome communicational problems in order to maintain a satisfactory life (Cüceloğlu, 1993:14) as communicational problems are one of the causes of individualistic and social challenges. Therefore, it is inevitable that people should communicate with each other to overcome individualistic and social challenges (Işık and Biber, 2006:4). More clearly, communicational problems cause challenges in personal life; in addition, it may be one of the main causes of social challenges.

An individual should be in a conscious process with himself as well as with others since communication provides people to be complacent, to see himself in a connection with nature and others and then provides people a meaningful life (Cüceloğlu, 1993:17).

An individual can be under prepossession of communicational problems in the realm of organizational structure as well as in social sphere. Therefore, individuals who are self-confident integrated with their institutions and possessing the same goals with their institutions become ones who have high level of communication satisfaction. The students in the Faculty of Communication should have high level of communication satisfaction in their own faculties for both personal and organizational success. That will make their occupational qualities more qualified. In that regard, this research discusses the communication satisfaction of students in the Faculty of Communication in Turkey. In the first chapter of the research there is a literature review about communication and communication satisfaction. The second chapter is based on the method of the research. Finally, in the

third chapter, findings are interpreted and the results are evaluated.

2. The Importance of This Research

The communication is very important for an individual to be happy and successful in the organizational structure in which he/she participates. Since the sufficiency of organizational communication enhances communication satisfaction of the members of the institution and their interdependence with institution (Güllüoğlu, 2011:196). Therefore, the level of communication satisfaction can be considered as a motivation factor for the members of institution.

The environment and the opportunities provided to students of Faculty of Communication can be considered as important for these students to be successful in both their pupilage and business life. The detection of present communication satisfaction level of Faculty of Communication students and the individual and organizational factors affecting these levels can bring a new approach to education of Faculty of Communication. Consequently, in this research, the elements such as the university's being private or state, faculty opportunities provided to students, statuses of students and their demographic qualities are discussed. The effects of these elements on communication satisfaction are processed. Thus, the results show that the level of students' communication satisfaction and its determinant. In other words, it is supposed that this unique research will contribute to the detection of Faculty of Communication students' communication satisfaction level.

3.Literature Review

3.1.Communication

The mutual sharing of all kinds of knowledge, sensation and thought is named as communication (Işık and Biber, 2006:2; Gökçe, 1993:25). In other words, there are two process of communication: personal and societal. Therefore, communication is a psycho-social process in which two individuals interact each other (Cüceloğlu, 1993:13). The occurrence of communication requires at least two individuals, a transaction of message between them and being correlated of these messages with one another (Işık and Biber, 2006:5). Communication which is one of the basic facts of communal process maintains people's individualistic existence and relations (Aziz, 2010:24). Communication is important as it contributes to establishment of cooperation among people and analysis of personal and communal challenges (Işık and Biber, 2006:5). Hence, for a personal and communal lifetime, communication satisfaction is an essential element.

3.2. Communication Satisfaction

The concept of communication satisfaction, which was contributed to literature by Level in 1959, has been subjected to many studies. Many definitions have been made for the concept level described as an individual's knowledge satisfaction intended for his organization.

According to Hecht (1978a:59), communication satisfaction is the transformation of inner revives that are strengthened and shaped by external factors into behavior. Downs and Hazen (1977) describes communication satisfaction as the satisfaction that an employee acquires for different communication dimensions in the organization he/she participates. On the other hand, Stewart and Moss (1977) emphasize that communication satisfaction occurs with the satisfaction of communication needs.

Considering the other definitions about the concept, it is described as the satisfaction that an individual acquires from communicational environment by Redding (1972). Varona (2002:3) approaches the concept as it is a phenomenon that has different dimensions and he emphasizes the importance of "organizational communication", "feedback", "organizational climate", "hierarchy" and "media quality" in the description of communication satisfaction.

On the other hand, while Sieberg and Larson describe the communication process that leads to satisfaction as obviousness, mutual understanding and a process in which individuals complement each others' pleasures, they describe the ineffective communication process as a process in which feedback is irrelevant, interrupted and individuals in the process of communication have no mutual sharing (Hecht, 1978b:356). Bochner and Kelly (as cited in Hecht, 1978a:61) define the communication satisfaction process as empathy and a flexible process in which an individual expresses himself. In their studies Duran and Zakahi (1988) concluded that the most important determinants of communication satisfaction are social interaction, friendly approach and positive attitude.

In conclusion, communication satisfaction as a dimension of organizational communication can be defined as the total perception that an individual obtains for the cycle of communication in the organization and his satisfaction level in dimension of relations.

