# Generating Literature Review for a Research Paper

**Abstract**

Knowledge creation in the field of business research is increasing at an incredible rate while staying fragmented and multidisciplinary. This makes it difficult to stay current and at the forefront of research, as well as to analyse the aggregate data in a certain field of business research. This is why the literature review is more important than ever as a research approach. Traditional literature evaluations are frequently lacking in completeness and rigour, and are done haphazardly rather than according to a defined technique. As a result, issues regarding the quality and credibility of these sorts of evaluations might be raised. Despite the significance of doing systematic literature reviews (SLRs) for identifying research gaps in software engineering (SE) research, performing SLRs manually is a difficult, multi-stage, and time-consuming procedure. Conducting an SLR in accordance with the rules and practise in the SE domain necessitates a significant amount of work and skill. The goal of this SLR is to discover and categorise text-mining techniques and technologies that can aid in SLR operations. This research also looks at the use of text-mining (TM) methods to support SLR in the SE domain.

In today's world, sentiment analysis is the most popular research area in the Natural Language Processing field (NLP). The primary goal of this research topic is to identify the emotions and views of customers or users using text analysis. Despite the fact that several research studies have been conducted in this subject using various models, sentiment analysis is still regarded as a difficult problem with many conflicts to be resolved. Some of the existing difficulties are caused by slang terms, new accents, grammar and spelling errors, and so on. This research intends to conduct a literature review utilising various machine learning techniques and data sets. The current study of the literature tempts to survey roughly 20 contributions that cover various types of applications employed for sentimental analysis. The examination begins by highlighting the contributions of each work and observing the type of machine learning algorithms employed. Furthermore, the investigation focuses on determining the type of data used. Furthermore, the used environment and performance measures included in each study are reviewed, and the work is finished with appropriate research gaps and difficulties, which aids in identifying the non-saturated application for which sentimental analysis is most needed in future research.

**Chapter 1: Introduction**

A literature review examines published material in a certain topic area, and occasionally information in a specific subject area within a specific time period. A mature subject literature review tackles the need for a criticism of, and potential reconceptualization of, the topic's increasing and more diverse knowledge base as it continues to evolve. The second type of literature review focuses on novel or emerging subjects that might benefit from a comprehensive conceptualization and synthesis of the literature. Because these subjects are new and have not yet undergone a thorough examination of the literature, the review is more likely to result in an initial or preliminary conceptualization of the topic, such as a new model or framework.

There are various reasons for doing a literature review, including eliciting information for establishing policies and evidence-based care, as a stage in the research process, and as part of an academic evaluation. To many competent students, conducting a literature review looks to be a difficult endeavour. The most often asked questions vary from where to begin, how to choose a subject, and how many articles to include, to what a review of the literature entails (Cronin, et. al., 2008). A literature review can be as basic as a summary of the sources, but it generally follows an organisational structure and includes summary and synthesis. A summary is a recap of the source's key information, but a synthesis is a reorganisation or reshuffling of that material. It may provide a new interpretation of existing material or mix new and old interpretations.

* 1. Types of Literature Reviews:

A review article can include a literature review. A literature review, in this sense, is a scientific publication that offers current knowledge, including substantive results as well as theoretical and methodological contributions to a specific area. Secondary sources, such as literature reviews, do not report on fresh or unique experimental work. Such reviews, which are most typically linked with academic-oriented literature, can be found in academic journals and should not be mistaken with book reviews, which may also appear in the same magazine. Literature evaluations serve as the foundation for research in practically every academic discipline.

It is critical to consider knowledge in a specific topic as having three layers.

* The primary studies that researchers conduct and publish are the first.
* Second, there are reviews of those findings that summarise and propose additional interpretations based on the original investigations, frequently going beyond them.
* Third, there are informal impressions, conclusions, opinions, and interpretations that become part of the field's legend.

When writing a literature review, it is vital to notice that this third layer of knowledge is frequently referenced as "true," although having only a hazy relationship to the original studies and secondary literature reviews.

Given this, while literature reviews are intended to provide an overview and synthesis of relevant sources you have investigated, there are numerous techniques to doing so, depending on the sort of analysis behind your study.

