

# Author Names As Textbook Brands: A Consumer Behaviour Perspective

<sup>1</sup>Saily Anil Bhagwat

<sup>1</sup>MBA student,

Department of Management Sciences, Savitribai Phule Pune University,

Email ID: sailyab24.pumba@gmail.com

## Abstract

<https://doi.org/10.34047/MMR.2026.13104>

In 2022, educational books generated a revenue of approximately USD 30.76 billion, globally. Companies in educational publishing largely run on a B2B model focused on the faculty and librarians of academic institutions. This creates limited selling opportunities and high competition. University students often choose their own learning materials; therefore, their behaviour in this aspect must be understood. Authors are recognised as 'human brands' in fiction and non-fiction publishing; however, this is the first study on their role as brands in educational publishing. Students from 3 reputed educational institutions were surveyed to understand the unaided recall and aided recognition (attachment) of author names vis-a-vis those of book titles and publisher names. Interestingly, recall was the highest for author names, whereas attachment was the highest towards book titles ( $p < 0.001$ ). Furthermore, the attachment towards book titles and author names showed strong positive correlation for Indian authors (correlation coefficient = 0.8421). This dependence on author names for differentiation and trust represents a substantial threat for educational publishers, manifesting as poor adoption of books by new authors, mobility of authors between publishers, bias towards books with certain author names, and lack of differentiability between generic titles. This paper explores these threats from a consumer behaviour perspective and suggests business strategies for publishers to stand out in a saturated market. It also argues for a shift from the largely B2B model to a more B2C approach in educational publishing.

**Keywords:** Human Brands, Book Authors, Book Titles, Educational Publishing, Brand Recall, Brand Attachment

## 1. Introduction

Human brands have garnered considerable attention in the past 15 years. Scheidt et al. (2020) define a human brand as 'an intangible asset linked to a person, which generates economic and social value through its visibility...' In business, human brands, like all brands, facilitate differentiation, long-term relationship building, and ultimately, retail sales. Brands can have several components, starting with salience, a measure of brand awareness or how often it is recalled by consumers. The highest level of branding is the attachment or connection customers feel towards a brand (Keller, 2008). Various aspects of human brands have been studied in fields such as media, sports, business, publishing, and academia.

The present study was conducted with the following

objectives:

1. To determine if the author name invokes greater recall in educational publishing than do the publisher name and book title.
2. To determine if readers of educational books have greater attachment towards the author name than they do for the publisher name and book title.

The study does not differentiate between print and digital books, as they differ only in the medium of content dissemination. Furthermore, the study focuses on the higher education (university-level) segment. This is because, unlike K-12 (kindergarten to Class 12) students, university-level students ultimately decide their own study material, despite being given a list of recommended books.

Two sets of hypotheses were formulated.

#### Set 1: Recall

H<sub>0</sub>: No significant differences exist between the frequencies with which students recall the name(s) of the author(s) of a book, its title, or publisher.

H<sub>1a</sub>: Students recall the name(s) of a book's author(s) more frequently than they recall its title.

H<sub>1b</sub>: Students recall the name of a book's author more frequently than they recall the publisher's name.

#### Set 2: Attachment

H<sub>0</sub>: No significant difference exists between the attachment students feel towards the name(s) of the author(s) of a book and that they feel towards its title or publisher.

H<sub>1a</sub>: Students feel a stronger attachment towards the name of a book's author(s) than they do towards its title.

H<sub>1b</sub>: Students feel a stronger attachment towards the name of a book's author(s) than they do towards the publisher's name.

## 2. Literature Review

Academia are a fascinating area for the study of human brands. Herrero et al. (2025) noted the rise of 'educational influencers': educators who actively promote their teaching–learning experiences online and offline, acting as 'knowledge brokers' who create and share educational content. Given the rising competition in higher education, educators' impact and outreach can be increased by highlighting their knowledge, teaching style, and professional contribution (Ramezani et al., 2024; Welagedara, 2024). However, studies on human brands in higher education overwhelmingly focus on their research publications. These studies ignore the publication of textbooks and other forms of educational content, which are perhaps more relevant to the target audience of educators, i.e., students. This matter deserves attention from educators as well as publishers.