3.3. The Importance and Functions of Communication Satisfaction

Organizations are affected by social, juridical and economic environment in which they participate. The success of an organization can be measured by not only its success in the working are but also its interaction with employees and its ability to

follow this interaction (Nuss, 1996:6). In this process, new doctrines such as degrowth, effective growth and reconstruction perform a duty as a locomotive (Cengiz, 2000:510).

It can be said that the organizations established by individuals possess communication satisfaction have facility to have productivity, high performance, activity, high organizational dependence and customer-oriented work environment (Eroğlu and Özkan, 2008:800). Moreover, an employee with high satisfaction level thinks that both he and his work are important. Thus, with the organizational goals he can have high level of motivation.

The concept of communication satisfaction is one of the factors that influence job satisfaction and job productivity (Ishii, 2005:386). The communication environment and information sharing play an important role in enhancing employees' motivation level and decreasing labor turnover. Hence, the importance of communication satisfaction is a general situation accepted in organizational communication area. According to Barutçugil (2004: 466-467) an employee who is given information and listened to feels that he is important and paid attention. Therefore, the sense of dedication and dependence of this employee to his organization and administrators can be stronger.

According to Downs and Hazen (1977:64) communication satisfaction is important due to the followings:

- To find a clear answer for employees' questions and problems.
- To determine expectations and thus enhancing job performance.
- To encourage individuals to convey requests, complaints and desires to the top management and to help these requests, complaints and desires to reach the destination.
- To help the essential knowledge to come from the right source and help it to reach its destination through the right channel.
- The possession of the general organizational plan by the top management.

All these roles, norms and values are changed, accepted or refused. The communicational abilities of employees are one of the factors coordinating this process (Sypher, 1984:103). In the research of Lee (1971), Kram and Isabella (1985) and Kramer (2004), it is concluded that an employee who has successful communication transaction with the leader improves his relations with other employees. In addition, the behavioral environment for trust and empathy enhances. Whereas the communication satisfaction, which means the indication of quality of communication transaction in the institution, is considered as an important indicator of human psychology, dissatisfaction is considered as an indicator of pathological conditions. Therefore, communication has a central role in development and maintenance of mental health (Hetch, 1978a:350).

3.4. Dimensions of Communication Satisfaction

Through many researches it is proved and accepted that communication satisfaction is a multi-dimensional concept (Downs and Hazen, 1977; Kongchan, 1985; McComas, 2003; Meintjes and Benita, 2006).

According to Downs and Hazen (1977) communication satisfaction consists of organizational integration, personal feedback, organizational perspective, communication with subordinate, communication climate, horizontal and informal communication and media quality. These elements are very important for evaluating the success and failure of the cycle in the organization and setting a course for taking essential precautions. All these elements are for measuring the sufficiency and quality of employees' knowledge they acquired from their organization. In addition, these elements indicate some important concepts such as role relations, knowledge species and organizational environment that help institutions to realize their functions (Kongchan, 1985:60). In this research seven dimensions of communication satisfaction at work introduced by Downs and Hazen (1977) are analyzed generally.

3.4.1. Organizational Integration

Dimensions of Organizational integration focus on the knowledge level that an individual acquires from his/her most immediate surroundings (Downs and Hazen, 1977). An individual tends to acquire the knowledge on time and definitively from both top management and the formal and informal communication cycle among employees (Nuss, 1996:216).

Organizational integration is affected by many variables. The leading one is the enhancement of communication oriented environment of confidence among employees. As an employee believes that the knowledge about himself will reach him sufficiently, certainly and timely. Thus, the trust of employee for his/her organization improves (Nuss, 1996:204).

3.4.2. Personal Feedback

Individuals want to know the evaluations about themselves in the organizations and the estimations for their performance (Clampitt and Downs, 1993:2). The employee learns via feedback how much progress he made, how his situation is and what he should care about. Without feedback, it is hard to estimate whether one can make the condition better or control it (Taşçı and Eroğlu, 2008:29). Especially, lack of certainty and confidence in newly established relations can be reduced by establishing efficient communication among individuals. At this point,

important communication satisfaction dimensions in the process of minimizing uncertainties or overcoming the problems is very important (Hecht, 1978b:52).

Personal feedback is a dimension of communication satisfaction related with situations of perception of employee's efforts, superior's understanding of employees situation and evaluation of employees in a fair and clear way by the need (Downs and Hazen 1977:66) to know how themselves and their performance are evaluated (Nuss, 1996:41). Personal feedback gives a chance to both employees to know how their managers see them and to managers to know how their employees see and evaluates them. In this respect, a successful feedback requires to have an efficient and powerful communication skill (Taşçı and Eroğlu, 2008:29)

3.4.3. Organizational Perspective

Organizational perspective dimension of communication satisfaction means that employees acquire information for institution timely and sufficiently; thus, they develop the sense of unification (Downs and Hazen, 1977:67). At this point, a general perspective for the organization, organization's economic condition, organizational changes and policies and a general evaluation for organizational goals are discussed (Meintjes and Benita, 2006:160). In other words, this dimension involves large scaled information about organization's mission, goal, policy, change and economic condition. In addition, it analyses external factors affecting organization, government relations and local changes (Nuss, 1996:169).

