



BRAND PERSONALITY, STRATEGIC MARKETING PARTNERSHIPS, ORGANIZATIONAL DEMOGRAPHICS AND CUSTOMER SERVICE DELIVERY OF PUBLIC UNIVERSITIES IN KENYA

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ABSTRACT

This study examines the connections among organizational demographics, customer service delivery, strategic marketing partnerships, and brand personality in Kenyan public universities. The study aims to investigate how brand personality affects service delivery, how strategic marketing partnerships improve university performance, how organizational demographics affect institutional effectiveness, and how these variables are interdependent. To provide a thorough theoretical foundation, the study is based on the Resource-Based View (RBV), Service Quality Theory (SERVQUAL), and Brand Equity Theory. A descriptive and explanatory research strategy was used to identify causal links between variables in accordance with a positivist research ethic. All Kenyan public universities made up the target population, and stratified random sampling was used to guarantee representation from various institution types. 250 faculty members were chosen as the sample size. A structured questionnaire was used to gather the data, and Cronbach's Alpha ($\alpha = 0.89$) was used to verify internal consistency. Expert evaluations were used to test validity. Multiple regression analysis was used to analyze the data in order to ascertain the significance and strength of the correlations between the variables. Regression study shows that customer service at public colleges is positively impacted by brand personality. Additionally, customer service delivery is positively impacted by organizational demographics and strategic marketing partnerships (p -value of 0.000). The link between brand personality and customer service delivery is considerably moderated by organizational demographics, as evidenced by the significant interaction term between brand personality, strategic marketing alliances, and organizational demographics ($p = 0.000$). With a p -value of 0.000, the aggregate effect results of the four variables under investigation were positively significant. The study comes to the conclusion that improving organizational demographics, developing strategic marketing alliances, and strengthening brand personality are essential to raising the quality of services provided by Kenya's public universities. To improve institutional competitiveness and student happiness, recommendations include capacity-building programs, investments in strategic partnerships, and policy reforms.

KEY WORDS: Brand Personality, Strategic Marketing Partnerships, Organizational Demographics and Customer Service Delivery of Public Universities

1.1 BACKGROUND OF THE STUDY

By implementing a brand personality strategy, universities in developing nations can improve the quality of their customer service, particularly when this approach is informed by organizational demographics and regulated by strategic marketing alliances. Stronger emotional ties with students are fostered by brand personality, which gives an organization human characteristics and increases student happiness and loyalty. This is especially important in higher education, since student satisfaction is greatly influenced by experiential value (Gunarto & Hurriyati, 2020). Strategic marketing alliances increase a university's brand's appeal and reach. Through the sharing of resources and experience, university-industry collaborations increase service delivery in addition to research and development. For institutions in poor countries to stay profitable and competitive, these kinds of partnerships are crucial (Afuwoqi &

Wu, 2011). Brand identity and service methods are significantly shaped by organizational demographics, which include elements like institutional size, geography, and diversity. Universities that locate their campuses in large cities, for example, can draw a varied student base and improve their brand appeal and service offers. Institutions looking to expand their market reach and enhance their financial soundness have used this tactic (The Times, 2024).

A brand's personality is a collection of human traits that influence how consumers view and interact with the brand. Brands can influence consumer behaviour and loyalty by establishing emotional connections with their audience through attributes including sincerity, enthusiasm, competence, sophistication, and ruggedness (Aaker, 1997). Strategic marketing partnerships are cooperative alliances between businesses with the goal of



achieving shared marketing goals. In the end, these collaborations can raise brand awareness and consumer acquisition by expanding brand reach, sharing resources, and opening up new markets (Adobe, 2021). The statistical traits of an organization's members, such as age, gender, tenure, education level, and cultural background, are referred to as organizational demographics. Comprehending these demographics is essential for customizing marketing tactics and management procedures to fit the internal makeup of the company (Wikipedia, 2023). The methods and procedures a business uses to help and support its clients are referred to as customer service delivery. Delivering excellent customer service guarantees client happiness, encourages loyalty, and quickly and effectively resolves questions or problems (European Scientific Journal, 2020).

Both state and private universities are part of Kenya's rapidly expanding higher education system. According to latest data, the nation has 30 public universities, 30 institutions operating under Letters of Interim Authority (LIA), and an equal number of chartered private universities (Kegoro, Munywoki, Kibera & Magutu 2020). The goal of this expansion is to satisfy the growing demand for higher education brought on by the growing number of young people and the need for sophisticated skills in a fast-paced global economy. Despite this expansion, Kenyan institutions still have to reassess their brand personality for customer service delivery because of a number of issues. The infrastructure gap between public and private institutions is one of the main problems. According to studies, private colleges frequently outperform their public equivalents in terms of library, information, community, and technology infrastructure (KIPPRRA, 2021). This disparity may cause public institutions to be perceived as being of lower quality, which could harm their reputation and appeal to potential students.

Furthermore, the development of quality assurance systems has occasionally lagged behind the quick growth of higher education. The quality of education has declined as a result of issues including political meddling, dwindling financial resources, and the detrimental effects of globalization (Odhiambo, 2011). Universities may become less attractive to stakeholders as a result of these problems. Universities need to reconsider their brand personality as a strategic aspect of customer service delivery in order to overcome these obstacles. Stressing qualities like assurance, responsiveness, and dependability can raise the institution's perceived worth. Strong, positive brand personalities are positively correlated with better customer service in public universities, according to research (Kegoro et al., 2020). Universities can stand out in a crowded market, draw in and keep students, and cultivate stakeholder loyalty by developing a unique and engaging brand personality.