Literature reviews are classified into three types: **evaluative, exploratory, and instrumental**. The systematic review, a fourth type, is frequently classed separately, but it is essentially a literature review focused on a research issue, attempting to discover, assess, choose, and synthesise all high-quality research data and arguments relevant to that subject. A meta-analysis is a systematic review that employs statistical tools to effectively aggregate data from all selected research in order to provide a more reliable result. Torraco (2016) offers a systematic review of the literature. The goal of an integrative literature review is to develop new knowledge about a topic by reviewing, critiquing, and synthesising the literature under consideration. Listed below are the types of Literature Review:

* + 1. Argumentative Review

This style explores literature selectively in order to support or disprove an already established argument, deeply rooted assumption, or philosophical problem in the literature. The goal is to create a body of literature that establishes a counter-argument. Given the value-laden nature of some social science studies [e.g., educational reform; immigration control], argumentative approaches to literature analysis can be a legitimate and valuable kind of discourse. However, when used to make summary claims like those found in systematic reviews, they can introduce bias difficulties.

* + 1. Integrative Review

Considered a type of study that integrates, examines, critiques, and synthesises representative literature on a topic in order to produce new frameworks and perspectives on the topic. All studies that address related or identical theories are included in the body of literature. In terms of clarity, rigour, and replication, a well-done integrative review satisfies the same standards as primary research.

* + 1. Historical Review

Few things stand apart from historical precedent. Historical reviews examine study over time, often beginning with the first time an issue, concept, theory, or phenomenon appeared in the literature and tracking its history within a discipline's scholarship. The goal is to situate research in a historical framework in order to demonstrate knowledge with innovative discoveries and to suggest possible future research areas.

* + 1. Methodological Review

A review is not always concerned with what someone said [content], but rather with how they stated it [method of analysis]. This approach provides a framework of understanding at various levels (theory, substantive fields, research approaches, and data collection and analysis techniques), allowing researchers to draw on a diverse range of knowledge ranging from the conceptual level to practical documents for use in fieldwork in the areas of ontological and epistemological consideration, quantitative and qualitative analysis.

* + 1. Systematic Review

This form contains an overview of existing evidence relevant to a clearly stated research issue, and it employs pre-specified and standardised processes to discover and critically appraise relevant research, as well as to collect, report, and analyse data from the studies included in the review. It usually focuses on a very particular empirical question, generally phrased in a cause-and-effect format, such as "How much does A contribute to B?"

* + 1. Theoretical Review

The goal of this form is to explore the corpus of theory that has gathered in relation to a topic, concept, theory, or phenomenon in a concrete manner. The theoretical literature review assists in determining what theories already exist, their relationships, the extent to which existing ideas have been studied, and the development of new hypotheses to be tested. This style is frequently used to demonstrate a lack of acceptable theories or to demonstrate that current theories are insufficient for understanding new or emergent research issues. The analytical unit can be a single theoretical concept or an entire theory or framework.

**Chapter 2: Literature Review**

A literature review might simply be a summary of relevant sources, but in the social sciences, a literature review usually follows an organisational structure and includes summary and synthesis, often within specified conceptual categories. A summary is a recap of the source's main material, whereas a synthesis is a re-organization, or reshuffling, of that information to inform how you intend to examine a research problem. A literature review's analytical features may include:

* Provide a new interpretation of existing information or blend new and old interpretations,
* Follow the intellectual development of the field, including significant debates.
* Depending on the circumstances, assess the sources and advise the reader on the most pertinent or relevant research, or
* Identifying gaps in how a problem has been researched to date is usually done at the end of a literature study.

A literature review is a summary of previously published works on a certain topic. An entire scholarly document or a piece of a scholarly work, such as a book or an essay, might be referred to by the term. In any case, the purpose of a literature review is to give the researcher/author and the audience with an overall picture of the available information on the issue under consideration. A competent literature evaluation can guarantee that a legitimate research topic was addressed and that a proper theoretical framework and/or research methodology was adopted. In other words, a literature review places the current work within the context of the relevant literature and provides perspective for the reader. In such cases, the review normally comes before the work's methods and outcomes sections.

A literature review is frequently required as part of graduate and post-graduate student work, such as the writing of a thesis, dissertation, or journal article. A review of the literature is also frequent in a research proposal or prospectus (the document that is approved before a student formally begins a dissertation or thesis).

A review article can include a literature review. A literature review, in this sense, is a scientific publication that offers current knowledge, including substantive results as well as theoretical and methodological contributions to a specific area. Secondary sources, such as literature reviews, do not report on fresh or unique experimental work. Such reviews, which are most typically linked with academic-oriented literature, can be found in academic journals and should not be mistaken with book reviews, which may also appear in the same magazine. Literature evaluations serve as the foundation for research in practically every academic discipline.