3.4.4. Communication with Subordinates

Communication with subordinates dimension of communication satisfaction contains that the manager is open to new ideas, solution-oriented and he/she gives attention to employees while there is a problem about workplace (Kongchan, 1985:12). At the same time it contains that employees perceive how managers care about them and how much they pay attention to their questions and problems (Downs, 1991:67). In other words, at this dimension employees evaluate their managers' hierarchical communication for them and the abilities and eagerness of employees to send message to their managers are evaluated, too (Nuss, 1996:24).

The research results for communication satisfaction with seniors dimension shows that in this dimension, employees acquire the least satisfaction (Nuss, 1996:24). These researches in the literature show that generally there is a positive relation between management and employees. For example, Pincus (1986) concluded that employees gravitate towards managers for their needs and then expect something. In another research, Tseng (2006) states that work satisfaction is affected positively by communication satisfaction with seniors. At this point, employees should be encouraged to make contact with managers. Hence, it can be said that activating the

participation in organization is important.

3.4.5. Communication Climate

Communication climate is one of the most important dimensions of communication satisfaction (Nuss, 1996:23). It expresses how inner-organizational communication motivates employees in accordance with organizational goals and values and how employees perceive the communication attitude of organization (Downs and Hazen, 1977:66). Hence, individuals need a communication climate in which they express themselves directly through determined aims.

In addition, this dimension of communication satisfaction is a reaction to individual and organizational communication and it expresses how communication messages triggers employees, identification process and work process of employees in the organization (Nuss, 1996:40). On the other hand, whether superiors confront with employees' problems or not and employees thoughts about how they are perceived are among the elements in this dimension.

Ideal communication climate is categorized as manager-labor relations, communication with other units and validity and reliability of knowledge by Redding (1972). In addition, Redding states that support, attendance to decision, trust, obviousness, being high performance oriented is important for communication climate.

Communication climate expressed as a relation between employee's behavioral and emotional perception (Pace and Faules, 1989:121) plays an important role in employee's being more creative in their work and forming their share of information level (Hosmer, 1994: 198; Ruppel and Harrington, 2000:313-328).

3.4.6. Horizontal and Informal Communication

Horizontal communication expresses that formal and informal communication among equal leveled employees is complete and independent directional (Polansky, 1993:30).

Bernard (from 138: Sefton 1999:8) mentions the active role of informal communication in communication satisfaction and he claims that employees' satisfaction coming from the spread of rumor and gossip in organization is named as horizontal communication satisfaction. Eisenberg, and his colleagues (1985: 231-261) state that in organizational relations informal approaches are more successful and fruitful than formal approaches. In another research, Nuss (1996: 153) says that the information spread by gossip is much more clear, fast and precious than the one

spread by formal ways.

Rumor may harm the institution and it may cause fight, conflict, misunderstanding and mistrustfulness. On the other hand, via formal communication channels it can be provided that employees without feeling under pressure can participate in discussion. At this point, monthly bulletins and suggestion boxes will be supportive for this process. Every step supporting horizontal communication contributes basically to organizational perspective, personal feedback and communication climate (Lily 1999:58). In this regard, horizontal communication satisfaction can be defined as the communication that employees acquired for their organizations via informal ways and the satisfaction level they acquire in this process.

3.4.7. Media Quality

It is required to know the communication channel that is used in order to evaluate communication behavior positively (Mohr and Sohi, 1995:394). Organizational materials, commonly, are considered as the pressure of management and its domination to control instead of carrying message and knowledge for employees (Okay and Okay, 2009:59).

The form of communication channel affects the quality of knowledge it carries and user's communication satisfaction (Mohr and Sohi, 1995:394). Quality of media means that obviousness and understandability of message coming to employee, choosing the right channel, briefness and clearness of written directives, the sufficiency of amount of communication in organization and by this way employees' acquiring of communication satisfaction (Downs and Hazen, 1977).

Media quality which is an attitude towards the activity of communication channels providing communication and the communication satisfaction created by this activity enables employees to learn organizational policies and procedures in an obvious, understandable and useful way (Nuss, 1996:23). Especially, the quality of visual and auditory channels is a very important variable for a receiver to perceive, interpret and answer the message (Allman vd., 1994:364). Consequently, it can be said that technological development is one of the important factors affecting communication satisfaction.