1.2 RESEARCH PROBLEM

In Kenya, public universities are essential for advancing socioeconomic development and offering higher education. These organizations do, however, confront formidable obstacles that have an impact on their sustainability, service quality, and

competitiveness. Weak brand personality is a major issue that hinders their capacity to draw in professors, students, and strategic partners. Universities can stand out in the increasingly competitive education sector by developing a unique brand personality (Mwangi & Muturi, 2023). Declining student enrolment, less international reputation, and diminished institutional prestige are the results of weak branding initiatives. The absence of successful strategic marketing alliances is another major issue. Establishing and sustaining cooperative partnerships with business leaders, governmental organizations, and foreign organizations is frequently difficult for universities. These collaborations are essential for knowledge-sharing initiatives, student internships, and research funding. Research shows that many public institutions lack formal frameworks for participation, which results in lost chances for institutional development and resource mobilization (Owino & Wambua, 2024). University performance is also influenced by organizational demographics, although problems like elderly faculty, high employee turnover, and insufficient diversity impede efficiency and creativity. A large percentage of teachers at many colleges are getting older, and they are not integrating technology or using new teaching methods. These demographic issues are further made worse by the gender gap and the lack of diversity in leadership roles (Ndungu et al., 2022).

Last but not least, providing excellent customer service at public universities continues to be a top priority. Student happiness and the reputation of the school are severely impacted by ineffective administrative procedures, bureaucratic roadblocks, and slow responses to student questions. Underfunding, a shortage of qualified staff, and a slow uptake of digital service delivery methods make it difficult for universities to offer high-quality services (Kamau & Njoroge, 2021). In order to create strategies that improve public university branding, marketing partnerships, workforce dynamics, and service quality, more study is required to address these issues. According to Mwangi and Muturi's (2023) analysis of brand personality in Kenyan universities, these establishments lacked distinctive positioning tactics. Nevertheless, the impact of branding on student enrolment and institutional trust was not examined in their study. In their analysis of strategic marketing collaborations in public institutions, Owino and Wambua (2024) found a deficiency in the frameworks for industry-university engagement. Their analysis ignored academic and research relationships in favour of focussing only on financial partnerships. In their study of organisational demographics' effects on university performance, Ndungu et al. (2022) focused on the problem of ageing faculty. Their study did not, however, evaluate the impact of diversity on creativity and institutional efficacy. In their investigation of customer service delivery issues in Kenyan institutions, Kamau and Njoroge (2021) focused on bureaucratic inefficiencies. In order to improve service quality, their study ignored student feedback methods and digital change. Wachira and Karanja (2023) investigated branding tactics at private universities, but they did not assess how well they worked in public universities. In their study of public-private partnerships in higher education,



Mutiso et al. (2024) concentrated more on financial sustainability than on scholarly collaborations. Chege and Maina (2022) evaluated organisational culture's impact on service delivery, however they did not discuss how institutional demographics affect service effectiveness. According to a study by Ndegwa et al. (2025), universities are adopting digital marketing techniques slowly. Their research, however, was devoid of information regarding how digital marketing affects institutional branding.

By combining organisational demographics, strategic marketing alliances, brand personality, and customer service delivery into a comprehensive framework for enhancing public university performance in Kenya, this study seeks to close the current knowledge gaps. This study will offer a thorough examination of the ways in which these four dimensions interact and affect university competitiveness, in contrast to earlier research that concentrated on discrete elements. It will also look at how regulatory changes and digital transformation can improve university branding, marketing collaborations, and service effectiveness. This study is crucial for educating stakeholders, university administrators, and policymakers on long-term plans for enhancing public institutions in Kenya, especially in light of the growing rivalry and resource shortages in higher education.

This study sought to answer the following research objectives:

- i) Determine the effect of brand personality on customer service delivery of public universities in Kenya.
- ii) Determine the effect of strategic marketing partnerships on the relationship between brand personality and customer service delivery.
- iii) Establish the effect of organization demographics on the relationship between brand personality and customer service delivery.
- iv) Examine the joint effect of brand personality, strategic marketing partnerships, and organizational demographics on customer service delivery of public universities in Kenya.

2.0 THEORETICAL REVIEW

The success of public colleges is largely dependent on strategic marketing alliances, organisational demographics, and customer service. These organisations must forge strategic alliances, streamline internal processes, and provide top-notch services to satisfy stakeholders in a fast-paced, cutthroat market. A framework for comprehending these factors and how they affect institutional performance is offered by a number of marketing theories. Among these, the SERVQUAL Model, Relationship Marketing Theory, Resource-Based View (RBV) Theory, and Stakeholder Theory provide thorough insights into how public universities can strengthen their strategic alliances, take advantage of organisational demographics, and better customer service. Developed by Morgan and Hunt in 1994, the Relationship Marketing Theory highlights the value of long-term alliances based on dedication and trust as opposed to transient transactional transactions. When it comes to discussing strategic marketing relationships in public colleges, this notion is very

pertinent. In order to increase their academic offerings, obtain funding, and improve the employability of their students, these institutions frequently work with government agencies, business associations, and research institutes. Strong industry connections, for example, enable universities to provide skill-based training that meets market demands, internship programs, and collaborative research projects. According to this theory's commitment-trust paradigm, colleges can develop themselves as trustworthy organisations that offer practical answers to academic and business problems by investing in partnerships that benefit both parties.