The book publishing industry as a whole is not foreign to

the concept of human brands. Trade (fiction and nonfiction) publishers recognise authors as brands that invoke greater recall, recognition, and trust in readers' minds than publisher names themselves (Collange, 2019; Royle et al., 2000). Trade publishers invest little in brand elements (e.g., logo design), and limited public awareness exists about them, except big names such as Penguin ('Champions of Design', 2011). As a book's creator, the author's experience, public perception, and previous publishing record are most likely to influence readers' quality perceptions. Thus, authors must be positioned effectively in readers' minds, warranting conscious effort and investment from publishers (Österman, 2012). Notably, the Stratemeyer Syndicate published the popular Nancy Drew and Hardy Boys series under the pseudonyms Carolyn Keene and Franklin W. Dixon, respectively. Neither was a real person, and the books had been written by several ghost writers (Donelson, 1978). Yet, the publisher created author names the target audiences could connect with and attributed the books to those names.

Thus, while the author name is well established as a brand in fiction/non-fiction publishing and academia (research publishing), this concept remains unexplored in educational publishing (textbooks and educational books). According to a report by the World Intellectual Property Organisation (2023) on the global publishing industry, the educational book publishing sector generated a revenue of approximately USD 30.76 billion in 2022, with India's share being approximately USD 8.52 billion.

Globally, the educational publishing industry prominently follows the B2B model, wherein a book must be accepted and recommended by professors and librarians (the so-called 'gatekeepers') for its bulk adoption at a college or university. Therefore, even though these books are supposed to be read by students (the end consumers), they are marketed to the gatekeepers (Thompson, 2005). However, in any B2B marketing model, the demand for goods or services at a company's immediate buyer is derived from their ultimate demand from the end consumer (Reeder et al.,

2004). The orders placed by academic institutes for books and other educational material are influenced by students in many ways. Some institutes have library committees with student representatives, while others check the number of times a publisher's titles are borrowed from the library before placing new orders. Additionally, students buy educational books for personal use from online and offline retailers, thus contributing some part to publishers' revenues. Thus, the consumer behaviour of students with respect to educational books and other materials deserves attention.

### 3. Methods

#### 3.1. Data collection

Because this was expected to be a pilot study with a time constraint, the non-probabilistic judgemental sampling method was followed. For convenience, top-ranking institutes in my internship location, Mumbai, were surveyed. The location was also advantageous, as it houses some of the country's most competitive institutions of higher education. Between 20 June 2025 and 22 July 2025, outreach efforts were directed at 10 reputed institutions. From these, 5 agreed to participate, of which, only 3 provided viable data (all 3 being engineering institutions). Sizeable responses were obtained from the undergraduate engineering students of the Institute of Chemical Technology (ICT), Bharatiya Vidya Bhavan's Sardar Patel Institute of Technology (SPIT), and Sardar Patel College of Engineering (SPCE). The final sample contained 158 responses.

For the survey, Google Form links were emailed to institutional personnel, who then forwarded them to students via their official channels. The communication to the students informed them of the nature and purpose of the study. To protect their privacy, the students' names and email addresses were not collected. Appendix 1 contains details of the choice of books for various respondents.

In addition to the student survey, semi-structured interviews were conducted with 17 faculty members and librarians from the participating institutions. One key question related to the student survey's recall question asked,

*Do you think that while recommending a book, you do so predominantly by the author's name? [Why?] Or do you give equal weightage to the title and publisher name?*

The responses were coded post-hoc, with scores of 3, 2, and 1 being assigned for the first, second, and third priorities being given to any book component.

All participants provided informed consent for their responses to be used anonymously. The anonymised raw data (filled questionnaires) and signed consent forms will be made available upon reasonable request.