Employees acquire information from individualistic relations as well as from organizational publications (Kramer, 2004:113). Media quality has a vital importance for institutions that work in various segments branches or departments (Nuss, 1996:155). Meintjes and Benita (2006:172) concluded in their research in 2006 that employees acquire more satisfaction from media quality than any other variable.

5. Research Questions

Communication satisfaction occurs as one of the important factors providing organizational success. When the Faculty of Communication students are discussed, communication satisfaction becomes more important. Since, it is not all about the faculty if students' communication satisfaction levels are low. At the same time, acquired organizational culture in faculties will affect these students' future success as they will become responsible for organization of communication in the institutions they work. Hence, the questions of research are determined as follows:

- Which factors affect communication satisfaction level of Faculty of Communication students?
- What are important communication satisfaction factors with respect to students' total communication satisfaction level?
- What is the communication satisfaction level of Faculty of Communication students?
- Is there any difference between private and state universities in terms of communication satisfaction level?
- Do student's socio-demographic qualities affect their communication satisfaction level?
- How do opportunities offered by faculties affect students' communication satisfaction level?

6. Method

6.1. The Importance of Research and Sample

This research discusses the communication satisfaction levels of Faculty of Communication students. In that regard, Faculty of Communication students in Turkey constitutes the substructure of research. Within this scope, in research, students were subjected to a questionnaire based on face to face meeting. This questionnaire involves 504 students from private and state universities. During the conduction of questionnaire a support was received from instructors of different faculties and the research was made during April and May in 2012.

6.2. Data Collection Tools

The scale developed by Downs and Hazen in 1977 was used as base in quest of communication satisfaction levels of Faculty of Communication students. The first part of questionnaire form consists of 38 items about communication satisfaction. These items in the questionnaire were revised from the perspective of Faculty of Communication and students. The answers are 'Strongly Disagree' (1), 'Disagree' (2),

'Undecided' (3), 'Agree' (4), and 'Strongly Agree' (5). In the evaluation process it was realized that some items were not answered by some respondents. Therefore, unanswered items were coded as 0 and deactivated during analysis. In the second part of questionnaire, there were multiple choice questions about students' demographic qualities, type of universities and the opportunities faculty offers apart from courses. Before starting questionnaire a pretest was conducted with participation of 50 students. By making necessary corrections within the context of pretest analysis, the questionnaire was conducted.

6.3. Data Analysis and the Tests Were Used

Data acquired from research were analyzed electronically with SPSS 15.0 program. Descriptive statistical techniques were used in research while averaging the research participants' statistical information and communication satisfaction factors. In order to show communication satisfaction scale's factor groups Factor Analysis was conducted. Regression Analysis was conducted in order to specify the acquired factors' weight. In addition, in the analysis of questions in the second part of the questionnaire form and named as independent variables was conducted by Independent Samples T-test and one way analysis of variance (ANOVA).

7. Findings and Interpretation

7.1. Statistical Information about Respondents

504 students from Faculty of Communication took part in research. 56% of these students were from state universities and 44% were from private universities. 48% were men and 52 % were women. 22% were first grade, 27% were second grade, 24% were third grade and 27% were fourth grade. 68% of these students were from Department of Public Relations, 8.5% were from Department of Journalism, 12% were from Department of Radio, Television and Cinema and 11% were from other departments. 12% of students have between 30 and 300 TL monthly expense, 25% have between 301 and 600 TL, 18% have between 601-900 TL, 26% have between 901-1700, and 18% have between 1701-2500 TL.

In research, some variables affecting students' communication satisfaction levels were emphasized. While these variables were being discussed, 42% of students said that their home cities are bigger than the cities they study and 58% said that their home cities are smaller. 34% of students said that they work except for school hours while 66% do not. 50% of students expressed that they attend student clubs whereas 50% do not. 33% of students said that they work in practice units of their faculties but 67% do not. Moreover, in terms of attending eagerly to faculty events, 30% students have very little intent, 22% have little intent, 28% have middle-leveled intent, 13% have more intent, 7% have much more intent.

7.2. Communication Satisfaction Factors of Communication Students

Factor Analysis was used in Downs and Hazen's (1977) research which is about communication satisfaction components of Faculty of Communication students. According to screen plot study in Factor Analysis, it was understood that 31 conditions can be separated into 7 factors. Minimum load level belonging to items was 0.392 and maximum load level was 0.855. Kaiser-Meyer-Okin (KMO) and Barlett tests were used in order to determine results. Accordingly, significant difference ($p=,000$) was found between the items and main groups that were subjected to Factor Analysis. At the same time, value of KMO was found as 92%. This level is considered as excellent in Social Sciences (Kalaycı, 2006: 322). 7 factors acquired from analysis explain 63,065% of total variance.