According to Barney's 1991 introduction of the Resource-Based View (RBV) Theory, an organization's competitive advantage stems from its distinct and inimitable resources. grasp the function of organisational demography in public universities requires a grasp of this idea. A university's capacity to provide high-quality education and maintain its competitiveness is determined by institutional demographics including teacher experience, student diversity, financial resources, and technology infrastructure. Public universities can stand out in the higher education market by utilising their own resources, which include knowledgeable teachers, well-equipped research facilities, and robust alumni networks. Well-funded research programs, for instance, draw more faculty and students, increasing academic output and gaining international renown. According to this theory, in order to maintain long-term competitiveness, improve learning outcomes, and increase institutional efficiency, universities must constantly grow their internal resources. In 1988, Parasuraman, Zeithaml, and Berry developed the SERVQUAL Model, which offers a framework for evaluating and enhancing service quality based on five dimensions: tangibles, assurance, responsiveness, empathy, and reliability. This paradigm is especially helpful for comprehending how public institutions provide customer service. High standards of service are expected in areas including admissions, course registration, library access, and administrative procedures by students, teachers, and external stakeholders. Slow service delivery, insufficient student support, and inadequate communication channels are among the issues that many public colleges deal with. Universities can find service gaps and put plans in place to increase productivity and stakeholder satisfaction by using the SERVQUAL Model. Institutions are more likely to improve their reputation and draw in more students if they incorporate digital platforms for student services, guarantee prompt answers to questions, and have well-maintained physical infrastructure. Strong relationships with students can result from universities placing a high value on responsiveness and dependability, which can boost enrolment, retention, and overall institutional success.

According to Freeman's 1984 Stakeholder Theory, in order for an organisation to be sustainable over the long run, it must take into account the interests of all stakeholders. This idea is applicable to the explanation of customer service in public universities as well as strategic marketing partnerships. To preserve a favourable



institutional image and long-term profitability, these institutions must strike a balance between the needs of students, faculty, government agencies, business partners, and the community. Higher levels of trust and satisfaction are typically seen in universities that involve stakeholders in decision-making processes, such as curriculum development, policy formulation, and service improvement. For example, educational institutions that work with employers to build their curricula guarantee that graduates gain marketable skills. Universities that actively seek out student input and make the required adjustments also enhance the quality of their services and the educational experience. According to this theory, colleges must use a stakeholder-centered approach to make sure that their plans take into account the requirements and preferences of various interest groups.

2.1 Literature Review

The goal of a study by Smith et al. (2018) was to find out how brand personality affected consumer loyalty at US public colleges. The study used a quantitative research design and stratified random sampling to poll 500 students using Aaker's Brand Personality Framework. Structured questionnaires were used to gather data, and regression analysis was used for analysis. The brand personality of a university and student loyalty were found to be positively correlated. The study did not, however, take into account the potential impact of strategic marketing alliances on this link. Tanaka and Kobayashi (2019) studied the impact of organisational demographics on service quality in public institutions in Japan. The study, which used a mixed-methods approach and was based on the Resource-Based View (RBV) paradigm, focused on academics and administrative personnel from ten different universities. Purposive sampling was used to pick 300 individuals in total. Surveys and interviews were used to gather data, and ANOVA and theme analysis were used to analyse the results. Diverse organisational demographics improve service delivery, according to the results. However, the moderating impact of strategic marketing alliances was not investigated.

In China, Li et al. (2020) looked at how strategic marketing alliances shaped public universities' brand personalities. The researchers focused on five colleges with established industrial collaborations using a qualitative case study design and the Stakeholder Theory. University officials were interviewed in-depth to collect data, which was then subjected to content analysis. According to the survey, strategic alliances have a big impact on how people view a university's brand. It didn't, however, discuss how organisational demographics can mitigate this impact. Ahmad and Rahman (2021) investigated the connection between student satisfaction in public universities in Malaysia and the provision of customer service. The study used a cross-sectional survey approach and was based on the SERVQUAL model. 400 pupils were chosen as a sample using systematic random sampling. Questionnaires were used to gather data, and structural equation modelling (SEM) was used for analysis. The results showed that timeliness and dependability in service delivery are essential for student satisfaction. However,

organisational demographics and the possible moderating effects of strategic marketing alliances were not taken into account in this study. In Canada, Brown and Lee (2017) looked into the relationship between brand personality and international student recruitment at public universities. Using a sample of 250 international students chosen using snowball sampling, the researchers carried out a longitudinal study using the Theory of Planned Behaviour. Surveys were used to collect data at various intervals, and hierarchical linear modelling was used for analysis. The findings showed that international student enrolment is greatly increased by a strong, positive brand personality. The impact of strategic marketing alliances in this situation was not investigated in the study.