#### 3.2. Preparation of questionnaires

The questionnaires sent to the students began with the following open-ended, short-answer type question (hereafter called the 'recall question'):

*Think of a textbook that was recommended to you by a professor, your librarian, or a peer. Please enter anything you remember about this book: title, author name, or publisher name.*

Next, each questionnaire asked,

*Please rate the connection you feel with the following book brands. (1: weak connection; 2: moderate connection; 3: strong connection. Note! Items in two/more different rows CAN be given the same rating. For example, if you don't recognize any of the listed items, all can be rated '1'.)*

Such questions (here called 'attachment questions') were followed by 3 options: the name of the author(s), publisher, or title of a book of higher education. For example, 'Jain and Iyengar', 'Narosa', and 'Advanced Engineering Mathematics', respectively. The words 'author', 'publisher', or 'title' themselves were not used to avoid priming. To minimise cognitive load, respondents were given the choice of giving the same rating to two or more options or not giving any rating to an option. The question was asked thrice, with three different sets of authors, publishers, and titles, so that even if a respondent was completely unaware of the particular author, publisher, or title, he/she could still respond to the remaining two questions. Usually, 5- to 9-point scales are recommended for rating customers

attitudes towards brands (Brown et. al, 2023). Here, a 3-point rating scale was deliberately chosen to minimise survey fatigue and drop-offs. These were particularly concerning because students are already believed to have limited interest in textbooks, and the survey was conducted over a summer break.

The author names, publishers, and titles shown to the respondents were taken from the reading lists recommended at their institutions, which are available publicly online. While the questionnaires administered to the students contained other questions of commercial interest, the recall and attachment questions described above form the basis of this study. A sample questionnaire is provided in the supporting information (Supplementary File 1).

### 3.3. Data analysis

#### 3.3.1. Statistical test for the recall question



Fig 1a

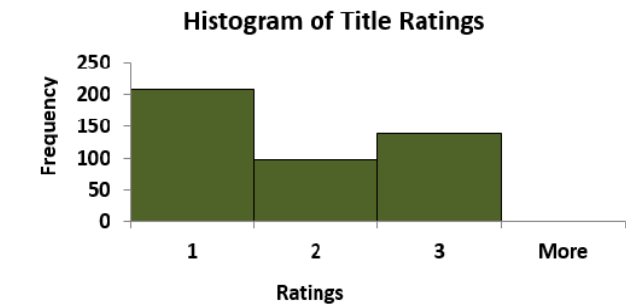


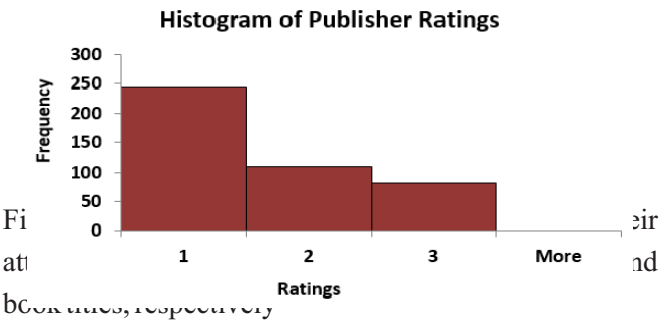
Fig 1c

The collected data were analysed using Microsoft Excel (Microsoft Office Professional Plus 2013). The Z-test for proportions was used to analyse the nominal data obtained for the recall question. Because the alternative hypothesis for recall was one-tailed, i.e., the author name has a greater recall than the title or the publisher name, a one-tailed Z-test was used to find the p-value. The

notation key and formulae used are shown in the Recall sheet of Supplementary File 2.

#### 3.3.2. Statistical test for the attachment question

Histograms were constructed for the frequencies of the ratings given to the author names, book titles, and publisher names (Fig 1 a-c). Because the data do not follow the normal distribution, non-parametric statistical tests were used to analyse them.



The SciPy library (version 1.16.0) of Python (3.11.9) was used to perform the non-parametric statistical tests for the ordinal data obtained for the attachment question. An AI assistant (Gemini) was used to generate and debug the Python code. However, I analysed the results and have described them in this paper myself.

To determine if a significant difference existed between the medians of the ratings given to the author name, title, and publisher name, the Kruskal-Wallis H test was first performed. For this test, the null and alternative hypotheses were as follows:

$H_0$ : There is no significant difference between the median ratings given to the author name, title, and publisher.