The first factor in research was expressed as 'Communication Climate' (F1). In this group consisting of 6 items, minimum factor load was 0.480 and maximum factor load was 0.812. The reliability level of communication climate factor that has the greatest (3.832) eigenvalue and 12,362% of explanation of total variance was calculated at high level reliability (0.875).

Table 1: Factor Analysis Results

ITEMS	m	sd	f. load
COMMUNICATION CLIMATE			
Faculty personnel guide me about problems related to department.	2,907	1,024	,812
Faculty personnel have sufficient communication skills.	2,863	1,057	,812
Faculty personnel listen to and pay attention to us.	3,136	1,008	,711
Inner-faculty problems are dealt with and solved by right people.	2,887	,990	,687
Faculty's administrative personnel are very interested in doing our work.	3,127	1,083	,645
Organizational communication environment stirs sense of identification and integration	3,083	1,031	,480
MEDIA and COMMUNICATION ENVIRONMENT			
Generally, I am satisfied with communication level in faculty.	3,079	1,014	,652
Inner-faculty communication practices comply easily with extraordinary conditions.	2,857	,854	,651
I think-inner faculty communication environment is healthy in general.	3,164	,978	,631
Inner-class communication environment is satisfactory.	3,085	1,133	,550
The level of faculty administration's being open to new ideas satisfies me.	3,037	,973	,547
Social and cultural activities are organized well.	3,131	1,008	,544
Informative data and documents about the faculty are brief and clear.	3,147	1,020	,447

INFORMING and ORGANIZATIONAL INTEGRATION			
I am informed sufficiently about progress criteria of my job.	2,865	1,091	,718
I have sufficient information about the news concerning students.	2,967	,980	,689
I have sufficient information about social and cultural activities.	3,101	,999	,684
I have sufficient information about my faculty's educational policies and goal	2,692	,908	,575
I have sufficient information about criteria of student evaluation.	2,681	,920	,465
I have sufficient information about that my works and successes are appreciated.	2,800	,969	,465
I have sufficient information about student requirements in my faculty.	3,068	1,007	392
ORGANIZATIONAL PERSPECTIVE			
I am informed sufficiently about the changes in my university.	2,487	1,040	,812
I am informed sufficiently about YOK's operations considering students.	2,180	1,027	,732
I am informed sufficiently about changes in my faculty.	2,846	1,014	,621
I am informed sufficiently about failures of my faculty.	2,707	1,043	,576
SUPERVISORY COMMUNICATION			
We can convey freely our desires to our advisor instructors.	3,239	1,085	,734
Our instructors are very interested in us when we have problem.	3,435	1,038	,711
My instructors trust on me is satisfactory.	3,158	1,050	,618
PERSONAL FEEDBACK			
About my desires or complaints I am informed about the process.	3,085	1,023	,721
When I have a problem, I have information about the solution process.	3,112	,972	,641
HORIZONTAL and INFORMAL COMMUNICATION			
I am in a harmony with my friends in school.	3,393	1,052	,855
I am in a harmony with my classmates.	3,523	1,001	,848

Table 2: Reliability of Factor Values

Factors	Eigenvalues	Variation	C. Alpha
Communication Climate	3,832	12,362	,875
Media and Communication Environment	3,341	10,776	,840
Organizational Integration	2,996	9,663	,837
Organizational Perspective	2,807	9,055	,769
Supervisory Communication	2,460	7,936	,802
Personal Feedback	2,212	7,135	,723
Horizontal and Informal Communication	1,903	6,139	,828
n= 455	Total	63,065	,937
KMO Measure of Sampling Adequacy : ,920			
Bartlett's Test of Sphericity : $\chi^2= 6919,035$; df :465; p=,000			

The second factor was expressed as 'Media and Communication Environment' (F2). In this group consisting of 7 items, maximum factor load was 0.652 and minimum factor load was 0.447. The eigenvalue of media and communication environments factor that has 10,77% of explanation of total variance was 3.341. The reliability level of this factor was calculated at high level ($\alpha=0.840$).

The third factor about communication satisfaction dimension of Faculty of Communication students was named as 'Informing and Organizational Integration' (F3). This factor with high level of reliability ($\alpha=0.837$) has the explanation of 9,663% of total variance. The organizational integration group consisting of 7 items has 0.392 minimum value of factor load and 0.718 maximum value of factor load. The eigenvalue was found as 2.996.

The fourth factor was expressed as 'Organizational Perspective' (F4). This group consists of 4 items and has 0.576 minimum value of load and 0.812 maximum value of factor load. The reliability can be considered as high ($\alpha=0.769$). The eigenvalue of organizational perspective factor was found as 2.807 and 9.055% of total variance was explained.