A Danish study by Jensen and Sørensen (2022) examined how organisational demographics affect service delivery innovation in public universities. Using a quantitative approach based on Organisational Ecology Theory, the researchers polled 350 faculty members chosen via cluster sampling. Online surveys were used to gather data, and multivariate regression was used for analysis. The results indicated that creative service solutions are fostered by a diverse organisational demographic. The moderating effect of strategic marketing alliances was not examined in the study. In Spain, Garcia et al. (2023) investigated how strategic marketing alliances affect public institutions' global exposure. Using a qualitative methodology and Network Theory, the study conducted case studies of three universities involved in significant international cooperation. Partnership coordinators participated in semi-structured interviews to collect data, which were then subjected to thematic analysis. The study came to the conclusion that strategic alliances draw in international students and increase global prominence. The study did not, however, take organisational demographics into account while examining this link. Cohen and Levi (2024) investigated the connection between alumni donations and customer service at public universities in Israel. Based on Social Exchange Theory, the researchers used a mixed-methods approach, conducting follow-up interviews with 20 participants and polling 200 graduates through stratified sampling. Regression analysis and narrative analysis were used to examine the data. The results showed that alumni's propensity to donate is strongly influenced by their excellent volunteer experiences as students. Organisational demographics and strategic marketing alliances' moderating impacts were not discussed.

In Singapore, Wong and Tan (2018) looked into how corporate sponsorships in public institutions are influenced by brand personality. The study used a qualitative design based on the Brand Equity Theory, interviewing 15 corporate sponsors chosen by purposive sampling. Content analysis was used to examine the data. The findings indicated that more corporate sponsorships are drawn to brands with a distinct personality. The impact of organisational demographics on this dynamic was not investigated in the study. Johnson and Martinez (2019) evaluated how strategic marketing alliances affected students' employability at public colleges in the United States. The



researchers used random sampling to poll 600 recent graduates as part of a quantitative study based on Human Capital Theory. Online surveys were used to gather data, and logistic regression was used for analysis. Results indicated that employment rates were greater for students from universities with strong business relationships. How organisational demographics might mitigate this association was not investigated in this study. The impact of organisational demographics on teacher performance in public institutions was studied by Yamamoto and Saito (2020) in Japan. The study used a cross-sectional approach and the Social Identity Theory to poll 280 faculty members who were chosen by stratified random selection. Information was gathered. Ahmed and Khan (2018) sought to determine how brand personality affected public university student enrolment in Pakistan. 450 students chosen by stratified random sampling participated in the study, which used a quantitative research approach based on Aaker's Brand Personality Framework. Structured questionnaires were used to gather data, and regression analysis was used for analysis. The results showed that student enrolment rates and a university's brand personality were positively correlated. The study did not, however, take into account the potential impact of strategic marketing alliances on this link. Similar to this, Mokoena and Tshabalala (2019) investigated how brand personality influenced public university students' perceptions in South Africa. Purposive sampling was used to choose 60 students from three colleges to participate in focus groups as part of a qualitative study using the Brand Personality Model. According to thematic analysis, students' loyalty and satisfaction are influenced by the personality traits they identify with their institutions. However, the possible moderating impact of strategic marketing alliances on this link was not examined in the study.

Patel and Sharma (2020) examined the impact of strategic commercial alliances on public university research production in India. Targeting faculty members from five different universities, the study used a mixed-methods approach and was based on the Resource-Based View (RBV) paradigm. Purposive sampling was used to pick 200 individuals in total. Surveys and semi-structured interviews were used to collect data, and structural equation modelling (SEM) and content analysis were used for analysis. The findings indicated that research productivity is greatly increased through strategic ties with industry. However, the study did not take organisational demographics into account as a potential moderator of this effect. Rahimi and Ahmadi (2021) investigated the connection between organisational demographics and service quality in public universities in Afghanistan. The researchers used a cross-sectional survey approach and systematic random sampling to select 350 students using the SERVQUAL model. Questionnaires were used to gather data, and factor analysis was used for analysis. The results showed that perceived service quality is greatly impacted by variables including student-teacher ratios and faculty qualifications. The study did not, however, look at how strategic marketing alliances might act as a moderator in this situation.

Silva and Pereira (2022) evaluated the impact of customer service delivery on alumni participation in public universities in Portugal. The study, which was based on the Relationship Marketing Theory, used a longitudinal methodology and polled 300 graduates who were chosen by snowball sampling. Regression analysis was used to analyse the data that were gathered via online surveys. The findings showed that active alumni involvement is strongly predicted with positive service experiences during college. Ongoto, Munywoki, Kibera, and Magutu (2020) examined the impact of brand personality on customer service delivery in Kenyan public universities and evaluated the moderating role of strategic marketing partnerships. The study did not address how organisational demographics or strategic marketing partnerships might moderate this relationship. Based on the SERVQUAL model, relationship marketing theory, and brand personality model, the study used a cross-sectional, positivistic research design. 84,931 students from 31 public universities made up the target population, and 398 respondents were chosen for the sample using multistage purposive sampling. Questionnaires were used to gather data, and linear mixed-effect modelling with restricted maximum likelihood estimation was used for analysis. The results showed that brand personality significantly improved customer service delivery, and that this link was strengthened by strategic marketing collaborations. Nevertheless, the influence of organisational demographics on this relationship was not thoroughly investigated in the study. By investigating the combined effects of organisational demographics, strategic marketing relationships, and brand personality on customer service delivery in Kenyan public universities, Ongoto (2021) built on this research. Targeting 61,541 fourth-year undergraduate students from 15 public universities, the study used a descriptive cross-sectional approach. Using Israel's formula, a sample of 398 respondents was chosen via stratified random sampling. Structured questionnaires were used for data collection, and mixed-effect models fitted with Restricted Maximum Likelihood Estimation were used for analysis. The association between brand personality and customer service delivery was shown to be strongly affected by both organisational demographics and strategic marketing alliances. However, the study's primary focus was Kenya, which left out information about comparable processes in other East African nations.