$H_1$ : There is a significant difference between the median ratings given to the author name, title, and publisher.

Based on the results of the Kruskal-Wallis H test, post-hoc Mann-Whitney U tests were performed to determine if a significant difference existed pair-wise in the median ranks given to the author name and title and those given to



the author name and publisher name. The null and alternative hypotheses for the Mann-Whitney U tests are as follows:

For Author Name vs. Publisher:

$H_0$ : There is no statistically significant difference between the median ratings of the author and publisher names.

$H_1$ : The median rating of the author names is significantly higher than that of the publisher names.

For Author Name vs. Title

$H_0$ : There is no statistically significant difference between the median ratings of the author names and titles.

$H_1$ : The median rating of the author names is significantly higher than that of the titles.

The Python codes used to conduct the tests are provided in the supporting information (Supplementary Files 3 and 4).

## 4. Results

### 4.1. Results for the recall question

4.1.1. Interpretation of student data for the recall question of the 158 responses obtained, 15 were blank or irrelevant (indicating a complete failure of recall), while the remaining 143 responses contained some recall component. From the 143 complete recall responses (Supplementary File 2), two were ambiguous ('Dynamics', which is not specific enough to indicate the recall of a particular title, and 'BSL', which may or may not refer to the popular author names 'Bird, Stuart, and Lightfoot'). Both data points were excluded.

The recall of a book title was considered successful only if the input shared a substantial number of words with the actual title and not the subject in the curriculum for which the book was recommended. For example, in the response 'Horowitz Sahni - Algorithms', only the author names 'Horowitz Sahni' were considered to have been recalled, not the title. The title of the actual book by Horowitz

Sahni is 'Fundamentals of Computer Algorithms', and by simply mentioning 'Algorithms', the respondent was more likely remembering the subject or context for which the book was used. However, in the response 'Top down approach, Kurose Ross' the respondent was deemed to have successfully recalled both the title and author names of the book titled 'Computer Networking: A Top Down Approach' by James Kurose and Keith Ross.

The use of certain words and prepositions was interpreted as a respondent remembering a book in a certain context or for a certain academic subject, not the actual title. For example, 'Computer Networks book by Kurose' indicated recall in the context of the subject 'Computer Communication and Networks'. If anything, the title 'Computer Networks' is authored by a different author, Andrew Tanenbaum. However, certain misspellings and variations were still counted as successful recalls (e.g., 'Kurros' of 'Kurose' or 'Atkinson' instead of 'Atkins').

Because attachment was assessed thrice in each questionnaire for different books, each response was treated as a separate data point. Responses where all 3 attachment questions had been skipped were deleted. If respondents had not rated one or two parameters (out of author name, title, or publisher name), the ratings for the remaining parameters were still considered. Thus, 444 data points were obtained (out of an expected  $158 \times 3 = 474$  responses, out of which 30 were blank).

### 4.1.2. Statistical test for the recall question

The Excel sheet labelled 'Recall' in Supplementary File 2 shows the analysis of the recall responses.

The Z-statistic for the author name vs title was 6.174, and that for the author vs publisher name was 13.559 ( $p < 0.001$ ,  $\alpha = 0.05$ ). Thus, the null hypothesis of the recall question can be rejected.

### 4.1.3. Analysis of faculty and librarian responses

Post-hoc coding of faculty and librarian responses for their priorities or emphasis while recommending a book (3 = first priority; 1 = last priority), yielded a score of 40 for the author name, 24 for the book title, and 21 for the publisher name. This suggests that faculty and librarians

prioritise the author name most while recommending books, followed by the title, and then the publisher name.