Although some initial reports referenced in the literature are vocal, the great majority of reports are written documents. Scholarly work might be empirical, theoretical, critical analytic, or methodological in nature. Second, a literature review attempts to characterise, summarise, assess, clarify, and/or incorporate the content of original reports (Cooper, 1988). A literature review is an objective, thorough summary and critical analysis of the available research and non-research literature on the topic under consideration (Hart, 1998; Cronin, et al., 2008). Its objective is to bring the reader up to date with current literature on a topic and serve as the foundation for another goal, such as justifying future study in the field. A competent literature review collects information about a certain topic from a variety of sources. It's well-written and has little, if any, personal biases. It should include a clear search and selection approach (Carnwell and Daly, 2001; Cronin, et al., 2008).

A literature review is not the same as an academic research report. The major goal of an academic research paper is to establish a fresh argument, and a literature review will be included as one of its elements. In a research paper, you use the literature as a foundation and support for a new insight that you offer. A literature review, on the other hand, seeks to summarise and synthesise the arguments and ideas of others without making new additions.

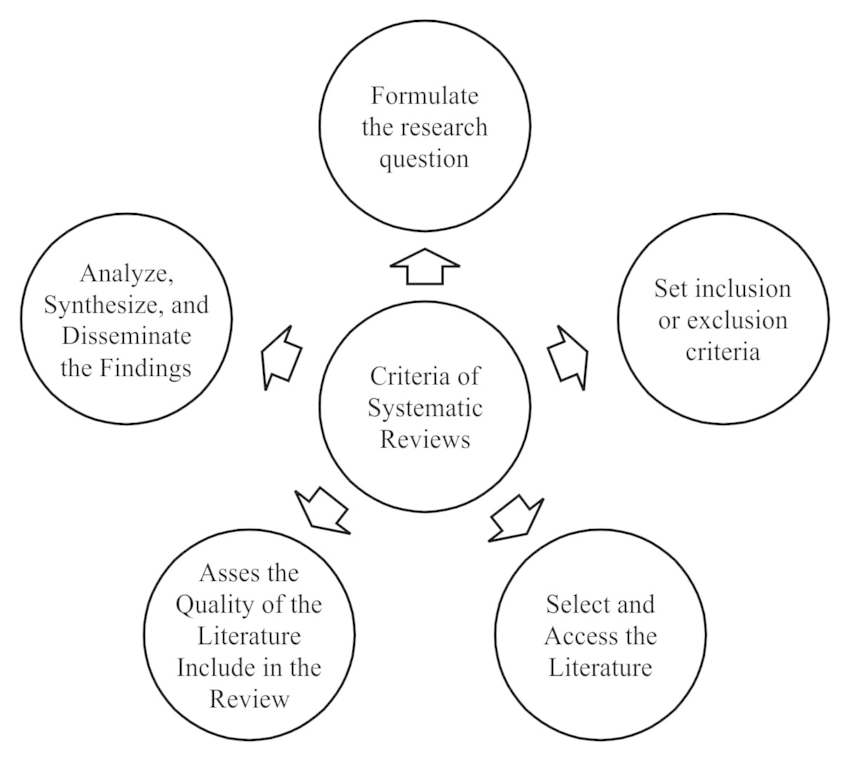
The great majority of literature reviews are part of a primary research article that serves as the theoretical underpinning for the main study that is the focus of the article. Fink (2005) offers numerous uses for literature reviews in this role. A literature review serves as the foundation for the rest of an academic article. It describes the content and quality of existing knowledge and easily conveys to the reader the significance of prior work (Okoli & Schabram, 2010). As an academic document, the review cannot merely regurgitate the subject matter; rather, it must contribute to the work by synthesising the available material and delivering a scientific critique of theory (Okoli & Schabram, 2010).

* 1. Systematic Literature Review

What exactly is it, and when should we employ it? Systematic reviews were first created in medical science as a means to consolidate study findings in a systematic, transparent, and reproducible manner, and they have come to be known as the gold standard among reviews (Davis et al., 2014). Despite all of its advantages, this strategy has not been widely used in business research, although its popularity is growing (e.g., Snyder, Witell, Gustafsson, Fombelle, & Kristensson, 2016; Verlegh & Steenkamp, 1999; Witell, Snyder, Gustafsson, Fombelle, & Kristensson, 2016). A systematic review is a research method and procedure for discovering and critically evaluating relevant research, as well as gathering and analysing data from that study (Liberati et al., 2009). A systematic review's goal is to find all empirical data that meets the pre-specified inclusion criteria to answer a specific research question or hypothesis. Bias can be reduced by utilising explicit and methodical processes when assessing papers and all relevant material, resulting in accurate findings from which conclusions can be derived and decisions taken (Moher et al., 2009).