The fifth factor of research consists of items expressing students' relations with their instructors. This factor was named as "Supervisory Communication" (F5). This factor consists of 3 items and while maximum factor load level is 0.734, minimum factor load level is 0.618. Eigenvalue of supervisory communication factor was found as 2.460. This factor has high level of reliability ($\alpha=0.802$) and 7,396% of explanation of total variance.

The sixth factor was expressed as "Personal Feedback" (F6). This factor consists of the items about informing students for their individual transactions and for the process. While the eigenvalue of this factor group was found as 2.212, its reliability level could be considered as high ($\alpha=0.723$). 7,135% of total variance was explained. While maximum factor load level is 0.721, minimum factor load level is 0.641.

The last factor calculated in research was "horizontal and Informal communication" (F7). This factor group consists of 2 items and it examines students' relations with their friends. Eigenvalue of this factor that has high ($\alpha=0.828$) reliability level was 1.903. In addition, 6,139% of total variance was explained in this horizontal communication factor. While maximum factor load level is 0.855, minimum factor load level is 0.848.

Table 3: Total Communication Satisfaction and Central Tendency Statistics of Communication Satisfaction Factors

	N	The Least	The Highest	Average	S.Deviation
Total Communication Satisfaction	455	1.00	5.00	2.995	,59804
FACTORS					
Communication Climate	484	1.00	5.00	2.986	,81751
Media and Communication Environment	481	1.00	5.00	3.067	,71855
Informing and Organizational Integration	485	1.00	5.00	2.891	,70474
Organizational Perspective	489	1.00	5.00	2.573	,79458
Supervisory Communication	491	1.00	5.00	3.268	,90266
Personal Feedback	493	1.00	5.00	3.099	,98992
Horizontal and Informal Communication	495	1.00	5.00	3.450	,96186

In research, with likert scale responses that express 1.00 point as minimum and 5.00 points as maximum were acquired. These responses can be used to evaluate the fundamental scale in terms of determining central tendencies of factors. As responses were between 1.00 and 5.00 points and a satisfaction index was constituted, in $4/5=.80$ score interval starting from 1.00 a graduation was made. Therefore, 1.00-1.80 was named as very low satisfaction level, 1.81-2.60 was low satisfaction level, 2.61-3.40 was medium satisfaction level, 3.41-4.20 was high satisfaction level and 4.21-5.00 was very high satisfaction level. Accordingly, it can be said that total communication satisfaction (TCS) level of those who participated in research was medium. When it is examined in terms of factors, while the satisfaction level of organizational perspective was low, the communication satisfaction level of communication climate, media and communication environments, organizational integration, supervisory communication and personal feedback was medium and the level of horizontal and Informal communication was high.

7.3. The Effect of Communication Satisfaction Factors on Total Communication Satisfaction

It can be seen that there is a positive and weak relation between total communication satisfaction and factors, when the partial and dual correlations between total communication satisfaction and communication satisfaction factors are examined. However, when other variables are examined it is seen that there is a

positive and high level relation between total communication satisfaction and communication satisfaction factors.

There is an high leveled and significant relation between total communication satisfaction (TCS) and communication climate (CC), media and communication environments (MCE), informing and organizational integration (IOI), organizational perspective (OP), supervisory communication (SC), personal feedback (PF) and horizontal and informal communication (HIC) factors ($R=1.000$, $R^2=.999$, $P<.01$). Communication satisfaction factors explain 99.9% of total variance in communication satisfaction.

Table 4: Total Communication Satisfaction and Regression Analysis of Communication Satisfaction Factors

Total Communication Satisfaction (TCS)	2.995	+0.276	+0.273	+0.244	+0.220	+0.201	+0.196	+ 0.143
	=	CC	MCE	IOI	OP	SC	PF	HIC
		(0.000)	(0.000)	(0.000)	(0.000)	(0.000)	(0.000)	(0.000)
Standardized Coefficients (β)		0.461	0.457	0.408	0.368	0.337	0.327	0.239
		R= 1.000,	R ² =0.999,	F ₍₇₋₄₄₇₎ =98831.797		P= .000		

P values are in parenthesis

The concept of communication climate appears generally as the ultimate satisfaction element in communication satisfaction (Nuss, 1996:23). In the research, according to standardized beta coefficients, importance sequence of communication satisfaction factors on total communication satisfaction is as follows: communication climate ($\beta=0.461$), media and communication environment ($\beta=0.457$), informing and organizational integration ($\beta=0.408$), organizational perspective ($\beta=0.368$), supervisory communication ($\beta=0.337$), personal feedback ($\beta=0.327$) and horizontal and informal communication ($\beta=0.239$). On examining the T-tests results related to expressiveness of regression parameters, it is seen that each of the communication satisfaction factors is an important precursor ($p=.000$) on total communication satisfaction. However, while the most important first determinant of communication satisfaction factors is communication climate, the second and third determinants are media and communication environments factor and information and organizational integration factor.