#### 4.2. Results for the attachment question

The 'Attachment' sheet in Supplementary File 2 shows all responses to the attachment question. The file 'kruskal\_wallis\_results.txt' (Supplementary File 5) shows the output of the Kruskal-Wallis H test conducted in Python. The H statistic obtained was 32.2396 ( $p < 0.001$ ,  $\alpha = 0.05$ ). Because a statistically significant difference was observed in the median ranks of the author name, title, and publisher name, a post-hoc Mann-Whitney U test was done to confirm if the median rating of the author name was significantly higher than those of the publisher name or title. The file 'mann\_whitney\_test1\_results.txt' (Supplementary File 6) shows the results of these test. The U-statistics obtained for the Author Name vs Publisher and Author Name vs Title tests were 88011.5 and 78088.0 at p-values of 0.9846 and 0.9999, respectively.

This indicates that the median rating given to the author name was not significantly higher than that given to the publisher name or title. This was surprising, because the Kruskal-Wallis H test previously indicated a statistically significant difference between the median ratings. To explore this unexpected result, pairwise Mann-Whitney U tests were conducted again. Supplementary File 7 contains the code for the second pair of Mann-Whitney U tests. This time the following null and alternative hypotheses were proposed:

For Title vs. Author Name:

$H_0$ : There is no statistically significant difference between the median ratings of the title and author name.

$H_1$ : The median rating of the title is significantly higher than that of the author name.

For Title vs. Publisher

$H_0$ : There is no statistically significant difference between the median ratings of the title and publisher.

$H_1$ : The median rating of the title is significantly higher than that of the publisher.

These new title-focused hypotheses were inspired by the raw data in the Attachment sheet (Supplementary File 2), where the titles, publishers, and author names received the highest ratings in 30.86%, 18.47%, and 16.89% cases, respectively. Thus, most often, respondents reported the strongest attachment towards the title of the book. The file 'mann\_whitney\_test2\_results.txt' (Supplementary File 8) shows the results of the second paired Mann-Whitney U test. The U statistic for the comparison of the median rating of the title with that of the author name is 115508.0 ( $p < 0.001$ ,  $\alpha = 0.05$ ), whereas the U statistic for the comparison of the median rating of the title with that of the publisher name is 108146.5 ( $p < 0.001$ ,  $\alpha = 0.05$ ). Thus, the median rating given to the title is significantly higher than that given to the author or publisher names.

#### 4.3. Hypothesis-wise summary of findings

Thus, in the context of educational books

1. Readers recall the name of the book's author(s) more frequently than they recall the publisher's name or book title.
2. Readers feel a stronger attachment towards the title of a book than they feel towards the author name(s) or publisher name.

#### 4.4. Correlation between author name and title

Because the author name and title are both important in different ways, their correlation was explored. The last 3 sheets in Supplementary File 2 show the correlation matrices for the author name and title ratings. The correlation coefficient between the ratings given to all author names and their corresponding titles is 0.6200, indicating a moderately strong positive correlation. However, this coefficient is considerably higher when only Indian author names and their corresponding titles are considered: at 0.8421, this indicates a strong positive correlation. However, the coefficient for the ratings given to foreign author names and their corresponding titles is smaller: at 0.3989, indicating a weak correlation. Thus, the attachment readers feel towards titles by Indian authors is strongly positively correlated with their attachment to the author names themselves.

## 5. Discussion

### 5.1. Recall of author names

When thinking about a book they have been recommended, students most often recall the author name rather than the book title or publisher name. A broad quantitative analysis indicates that 88.11% of those who answered the recall question recalled author names. In contrast, only 51.05% of successful recalls were of book titles and as few as 4.90% were of the books' publishers. A little less than half (46.15%) of the respondents recalled books by the author names alone. These results indicate that the author name is most strongly anchored in readers' psyche. This may be because in educational publishing, multiple books on a subject can share the same generic title, e.g. 'Chemical Reaction Engineering'. Thus, the author name can serve as not only a memorable anchor but also a differentiator.

This observation is backed by the patterns described in Section 4.1.3. Professors and librarians are most likely to prioritise author names while recommending books, serving as a strong external influence to increase their recall.