Before doing a literature evaluation, Beecroft et al. (2006) contend that a suitably focused research question is required. It can also help refine or focus a wide research subject and is effective for both topic selection and topic refinement. It can also be useful in the development of conceptual or theoretical frameworks (Coughlan, et al, 2007; Cronnin, et al, 2008).

According to Parahoo (2006), a systematic review should include the time span in which the literature was chosen, as well as the methodologies utilised to analyse and synthesise the findings of the research in question. The reviewer must present the precise criteria used to: (a) formulate the research question; (b) set inclusion or exclusion criteria; (c) select and access the literature; (d) assess the quality of the literature included in the review; and (e) analyse, synthesise, and disseminate the findings in order for the reader to assess the reliability and validity of the review.



*Criteria used to systematic review*

What is a systematic review's potential contribution? Conducting a systematic review has various advantages and potential contributions. For example, we can establish whether an impact is consistent across trials and what additional studies are needed to demonstrate the effect. Techniques can also be used to determine which study-level or sample variables have an effect on the phenomenon being examined, such as whether studies conducted in one cultural setting produce significantly different results than studies conducted in others (Davis et al., 2014).

**Chapter 3: Problem Statement**

Prior, relevant literature should be considered for all research fields and projects. When reading an article, regardless of discipline, the author begins by discussing past research to map and appraise the research area in order to motivate the study's goal and justify the research question and hypotheses. This is known as the "literature review," "theoretical foundation," or "research backdrop." However, in order for a literature review to become a proper research methodology, like with any other research, necessary procedures must be taken and action must be made to ensure the review is accurate, precise, and trustworthy. The value of analytic review, like the worth of any research, is determined by what was done, what was discovered, and the clarity of reporting (Moher et al., 2009). The researcher can employ a variety of methodologies, standards, and guidelines designed specifically for performing a literature review, depending on the goal of the review. So, when is a literature review appropriate as a research method?

A literature review may be the greatest methodological instrument for providing answers to a number of research issues. Reviews, for example, are beneficial when a researcher wants to analyse theory or evidence in a certain area, or to investigate the validity or accuracy of a particular theory or rival hypotheses (Tranfield et al., 2003). This strategy can be restricted, such as looking into the influence of the relationship between two specific variables, or wide, such as looking into the collective data in a certain research topic. Furthermore, literature reviews are beneficial when the goal is to present an overview of a certain issue or research challenge. This form of literature evaluation is typically conducted to assess the level of knowledge on a certain topic. It can be used to generate research agendas, identify research gaps, or simply discuss a certain topic. If the goal is to engage in theory development, literature reviews can also be valuable (Baumeister & Leary,1997; Torraco, 2005). In these circumstances, a literature review serves as the foundation for developing a new conceptual model or theory, and it can be useful when attempting to track the evolution of a certain research subject across time. However, it is vital to note that the strategy that should be employed will differ based on the purpose of the literature review.

**Chapter 4: Objective of Study**

There are several existing guidelines for doing literature reviews. Depending on the methods required to meet the review's purpose, all types can be useful and appropriate to achieve a certain goal. Depending on the stage of the review, these approaches can be qualitative, quantitative, or hybrid. Three major sorts of commonly utilised procedures will be detailed below. The following main kinds will be presented and discussed: systematic review, semi-systematic review, and integrative review. Under the correct conditions, any of these review procedures can be quite beneficial in answering a specific research issue.

However, there are numerous additional types of literature reviews, and parts from other methodologies are frequently blended. Because these methodologies are so diverse, it's worth noting that they could need to be tweaked for a specific study topic. For all research disciplines and projects, prior, relevant literature must be taken into account. When reading an article, the author begins by discussing past research to map and analyse the research area, inspire the study's goal, and justify the research question and hypotheses, regardless of discipline. This is known as the "literature review," "theoretical framework," or "research backdrop" in general. However, in order for a literature review to become a competent research methodology, the same processes must be followed and action done as with any other research to ensure the review is accurate, precise, and trustworthy. The usefulness of an academic review, like all research, is determined by what was done, what was discovered, and the clarity with which it was reported (Moher et al., 2009). The researcher can employ a variety of methodologies, standards, and guidelines designed specifically for performing a literature review, depending on the goal of the review. A literature review may be the most effective methodological instrument for answering a variety of research problems. Reviews are beneficial when a researcher wants to analyse theory or evidence in a certain area, or examine the validity or accuracy of a particular theory or rival ideas, for example (Tranfield et al., 2003). This strategy can be focused, such as looking into the influence of the relationship between two specific variables, or it can be wide, such as looking into the body of data in a certain field of study.