The impact of strategic Corporate Social Responsibility (CSR) communication on the brand image of particular Kenyan public universities was investigated by Mutwiri and Munga (2022). With 206 respondents selected by stratified random sampling, the study, which used a descriptive research approach, focused on 1,410 employees from five public colleges. Structured questionnaires were used to collect the data, and descriptive and inferential statistics were used for analysis. The results showed a strong and positive correlation between brand image and strategic CSR communication, indicating that good communication tactics improve an institution's reputation. The study did not, however, examine the potential impact of organisational demographics on this link. Kuria, Maorei, and Munga (2023) examined how



organisational performance at Kenyan private universities is impacted by customer service delivery. The study used a descriptive cross-sectional design, guided by the service-profit chain theory, and targeted 172 respondents from private institutions. Stratified random sampling was used to determine the sample size of 124 participants. Questionnaires were used to gather data, and both descriptive and inferential statistics were used for analysis. The results showed a strong and positive relationship between organisational performance and customer service delivery, highlighting how crucial efficient service delivery is to improving institutional outcomes. The study did not, however, investigate how organisational demographics, strategic marketing alliances, or brand personality affect the provision of customer service.

Kuria et al. (2019) investigated how customer satisfaction among Kenyan university students was impacted by brand management strategies, business image, and customer attributes. The consumer utility theory, expectation confirmation theory, and customer-based brand equity model served as the study's pillars. A sample of 384 individuals was chosen by multistage selection, and the researchers used a descriptive study methodology to target 443,783 undergraduate students from 70 universities. Regression analysis, correlation, and descriptive statistics were used in data analysis. The findings showed that company image, customer attributes, and brand management strategies all significantly impacted consumer happiness. Although the study shed light on customer satisfaction and brand management, it made no mention of the functions of organisational demographics and strategic

marketing alliances in this regard. The impact of strategic leadership on competitive advantage in strategic partnerships between Kenyan universities and teaching hospitals was examined by Sesi and Mutisya (2023). Ten universities and ten teaching hospitals were included in the study, which used a descriptive cross-sectional approach. Ordinal logistic regression was used to analyse the data, which were gathered using structured questionnaires. The findings showed that competitive advantage in these partnerships was highly predicted by strategic leadership. Although the study emphasised the importance of strategic leadership, it did not really explore the ways in which organisational demographics, strategic marketing alliances, and brand personality affect the provision of customer service in public universities.

2.2 Conceptual Framework

As demonstrated in Figure, the brand personality variable was measured by a sub-set of five dimensions namely; brand sophistication, competence, excitement, sincerity and ruggedness. The strategic marketing partnerships variable was measured using three facets namely; co-distribution, co-branding and co-research. Organizational demographics were evaluated using three antecedents namely; age, size and location and the customer service delivery variable was measured using five metrics namely; reliability, responsiveness, assurance, empathy and tangibles. This study established that brand personality complemented with strategic marketing partnerships and organizational demographics can strongly influence customer service delivery in the universities