7.4. Communication Satisfaction and Variables Analysis

The variables affecting communication satisfaction levels of students in faculty of communication are discussed in this part of research. Within this scope, students' gender, grades and departments, monthly expenses, the differences between the cities they live and study are used in order to analyze students' communication satisfaction levels with some variables such as working except for school time, taking part of faculty activities, being a member of student clubs, working in faculty's practice units.

7.4.1. Socio-Demographic Variables and Communication Satisfaction

There is not an important difference between students' genders and communication satisfaction factors, general communication satisfaction (F1, F2, F3, F4, F5, F6, F7, and TCS) = $P > .05$). However, considering averages, with respect to total communication satisfaction female students have higher average (3.001) than male students (2.991). In other words, it was concluded that male and female students of Faculty of Communication have close level of communication satisfaction and there is not a significant difference related to gender.

Students' economical conditions may affect their communication satisfaction levels in their schools. Generally, it is thinkable that students with higher income level will have higher communication satisfaction. In that regard, in the analysis made in research, there is not a significant difference between students' monthly expenses and total communication satisfaction ($p = .297$) and communication environment ($p = .337$), informing and organizational integration ($p = .068$), supervisory communication ($p = .504$), horizontal and informal communication ($p = .080$). In spite of that there is a significant difference in terms of media and communication environments ($p = .000$), organizational perspective ($p = .000$) and personal feedback ($p = .000$). Considering the composed environments in terms of total communication satisfaction, students with 1700-2500 TL monthly expense have the highest (3.102) communication satisfaction and students with 601-900 TL monthly expense have the lowest (2.914) communication satisfaction. However, there is not a important difference in terms of expense groups.

Considering the factors in between there is a significant difference, in F2 students with 1701-2500 TL monthly expense have the highest (0.412) communication satisfaction and students with 301-600 TL monthly expense have the lowest (-0.285) communication satisfaction. In multiple comparison tables, there is a significant difference among students with 1701-2500 TL monthly expense and the ones with 30-300 TL, 301-600 TL and 601-900 TL monthly expense. Consequently, the more monthly expense students have, the more communication satisfaction they acquire in

terms of F2. With respect to F4, students with 30-300 TL monthly expense have the highest (0.286) communication satisfaction and students with 1701-2500 TL monthly expense have the lowest (-0.309) communication satisfaction. Considering the multiple comparisons, there is a significant difference between students with 1701-2500 TL monthly expense and students with 30-300 TL, 301-600 TL and 601-900 TL. In that regard, in terms of organizational perspective factor, it is seen that students with lower monthly expenses acquire higher communication satisfaction. This situation, in terms of propositions expressing general information about the universities within organizational perspective factor, shows that students with lower income have higher communication satisfaction. In other words, depending upon rise of monthly expenses, students' demand for the general information about university rises. In terms of F6 students with 1701-2500 TL monthly expense have the highest (0.286) communication satisfaction and students with 30-300 TL monthly expense have the lowest (-0.328) communication satisfaction. In other words, students with higher income level have higher communication satisfaction about feedback.

7.4.2. Communication Satisfaction Analysis Attached to University Functions

Considering the communication satisfaction of students from private and state universities, there is not a significant difference ($p=.150$) in terms of total communication satisfaction. However, when examining averages, it is seen that private universities (3.042) have higher communication satisfaction than state universities (2.961). Considering the communication satisfaction factors, while there is not a significant difference ($p>.05$) in terms of F1, F3 and F5, there is a significant difference ($p<.05$) in terms of F2, F4, F6 and F7. While students of state universities in F4 and F7 have higher average of communication satisfaction, students of private universities in F2 and F6 have higher average of communication satisfaction.

There is a significant difference ($p=.003$) between students' total communication satisfaction and their grades. Students' average of communication satisfaction at the first grade is 3.103, at the second grade is 2.972, at the third grade is 3.088 and at the fourth grade is 2.845. This situation shows that students have the highest communication satisfaction at the first grade and the lowest communication satisfaction at the fourth grade. Moreover, it is seen that at first and third grades communication satisfaction is higher. It can be said that students have a bright view of their faculties at the first and third grades. Because at the first grade they become a faculty student for the first time and in general at the third grade they take applied training intensely in Turkey. Considering F1, F2, F4 and F6 there is not a significant difference ($p>.05$) in terms of students' grade. Conversely, in F3, F5 and F7 there is a

significant difference ($p < .05$). In general, averages are higher at the first and third grade. However, in F5 including provisions about relations with instructors, the first grade students have the lowest (-0.252) average of communication satisfaction level and the third grade students have the highest (0.155) average.