A literature review is an objective, comprehensive synthesis and critical study of all relevant research and non-research literature on the issue under consideration (Hart, 1998; Cronin, et al., 2008). Its objective is to keep the reader up to speed on current literature on a topic and to serve as the foundation for another goal, such as justifying future study in the field. A competent literature review collects information about a topic from a variety of sources. It's well-written and doesn't have many, if any, personal prejudices. It should have a well-defined search and selection method (Carnwell and Daly, 2001; Cronin, et al., 2008).

**Chapter 5: Project Methodology**

Regardless of the method used to perform the literature review, there are a number of processes and decisions that must be made in order to produce a review that meets the requirements for publishing (for specific considerations in respect to each phase). The essential stages and important choices involved in doing a literature review will be proposed and addressed in the following sections, which are divided into four phases: (1) designing the review, (2) conducting the review, (3) analysis, and (4) writing up the review. This process is a synthesis of and influenced by different standards and principles recommended for literature reviews, and it was established based on actual experience (e.g., Liberati et al., 2009; Tranfield et al., 2003; Wong et al., 2013).

The remainder of this article focuses on the stages needed in doing a traditional or narrative review of the literature, due to the specific processes involved in systematic reviews, meta-analysis, and meta-synthesis. According to Cronin et al. (2008), the first stage is to determine the topic of the literature review. This may have already been decided by the researcher conducting a quantitative investigation. This will, however, be the initial step for someone conducting a non-research-based literature review.

5.1 Choosing a review topic

The first and frequently most difficult aspect in producing a review of literature is deciding on a topic (Timmins and McCabe, 2005; Cronin, et al, 2008). The process is frequently made more difficult by a lack of knowledge in the subject area. Here are some pointers to help you choose a topic more quickly. First, go through your textbook to discover general areas of interest in the discipline. Second, read the chapters related to the themes you've chosen to gain a better understanding of the language (important words), primary investigators, and issues or debates in the field. Third, speaking with others, such as experts, or reading about a topic can assist identify which aspects of the subject the reviewer is interested in, as well as how much information is available on the subject (Timmins and McCabe, 2005). After deciding on a topic, the following step is to go to the library and look for journal articles published in the area. Find article titles for relevant themes using key phrases; abstracts are sometimes supplied for the reader's convenience. Abstracts can be time-saving tools since they help to separate relevant, related literature from unconnected, peripheral pieces.

According to Cronin (2008), having enough literature is also vital, especially when the review is an academic project. Because these academic activities frequently have tight deadlines, having enough literature is essential for completing the review and submitting it on time. The word limit for literature evaluations that are part of academic homework is usually carefully enforced, and it is critical to stick to it. Topics that are too broad will result in either excessively long or shallow evaluations. As a general guideline, it's better to start with a restricted and concentrated issue and then widen the scope of the review as needed. Cutting information successfully is significantly more challenging, especially when time is limited.

5.2 Finding and selecting relevant articles

After you've decided on a topic, the next step is to find relevant and related material in an organised manner. A methodical approach is thought to be the most likely to provide a review that will be useful in informing practise (Hek and Langton, 2000; Cronin et al, 2008). Reviewers should examine comprehensiveness and relevancy, according to Newell and Burnard (2006), and the more specific the topic or query being searched, the more focused the result will be (Cronin et al, 2008).

Theoretical presentations, review articles, and empirical research papers are the types of articles that are chosen for a good survey of literature. One technique for commencing a literature review is to select the work of a single researcher. If you provide contradictory theoretical viewpoints and data alongside the position or prediction that you support in your research, your presentation will be more compelling. You should select several researchers' works that have contributed to the body of knowledge in a certain field. Attempt to delete (or explain away) articles that employ flawed methodology or reasoning to justify their conclusions.

Computers and electronic databases are now the most frequent tools for doing literature searches. Computer databases provide access to large amounts of data that can be retrieved much more readily and quickly than a human search (Younger, 2004). There is a plethora of electronic databases available, many of which specialise in specialised disciplines of knowledge. As a result, it's critical to figure out which databases are relevant to the subject (Cronin et al, 2008). Existing literature studies and systematic reviews can also provide useful information. They can provide a good overview of previous research, allowing the relevance to the current project to be established (Cronin et al, 2008).