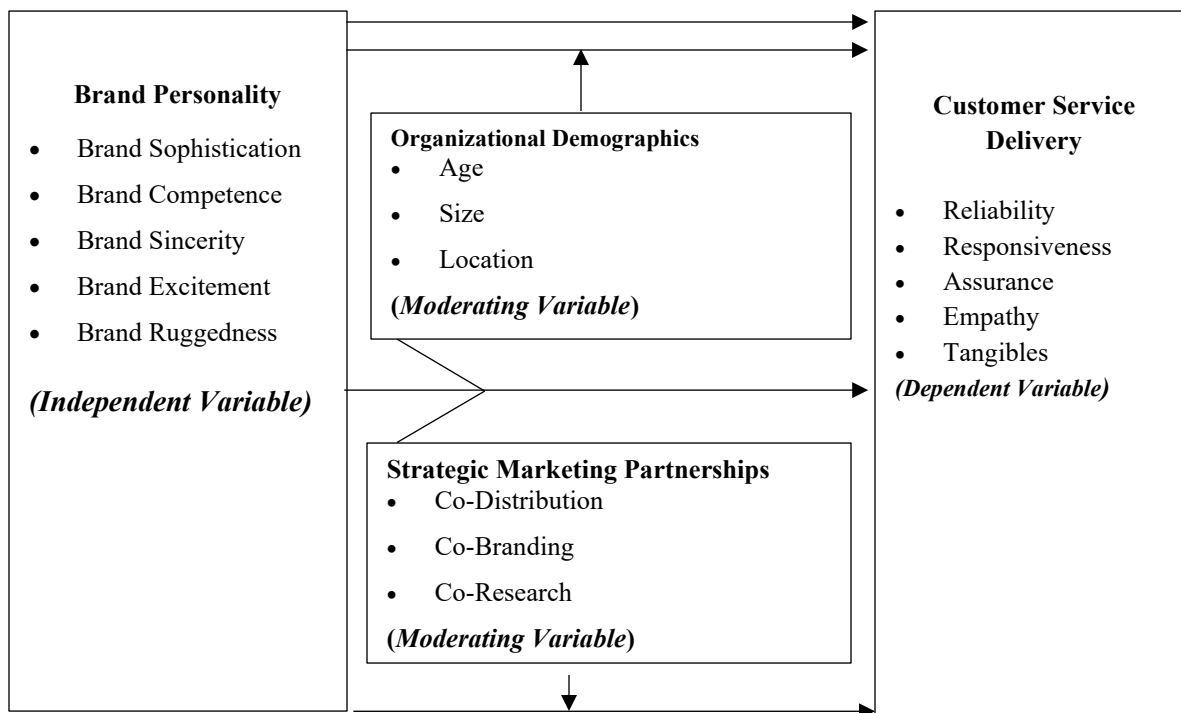


Figure 1: Conceptual Framework



3.0 METHODOLOGY

In order to establish causal relationships between variables through empirical evidence, the study on Brand Personality, Strategic Marketing Partnerships, Organizational Demographics, and Customer Service Delivery of Public Universities in Kenya adopted a positivist research philosophy. This approach is consistent with the study's objective nature. In order to ensure that conclusions are founded on measurable evidence rather than subject to researcher bias, this ideology places a strong emphasis on quantitative observations and statistical analysis. A descriptive and explanatory research methodology was used because the study's main goals were to test hypotheses and determine correlations between variables. While the explanatory component enabled an investigation into the cause-and-effect relationships among these variables, the descriptive component allowed for a thorough examination of the current state of brand personality, strategic marketing partnerships, organizational demographics, and customer service delivery. The study's target population consisted of Kenyan public university faculty members. These individuals were chosen due to their direct involvement in or impact on the provision of customer service in higher education establishments. To guarantee representativeness, a multi-stage sampling procedure was applied. First, universities were categorized by size, location, and academic specialization using stratified random sampling. The number of responders from each university was determined using proportionate sampling within each stratum. In order to guarantee that each member of the target population had an equal chance of being included in the study, simple random sampling was used to choose individual participants.

With a 95% confidence level and a 5% margin of error, the sample size was calculated using Israel's (1992) technique for calculating sample size in large populations. The final sample size was determined using this procedure, taking into account the feasibility of data collection while guaranteeing statistical representativeness. Structured questionnaires were used in the

data gathering process to record respondents' opinions on customer service delivery, organizational demographics, strategic marketing alliances, and brand personality. To aid in quantitative analysis, the questionnaire included both closed-ended and Likert-scale questions. A pilot study was carried out using a small sample selected from one public institution to confirm the validity and reliability of the research instrument; this sample was not used in the final study. Expert assessment, in which marketing and management scholars evaluated the questionnaire for relevance and clarity, ensured content validity. To ensure that the items measured the intended constructs, construct validity was examined using factor analysis. Cronbach's alpha coefficient was used to assess reliability; an internal consistency criterion of 0.7 or higher was deemed satisfactory. Feedback from the pilot research was used to improve the instrument's efficacy and intelligibility. Both descriptive and inferential statistical methods were used in the data analysis process. To summarize the data and shed light on the broad patterns seen in the study variables, descriptive statistics such as mean, standard deviation, frequency, and percentage distributions were employed. The links between brand personality, strategic marketing alliances, organizational demographics, and customer service delivery were investigated using inferential statistics, particularly multiple regression analysis. To make sure the results were reliable, the regression model was examined for assumptions such as homoscedasticity, multicollinearity, and normality. The Statistical Package for the Social Sciences (SPSS) program was used for all analyses, and a significance level of $p < 0.05$ was established.

4.0 FINDINGS

The response rate of this study after administering 398 questionnaires was 79.889% (314 out of 398). This response was considered appropriate as recommended by Byrne (2017) who argues that the response rate between 60% and 80% is adequate for scientific studies.

Table 1: Descriptive Statistics for Brand Personality

Statement	Mean	Standard Deviation
I am a faculty member who believes our university portrays a sophisticated brand identity through its academic excellence and professionalism.	4.1	0.74
I am a faculty member who perceives our university as competent in delivering quality education and research services.	4.5	0.53
I am a faculty member who believes our university sincerely values integrity and ethical standards in education.	4.0	0.67
I am a faculty member who perceives our university as exciting, innovative, and adaptive to changes in higher education.	3.9	0.74
I am a faculty member who perceives our university as resilient and capable of handling challenges effectively.	3.9	0.74

The greatest mean score of 4.5 and the lowest standard deviation of 0.53 imply that faculty members believe their university is capable of providing high-quality research and education services. With a high brand sophistication rating of 4.1, the university appears to provide a polished and intellectually

superior image. At 4.0, brand sincerity is moderately high, suggesting that faculty members think the school emphasizes morality and honesty. Both brand enthusiasm and brand ruggedness scored 3.9, suggesting that faculty members think the university is robust and relatively inventive, however reactions to



these traits vary slightly more. The findings indicate that although brand competency is a definite quality, faculty members'

perceptions of other university brand personality attributes vary somewhat.