### 5.2. Attachment towards the book title

While readers recall author names most often, they do not feel the strongest attachment towards them. When it comes to educational books, the strongest attachment is felt towards the book titles. This can be explained as follows. A popular figure in computer science, Andrew Tanenbaum, has authored several titles, from Modern Operating Systems to Computer Networks. However, a student may only want to read about Computer Networks for several reasons. The student may want to pass a difficult course, gain in-depth knowledge, prepare for a job interview, or have few alternative sources of reliable information on that subject. In any case, the need and want of the student are associated with the main topic of the book, which is represented by its title, creating a strong attachment for the title. The name 'Andrew Tanenbaum' may be remembered because it is memorable or because it is trusted; but the reader is not strongly attached to it.

### 5.3. Correlation between recall of author name and

### *attachment towards book title*

The correlation analysis shows that attachment towards the author name is positively correlated with attachment for the book title. This means that readers are more likely to connect with the title of a book whose author name they connect with, and vice versa. This trend is extremely strong when all the co-authors are Indian or at least have Indian names (most likely a domestic imprint or edition). Careful analysis of the titles garnering the strongest attachment indicate that students prefer Indian authors for foundational or supportive subjects, such as mathematics, theory of machines, mass transfer and separation, and project economics. Indeed, for the recall question, one student responded, 'Sandler for Thermodynamics but I prefer KV Narayanan'. For such subjects, students' focus might be less on comprehensiveness or depth of the content and more on its accessibility. The language and explanation style of Indian authors may facilitate this.

### 5.4. Limitations and Future Scope

A few limitations of the present study must be acknowledged. First, the study sample was small and limited to engineering students of 3 colleges in one city. To confirm generalisability, future studies could cover institutions in multiple cities across the nation or globe. Further, more streams of education, such as management, humanities, and the physical sciences could be covered to check if variations exist therein. Second, this study only checks for absolute attachment rating and not the factors that contribute to attachment. Future studies may ask readers to rate book brands on various performance aspects such as presentation of content, depth of subject coverage, and current relevance.

## 6. Implications

### 6.1. Threat of over-reliance on author names for differentiation

The role of the author name as a differentiator and the excessive emphasis placed on it by gatekeepers (faculty and librarians) may pose a substantial threat to publishers. This is because the same author can write for multiple publishers or license the rights of the same book to multiple publishers.

Students can be biased towards authors belonging to certain demographics for certain subjects. This can hinder adoption of books by other author demographics on those subjects. Moreover, if authors have names that long or difficult to pronounce, the recall of their books, howsoever good, may be limited.

To address this issue, the 'contributor' model may be made more widespread for textbooks, wherein multiple authors contribute to the book's content but the publisher (via its editorial team) retains ownership of the book. The 'contributors' may receive a flat fee or royalty share based on their contract with the publisher and would be duly credited inside the book (but not on the cover). This 'writing-for-hire' model has been successfully employed in textbook publishing, notably by companies such as Nelson (McCarron, 2005; Sewall, 2005). Unlike fiction and non-fiction books, textbooks and other educational books may thrive under this approach because the persona of the author has no impact on and barely known to readers. Thus, while simply crediting 'Stratemeyer Syndicate' on the covers of Nancy Drew books might have put off readers, educational materials from big-name corporations are accepted by students.

#### *6.2. Need for distinct and memorable book titles*

While publishers may have multiple books on the same subject, they may benefit from investing in creating unique titles that avoid the generic use of the subject itself. Simultaneously, the titles must optimally use 2–4 keywords that students are likely to want (similar to the search engine optimisation process). Thus, distinctive titles may be created where possible (e.g. 'Marketing for Indian Managers' or 'Marketing Manager's Guide' instead of generic titles like 'Marketing Management').

#### *6.3. Need for strong publisher brands*

Publishers must create strong brands of their own names in students' minds. This is necessary to ensure newer books written by previously unknown author can be launched with minimal additional investment and are adopted more readily. It is also essential to prevent losses if authors move to another publisher.

Unlike other B2C industries, wherein establishing a company brand would require substantial advertising

budgets, in the knowledge-heavy publishing industry, this could be achieved via online content marketing. Publishers must establishing them as go-to sources of knowledge on the basics of the topics contained in their books. This must be done to the extent as to invoke top-of-the-mind recall.