When conducting a literature search, Cronin et al. (2008) suggest that specifying the type of source is critical in evaluating whether a publication should be included in your review. It is critical to keep track of the keywords and procedures used in conducting the literature search because these will need to be recognised later when reporting how the search was completed (Timmins and McCabe, 2005).

When possible, it is always preferable to consult primary sources. Articles published in respectable publications are commonly used as primary sources in science. Journals are generally thought to be more up-to-date than books as sources of knowledge (Cronin, et al, 2008). Textbooks and review articles are examples of secondary sources, as are descriptions or summaries written by anyone other than the original researcher. Secondary sources, like your literature review, do not contain fresh information.

*Table 1: Project Methodology*

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| --- | --- |
| **Source** | **Definitions** |
| Primary source | Usually a report by the original researchers of a study |
| Secondary source | Description or summary by somebody other than the original researcher, e.g. a review article |
| Conceptual/ theoretical | Papers concerned with description or analysis of theories or concepts associated with the topic |
| Anecdotal/ opinion | Views or opinions about the subject that are not research, review or theoretical in nature |

*Source: Cronin et. al. (2008) p. 41*

5.3 Analysing and synthesising the research

You're ready to evaluate each article (break it down and determine the relevant information in it) and then synthesise the collection of articles after you've collected the articles you want to use in your literature review (integrate them and identify the conclusions that can be drawn from the articles as a group).

To begin, it's a good idea to browse over the articles that have been gathered to get a sense of what they're about. The majority of published articles provide a summary or abstract at the beginning of the publication, which will aid in this process and allow you to decide whether it is worth reading further or including. At this point, it may also be beneficial to conduct an initial classification and grouping of the articles based on the type of source (Cronin, et al, 2008).

A variety of tools are available to assist us in analysing and synthesising our key sources. Using a synthesis matrix to organise and integrate the sources in your literature review not only acts as the foundation of your study, but it also contributes to the debate in your field and builds your credibility as a scholar. A matrix can be structured in an infinite number of ways (Sally, 2013).

5.4 Writing the review in a systematic manner

The major goal of arranging your literature review is to help your reader comprehend why the type of literature review or research paper that you propose or have done is necessary. The ability to present the findings in such a way that they illustrate your knowledge in a clear and consistent manner is the key to a good literature review or research report (Cronin, et al, 2008).

The opening and end of your review of the literature should demonstrate how your research project will contribute to the ongoing discussion: highlight significant terminology and concepts, and explain how your research will address unanswered questions in others' work. You can also predict the direction of the next section/ chapter by outlining the format of the review itself — by previewing in the introduction or reviewing in the conclusion.

**Chapter 6: Business Understanding**

This changing environmental setting, as well as the complexities of firm level resources as a result of global markets, is driving research toward a deeper understanding of the firm level resources and activities required to handle such problems (Foss, 1997). The emphasis on developing the core activity set as a source of competitive advantage has resulted in the evolution of the strategic management literature from value chain analysis ( Porter, 1985, 1996) to resource-based view (RBV) (Penrose, 1959; Wernerfelt, 1984; Barney, 2001; Grant, 1991; Peteraf, 1993; Rumelt, 1997) to business model view (Penrose, 1959; Wernerfelt, 1984; Barney, 2001; Grant, 1991; Peteraf (Timm ers, 1998; Amit other Zott, 2001; Afuah and Tucci, 2003; easterwalder and Pigneur, 2010).

The importance of the internet and e-business technologies in producing new types of transactions throughout the 1990s is credited with the introduction of the business model concept and language into the literature (Timmers, 1998). During the 1990s e-commerce boom, the term "business model" sprang to prominence. Managers, academics, and journalists have all adopted the phrase "business model" to refer to everything and everything relevant to the "new economy," which is driven by information and communication technology. However, the dotcom bust in the late 1990s has resulted in a significant decline in semi-formed conception of the business model theme. The failure of dotcoms is connected with the ambiguity of the business model, which “seems to allude to a hazy notion of how a firm does business and produces revenue” (Porter, 2001). This suggests that the business model topic does not have a clear definition in management literature (Old other Zimmermann, 2001). The business model language has been used by scholars and practitioners to define the overall structure and other activities necessary to accomplish a strategic objective.

According to Chesbrough (2007), a business model is a mix of identifying the value offering, defining the target group, establishing the value-cha framework for value generation and delivery, identifying the cost and revenue streams, and formalising the position and competitive strategy. According to Osterwalder and Pigneur (2010), a business model is a blueprint for a strategy that will be implemented through organisational structures, procedures, and systems. The reason for how a company generates, distributes, and collects value is described by its business model.