Working except for school time lowers students' communication satisfaction. In the research, a significant difference ($p = .001$) between students' working and total communication satisfaction was found. Average of non-worker students' communication satisfaction (3.061) is higher than the average of worker students (2.873). Considering the communication factors, while there is not a significant difference ($p > .05$) in F1, F2, F3, F5 and F6, in F4 and F7 there is a significant difference ($p < .05$). In the factors that have significant difference, it is seen that students' working except for school time have lowers students' communication satisfaction.

A significant difference ($p = .005$) was found between attending eagerly to school activities and students' total communication satisfaction. While the highest average (3.267) of communication satisfaction belongs to students attending often to school activities, the lowest average (2.896) belongs to students attending rarely. In multiple comparisons there is a significant difference between the students attending often and the ones attending rarely or seldom. Consequently, it can be said that attending more to school activities enhances students' communication satisfaction. When making an evaluation between communication satisfaction factors and students' attending to school activities eagerly, it is seen that while there is a significant difference ($p < .05$) in F1, F2, F3 and F7, there is not a significant difference ($p > .05$) in F4, F5 and F6. In terms of the factors including significant difference, it is understood that attending to school activities more increases communication satisfaction generally.

In the analysis it was seen that the members of a student club have higher level of communication satisfaction. A significant difference ($p = .002$) between having membership of a club and total communication satisfaction. Students having a membership of a club have higher communication satisfaction (3.079) than those who have no membership (2.907). At the same time, while there is a significant difference ($p < .05$) between having membership of a student club and F2 and F5, there is not a significant difference in other factors (F1, F3, F4, F6 and F7 = $p > .05$). In the communication satisfaction factors which have significant difference, it is seen that the average of communication satisfaction of students who have membership of a club is higher.

A significant difference ($p = .001$) was found between taking part in practice units of faculties and communication satisfaction. The students who take part in practice units have average of communication satisfaction as 3.120 and the students who do not take part have average of 2.931. In other words, students taking part in practice units have higher communication satisfaction. In terms of communication

satisfaction factors, while there is a significant difference ($p < .05$) between F2, F3, F4 and F5 and taking part in practice units, there is not a significant difference ($p > .05$) between F1, F6 and F7 and taking part in practice units. In communication satisfaction factors with significant difference, the students taking part in practice units have higher communication satisfaction.

Conclusions and Suggestions

Communication satisfaction is evaluated as an important factor in terms of organizational commitment and organizational success. One of the most important duties of Faculty of Communication students is managing organizational communication regardless what their job is after graduation. Faculty's communication operation may affect students' communication management skills. In other words, students with high communication satisfaction may be more committed to their institution, more enthusiastic, more self-confident and more successful. In that regard, in this research an assessment was made in terms of presenting communication satisfactions of Faculty of Communication students in Turkey.

In the research, it is seen that students in Faculty of Communication have medium level of communication satisfaction. It was concluded that students' communication satisfaction levels change according to their university, the opportunities faculty offers, students' economic conditions and their grades.

It can be said that private universities have more favorable qualities in terms of students' communication satisfaction. Although there is not a significant difference between communication satisfaction and university type, private universities are higher leveled in terms of acquired averages.

Some opportunities that Faculty of Communication offers enhance students' communication satisfaction. Activities organized in faculty, faculty's having practice units and student clubs affect communication satisfaction positively. In research, it was seen that students taking part in those units and activities have higher communication satisfaction. Consequently, faculties that communicate with students except for lectures and contribute to their development enhance students' communication satisfaction.

Gender may be considered as one of the most important determinants of communication satisfaction. In research, students' communication satisfaction did not change with gender. Although female students have higher communication satisfaction in terms of averages, this difference is very little. Consequently, there is not a significant difference statistically. In addition, it was seen that students with higher monthly expenses acquire higher communication satisfaction. This situation

shows that students' communication satisfaction is affected by their income levels. Because it was realized in the analysis that students working except for school time have lower communication satisfaction.

Communication satisfaction is affected largely by organizational communication environment. In the meantime, it can be said that a person's current condition and some socio-demographic qualities affect communication satisfaction. Therefore, future researches about this topic will contribute to present these factors. Because it is important to keep Faculty of Communication students' communication satisfaction high as they will have a job based on communication. It may be thought that students educated in an educational institution providing high communication satisfaction will be more successful in their career. Such students will be aware of that high communication satisfaction provided in institution will bring organizational commitment, motivation and success.

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