Additionally, the publisher's name must be displayed prominently over the book title, or wherever possible, incorporated into the title itself (e.g. 'Marketing Management with Pearson' or 'Pearson's Guide for Indian Marketers'). Variations may be introduced across titles based on their contents and geographical editions.

#### *6.4. Need for a consumer-centric approach*

Importantly, this study underscores the need for publishers to adopt business practices that consider the psychology of students as end-consumers. In a saturated market with multiple publishers and a shrinking user base due to the influence of AI and the internet, the future of educational publishing would belong to those companies that strengthen their B2C efforts alongside B2B. Such efforts could include loyalty programs, customised recommendations, or scholarship-format discounts for students to drive retail sales that complement institutional sales.

### **7. Conclusions**

Indian students, especially on a university level, recall books by the names of their authors but connect most strongly with the book titles. The attachment reported for author names and titles are positively correlated, particularly in the case of authors with Indian names. Relying on author names for differentiation can be risky for publishers. To mitigate this risk, publishers must aim to reclaim their brand power. They can achieve this by adopting a 'writing-for-hire' model and positioning themselves as knowledge leaders via content marketing, social media marketing, events, etc. Further, striving for unique titles, where possible by including the publisher name in the titles, and displaying the publisher name more prominently on book covers and catalogues can help publishing companies stand out against competition.



## References

1. Brown, T. J., Suter, T. A., & Churchill, G. A., Jr. (2023). Basic marketing research: Customer insights and managerial action (p.174). Cengage Learning.
2. Champions of Design: Penguin. (2011, March). Marketing, p.16.
3. Collange, V. (2019, January). To be or not to be a brand: the author name. In 18th International Marketing Trends Conference.
4. Donelson, K. (1978). Nancy, Tom and assorted friends in the Stratemeyer Syndicate then and now. *Children's Literature*, 7(1), pp. 17-44.
5. Herrero, C., Romero-Rodríguez, L. M., & García-Peñalvo, F. J. (2025). 8 Academic Networks and Personal Branding in the Open Education Movement. *Advances in Interdisciplinary Research*, 90.
6. Keller, K. L. (2008). Strategic brand management (pp. 60-72). Pearson Education Inc.
7. McCarron, M. (2005) Marketing in educational publishing: A case study of textbook sales between competing publishers [Master's thesis, Simon Fraser University]
8. Österman, M. (2012). Beyond branding: Communicating authors in the Swedish publishing industry [Master's thesis, Lund University].
9. Ramezani, Y., Moussavi Neghabi, S. M., & Shariat, F. (2024). Branding of academic staff; components of the personal brand of faculty members. *Public Management Researches*, 17(65), pp. 167-198. <https://doi.org/10.22111/jmr.2024.46055.6035>
10. Reeder, R. R., Brierty, E. G., Reeder, B. H. (2004). *Industrial Marketing: Analysis, Planning, and Control* (p 15). Prentice-Hall of India
11. Royle, J., Cooper, L., & Stockdale, R. (1999). The use of branding by trade publishers: An investigation into marketing the book as a brand name product. *Publishing Research Quarterly*, 15(4), pp. 3-13.
12. Scheidt, S., Gelhard, C., & Henseler, J. (2020). Old practice, but young research field: A systematic bibliographic review of personal branding. *Frontiers in Psychology*, 11, Article 559500. <https://doi.org/10.3389/fpsyg.2020.01809>
13. Sewall, G. (2005). Textbook publishing, Phi Delta Kappan, p 501
14. Thompson, J. B. (2005). Survival Strategies for Academic Publishing. *Publishing research quarterly*, 21(4).
15. Welagedara, M. C. (2024). Crafting Your Educational Identity: The Crucial Role of Personal Branding in Modern Pedagogy. Organized by The Department of English, NIE Sabaragamuwa and North Western RESCs, p.41.
16. World Intellectual Property Organisation. (2023) The Global Publishing Industry in 2022. p 9. Retrieved October 21, 2025 from <https://www.wipo.int/edocs/pubdocs/en/wipo-pub-1064-2023-2-en-the-global-publishing-industry-in-2022.pdf>.