The logic of the business model has been established from several perspectives. Combination of product, service, and information flows (Timmers, 1998); integration of content, structure, and governance (Amit and Shaggy, 2001); mediate or between a technology and economic value creation (Chesbrough and Rosenblo om, 2002); mix of narrative (“How does enterprise do business?”) and numbers (cost, revenue, profit, and loss) (Magretta, 2002); a mix of 'who,' 'what,' 'where,' 'when,' 'why,' 'how,' and 'how much' (Mitchell and Coles,2004a, 2004b); a strategic decision for value creation and capture (Shafer et al., 2005); and a design for value generation, delivery, and capture (Teece, 2010).

The conviction and interest in business model idea has increased rapidly among scholars and practitioners during the decade (2000-2010), both operationally and strategically. The operational perspective of the company model focuses on the logic of value generation and capture, whereas the strategic perspective of business model considers the feasibility and sustainability of value creation and capture in the future (Morris et al., 2005).

One of the main drivers for the recognition of strategic business model innovation is the rising demand for and prospective business prospects in emerging nations, which form a vast untapped market seeking fundamental solutions at the BoP. The goal of this essay is to inspire critical reflection toward the viability of theoretical foundation of the business model idea based on a complete evaluation of the current academic literature on the subject.

The following sections make up the article's structure. The next section examines the literature on business models in terms of key research areas such as definition; components, configuration, and typologies; relationship with strategy; business model innovation; business models in emerging markets, theoretical dimensions; and others such as metrics, organisational structure, and leadership. The next parts are devoted to the research's implications and findings.

**Chapter 7: Data Understanding**

Regardless of the method utilised to perform the literature review, a number of procedures and decisions must be undertaken in order to produce a review that fulfils the standards for publishing. The fundamental procedures and significant decisions involved in doing a literature review will be proposed and addressed in the following sections, which are divided into four phases: (1) planning the review, (2) conducting the review, (3) analysis, and (4) writing up the review. This approach is a synthesis of and influenced by many standards and principles given for literature reviews, and it was built based on actual experience (e.g., Liberati et al., 2009; Tranfield et al., 2003; Wong et al., 2013).

7.1 Plan the review

The first issue to consider is why this evaluation is being done. Is it really necessary to conduct a literature study in this field? If that's the case, what kind of literature review would be the most beneficial and useful? When choosing on a topic, it's also important to think about who will be most interested in the review. This is an important topic since it decides whether the review will be published and how much of an influence it will have on the scientific community. Because doing a literature study is time-consuming, the topic should be one that both the author and the reader are interested in. As a result, scanning the area as a first step is a good idea to account for other literature reviews that already exist, to assess the number of research studies that must be assessed, and to help formulate and clearly define the purpose, scope, and specific research question the review will address. These are significant acts since they will aid in determining which strategy is most suited. For example, if the review's goal is to synthesise or evaluate a wide field of study, or perhaps multiple research fields, a rigorous systematic review technique may not be appropriate or even practicable. A narrative or integrated review method, on the other hand, might be preferred. Similarly, if the goal of the review is to explore and synthesise evidence of the influence of a single component, an integrative review is not reliable; instead, a systematic review technique should be utilised. The remainder of the evaluation should then be guided by the stated goal. A search strategy for discovering relevant literature must be created when the research topic has been identified and an overall review method has been evaluated.

This involves choosing on search keywords and databases to use, as well as inclusion and exclusion criteria. A number of critical decisions must be taken here, which will ultimately affect the quality and rigour of the review. Search keywords are words or phrases that are used to find relevant articles, publications, and reports. These keywords should be based on words and concepts linked to the study issue. These search keywords might be wide or limited, depending on the purpose of the review and the research topic.

Importantly, it may be good to explore adding additional constraints. Because virtually all first literature searches return a large number of articles, a technique is required to determine which are truly relevant. The review's inclusion criteria should be driven by the research question chosen. Year of publication, language of the paper, kind of article (such as conceptual, randomised controlled trial, etc.), and journal are all criteria that can be examined and are often utilised. One of the most essential phases in doing your review in terms of study quality is deciding on inclusion and exclusion criteria. However, it is critical to emphasise the need of providing reasons and openness for all decisions taken; there must be logical and valid motivations. This is significant because, regardless of approach, the quality of the literature is determined by, among other things, what literature is included and how it was chosen (Tranfield et al., 2003; Wong et al., 2013). A study might end up with completely diverse responses and conclusions to the identical research topic depending on these selections. For example, limiting your search to certain journals, years, or even search phrases might result in a severely faulty or biased sample and omitting research that would have been relevant to your case or even contradict other findings. You can also make incorrect assumptions about gaps in the literature, or, more seriously, give fake proof of a specific impact. The writers must be explicit in a way that allows the reader to understand how the literature was found, evaluated, synthesised, and presented, thus a practical method is to write down all decisions to promote transparency. This should be done thoroughly and before doing the review.