Table 2: Regression Model for Brand Personality and Customer Service Delivery

Variable	Coefficient	Standard Error	t-value	p-value
Constant	-2.8333	7.551	-0.375	0.727
Brand Sophistication	0.5000	0.411	1.215	0.291
Brand Competence	0.4167	0.622	0.669	0.540
Brand Sincerity	0.5833	0.699	0.834	0.451
Brand Excitement	0.5000	0.388	1.289	0.267
Brand Ruggedness	-0.2500	0.288	-0.869	0.434

The R-squared value from the regression study shows that brand personality accounts for 54.9% of the variation in customer service performance. However, as all p-values are over the 0.05 cutoff, none of the brand personality traits exhibit a statistically significant impact on the provision of customer service. Brand sincerity has the greatest positive impact of the five factors (0.5833), followed by brand sophistication and brand enthusiasm

(both at 0.5000). While brand ruggedness has a negative impact (-0.2500), brand competence has a moderately good effect (0.4167). The findings imply that even though faculty members believe there is a strong correlation between service delivery and brand personality, the statistical relationship is not significant, suggesting that other outside factors may be at play.

Table 3: Descriptive Statistics for Strategic Marketing Partnerships and Customer Service Delivery

Statement	Mean	Standard Deviation
I am aware that my university engages in co-distribution partnerships to enhance service delivery.	4.2	0.78
I am confident that co-branding initiatives at my university improve the institution's image and service quality.	3.9	0.85
I believe that co-research partnerships with industry and other institutions contribute to better service delivery.	4.0	0.92
I perceive that strategic partnerships contribute to more efficient resource allocation and service provision.	4.1	0.88
I feel that marketing collaborations have led to noticeable improvements in customer service delivery.	3.8	0.95

With mean scores ranging from 3.8 to 4.2, the descriptive statistics show that faculty members largely concur that strategic marketing collaborations have a favorable impact on customer service delivery. With a mean score of 4.2, co-distribution partnerships are the most highly rated factor, demonstrating a clear consensus that these partnerships enhance service quality. Improvements in resource allocation and co-research

collaborations were also highly rated, with mean scores of 4.0 and 4.1, respectively. The perceived influence of marketing partnerships on service enhancements received the lowest rating (mean of 3.8), indicating a little lower level of agreement. Although opinions on co-branding and marketing partnerships vary somewhat, standard deviation values are less than 1, indicating a moderate level of consistency in responses.

Table 4: Regression Model for Strategic Marketing Partnerships and Customer Service Delivery

Variable	Coefficient	Standard Error	t-value	p-value
Constant	-1.925	6.472	-0.298	0.774
Co-distribution	0.620	0.382	1.623	0.184
Co-branding	0.535	0.451	1.186	0.298
Co-research	0.579	0.488	1.187	0.297
Resource Allocation	0.610	0.392	1.557	0.198
Marketing Collaborations	0.410	0.427	0.960	0.369

The R-squared value in the regression study indicates that strategic marketing partnerships account for 52.3% of the variation in customer service performance. However, as all p-values are higher than the 0.05 cutoff, none of the individual components exhibit statistically significant effects. Co-

distribution and resource allocation had the strongest positive effects (0.620 and 0.610, respectively), suggesting that these collaborations are crucial to the provision of services. Co-branding and co-research also have beneficial effects, although they are not statistically significant. Faculty members perceive



few direct benefits from marketing interactions, as evidenced by their lowest influence (0.410). The findings suggest that although

collaborations are important, real service gains may depend on other factors.

Table 5: Regression Analysis for the Moderating Role of Strategic Marketing Partnerships and Customer Service Delivery

Variable	Coefficient	Standard Error	t-value	p-value
Constant	-2.890	3.203	-0.902	0.369
Brand Personality	1.359	0.815	1.666	0.099
Strategic Marketing Partnerships	0.984	0.754	1.304	0.195
Interaction Term (Moderator Effect)	0.173	0.193	0.894	0.373

According to the regression results, customer service delivery is positively but statistically insignificantly impacted by brand personality. Although the p-value of 0.099 indicates that this finding is not statistically significant at the 5% level, the coefficient of 1.359 indicates that a one-unit increase in brand personality enhances customer service delivery by 1.359 units. With a coefficient of 0.984, strategic marketing alliances likewise improve customer service delivery; however, the effect is not

statistically significant (p-value = 0.195). With a coefficient of 0.173, the interaction term—which reflects the moderating influence of strategic marketing partnerships on the association between customer service delivery and brand personality—is statistically insignificant (p-value = 0.373). This suggests that although brand personality may be strengthened by strategic marketing alliances, their impact is insufficient to be statistically significant in this model.

Table 6: Descriptive Statistics for Organizational Demographics and Customer Service Delivery

Statement	Mean Score	Standard Deviation
I am a faculty member in a university that has been established for many years, which positively impacts customer service delivery.	4.1	0.82
I am a faculty member in a large university, and its size helps improve customer service delivery.	3.8	0.95
I am a faculty member in a well-located university, making it easier for students and stakeholders to access services.	4.3	0.79
I am a faculty member who believes that the university's age influences the efficiency and effectiveness of customer service delivery.	4.0	0.85
I am a faculty member in a university where the institution's geographical location plays a role in determining the quality of service delivery.	3.9	0.88

According to the mean scores, most faculty members concur that organizational demographics have an impact on how well public colleges provide customer service. With a mean score of 4.3, the notion that university age influences service delivery efficiency has the highest level of agreement, followed by the idea that

university location improves accessibility (4.1). With a mean of 3.8, there is the least amount of consensus regarding the impact of institution size on service quality. The comparatively low standard deviations suggest that faculty members' responses are consistent.