7.2 Administering the review

It is time to begin performing the real review after agreeing on the goal, particular research questions, and strategy. A pilot test of the review method and protocol is appropriate while performing the review. The procedure may be fine-tuned before executing the major evaluation by testing the search keywords and inclusion criteria on a smaller sample. Before picking the final sample, it is usual to alter the method several times. It should be mentioned that it is preferable to employ two reviewers to pick articles in order to guarantee the quality and dependability of the search procedure. Depending on the nature and scope of the individual review, the sample might be chosen in a variety of ways. Different techniques will be applicable depending on the number of articles produced. Reviewers, for example, may read each item of literature that emerges in the search in its entirety; this is a very valuable, but time-consuming, technique. Another approach is to concentrate on the study technique or findings, and a third is to do the review in phases, first reading abstracts and selecting picks, and then reading full-text publications before making the final decision. Once this is completed and the initial articles (or other relevant material) have been gathered, the texts should be thoroughly reviewed to verify they fulfil the inclusion criteria. In addition, references in the selected papers can be examined to find other publications that may be related (however, this is not appropriate when using the systematic review method as this requires a stricter protocol). During this period, the procedure of adding and rejecting individual items should be meticulously documented.

7.3 Analysis

Following the completion of the literature review and selection of a final sample, it is critical to determine how the articles will be utilised to undertake an acceptable analysis. That is, after a final sample has been chosen, a consistent method of extracting relevant information from each article should be employed. Data can be abstracted in the form of descriptive information, such as authors, years of publication, topic or kind of study, or impacts and findings. It can also take the shape of conceptualizations of a certain notion or theoretical viewpoint. Importantly, this should be done in accordance with the individual review's aim and research topic, and the format will differ. It is critical to consider educating the reviewers to avoid any discrepancies in coding and abstraction (if there are more than one) and closely monitoring the data abstraction during the review process to ensure quality and dependability. If the goal is to publish in an academic publication, a comprehensive description of the procedure or a measure of dependability among reviewers is sometimes required. When the information of interest is, for example, population, effect size, or sample size, this is sometimes simple. It gets more difficult, however, when the information of relevance includes themes in literature, viewpoints, or presenting a historical timeline.

**Chapter 8: Data Preparation**

**Chapter 9: Data Modelling**

**Chapter 10: Data Evaluation**

**Chapter 11: Deployment**

**Chapter 12: Analysis and Result**

**Chapter 13: Conclusions and Future Scope**

Literature reviews serve as a vital basis for all sorts of research. They can serve as a foundation for knowledge growth, produce policy and practise recommendations, offer proof of an effect, and, if effectively performed, have the potential to generate new ideas and directions for a certain subject. As so, they provide the foundation for future study and theory. However, both performing and assessing a literature review may be difficult, which is why this paper provides some basic suggestions on how to conduct better, more thorough literature reviews and, in the long run, simply better research. It will be much easier to identify actual research gaps rather than simply repeating the same research, to develop better and more precise hypotheses and research questions, and, as a result, to improve the quality of research as a community, if there is certainty that the research is built on great accuracy.

This article provided a thorough guide to creating a systematic literature review. This guide provides a step-by-step strategy to carrying out the rigorous, scientific process of a systematic literature review. While worded broadly enough to be applicable to a wide range of subjects, it is especially relevant to social sciences and management.

Whether the method is qualitative or quantitative will frequently determine when and how it is implemented. Depending on the reasons for doing the study and the general goals and objectives of the research, several forms of literature reviews may be employed.

A literature review might be thorough or selective, but it should look at seminal or major works as well as those that have had an impact on the area. The breadth of a literature review will differ depending on the task and field. The literature review might be part of a bigger work or a stand-alone piece, which means it is the whole study. The literature review may be included as part of the introduction or as a distinct portion of a thesis, dissertation, or research report that establishes the background for the author's unique study. Writing a review of the literature is a talent that must be honed. Students and researchers may participate in improving knowledge via evidence-based practise by conducting them.

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