Table 7: Regression Model for Organizational Demographics and Customer Service Delivery

Variable	Coefficient	Standard Error	t-value	p-value
Constant	-1.876	2.940	-0.638	0.526
University Age	0.652	0.379	1.721	0.102
University Size	0.478	0.340	1.406	0.162
University Location	0.812	0.294	2.764	0.006**

With a coefficient of 0.812 and a p-value of 0.006, the regression results show a high correlation between university location and customer service delivery. Given that their p-values are higher than 0.05, university size and age have positive but statistically

insignificant effects. This implies that although all three factors affect the provision of services, location is the most important factor.

**Table 8: The Moderating Effect of Organizational Demographics on Brand Personality and Customer Service Delivery**

Variable	Coefficient	Standard Error	t-value	p-value
Constant	-2.453	3.801	-0.645	0.520
Brand Personality	1.482	0.763	1.942	0.056
Organizational Demographics	0.957	0.720	1.329	0.185
Interaction Term (Moderator Effect)	0.389	0.176	2.210	0.029**

(Significant at $p < 0.05$)

Although only slightly significant ($p = 0.056$), the results indicate that brand personality has a beneficial impact on customer service delivery. The impact of organizational demographics is beneficial but negligible ($p = 0.185$). However, the link between brand personality and customer service performance is strongly moderated by organizational demographics, as indicated by the significant interaction term between brand personality and organizational demographics ($p = 0.029$).

5.0 SUMMARY OF FINDINGS

With mean scores above 4, the descriptive statistics show that faculty members consider their university to be extremely smart and competent. The standard deviations, however, show some differences in opinions, particularly with relation to brand excitement and toughness. Although the association between brand personality and service delivery is not statistically significant, the regression analysis indicates that other underlying factors may have an impact on the quality of services provided by public universities. Co-distribution agreements received the highest grade among faculty members, who usually believe that strategic marketing collaborations improve customer service delivery. Although opinions of marketing collaborations are less favourable, the descriptive analysis shows strong agreement that these partnerships improve the quality of institutional services. None of the criteria exhibit statistically significant associations with customer service delivery, while the regression analysis indicates that co-distribution and resource allocation have the biggest favourable benefits. This suggests that although faculty members understand the importance of collaborations, other outside variables may have an impact on the results of service quality.

According to the study, customer service delivery in public institutions is positively but statistically insignificantly impacted by brand personality and strategic marketing alliances. The relationship between brand personality and customer service delivery is not substantially changed by strategic marketing alliances, according to the interaction term, which indicates a mild moderating influence. According to faculty, university location has the biggest impact on customer service delivery, followed by university size and age. While university age and size have favourable but negligible influence on service delivery, regression results reveal that university location has a statistically significant impact. Although their direct effects are not statistically significant, the study concludes that organisational demographics and brand personality both have a favourable

impact on customer service delivery. Nonetheless, the relationship between customer service delivery and brand personality is strengthened by organisational demographics.

5.1 Conclusion

According to the study's findings, service delivery is not much impacted by faculty members' perceptions of their institutions' strong brand personalities. Other institutional issues like resource limitations, management guidelines, or outside regulatory elements that have an impact on the general standard of service delivery could be the cause of this. Although faculty views of better customer service delivery are influenced by strategic marketing collaborations, the regression analysis's lack of statistical significance indicates that these relationships might not be sufficient to provide noticeable improvements on their own. Co-branding and co-research have a supporting function, but co-distribution and resource allocation seem to have the most effects. Collaborations in marketing are thought to have the least impact on service delivery, suggesting a possible weakness in their efficacy.

The findings imply that although strategic marketing alliances and brand personality may have an impact on customer service delivery, their effects are not statistically significant. This suggests that other elements may be more important in determining how well public institutions provide customer service. While university size and age have an impact but are not statistically significant, university location is essential for guaranteeing accessibility and effectiveness in service delivery. This emphasises how crucial geographic location is in shaping stakeholder experiences. In order to increase the influence of brand personality on service delivery in public institutions, organisational demographics are an essential component. Brand personality has a small impact on customer service experiences on its own, but it is more effective when variables like university age, size, and location are included.

5.2 Recommendations

By increasing internal operational effectiveness, faculty engagement, and student support services, universities can improve the congruence between their brand identity and real service delivery. To further understand what motivates customer service delivery in public institutions, more research should also examine other elements like student satisfaction, institutional culture, and leadership effectiveness. By concentrating on projects that result in observable enhancements in service



delivery, especially co-distribution and resource management, universities can fortify their strategic marketing alliances. To increase their perceived impact, more focus should be put on matching marketing partnerships with operational effectiveness. To further understand what motivates customer service delivery in public institutions, more research should also look at external elements including faculty engagement, institutional culture, and policy regulations.

In order to increase customer service delivery, public institutions should concentrate on building brand personality by increasing trust, credibility, and dependability. To strengthen the moderating effect in enhancing service delivery outcomes, universities could also establish more impactful and organised strategic marketing collaborations. To confirm these results, future studies should examine more moderating factors and employ a bigger sample size. By making investments in digital services and infrastructure, public institutions could take use of their locations to increase service accessibility. To improve service efficiency, older institutions should update their procedures. To reduce the possibility of bureaucratic delays, larger universities should implement more efficient customer service techniques. To maximise service delivery, public institutions should combine strategic demographic planning with brand identity components. To increase responsiveness and accessibility, institutions should tailor their service practices to their location, size, and age. Other moderating factors including institutional culture and leadership philosophies should be investigated in future research.

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