

Reflection on writing a literature review

1. Introduction

A literature review can be defined as the efficient understanding of an existing document (both accepted for publication and unpublished) on the subject that reveal details, concepts, information, and proof authored from sensible conclusions to satisfy certain objectives or communicate certain ideas about the nature of the topic and how it is to be explored, and the collection of these publications in relation to the proposed studies (Hart, 1998: 13)

It is important to undertake a literature review because a research need wider context when he finds a problem he want to investigate for the research. The study, on the other side, is a small piece in a large puzzle piece; it does not exist in a vacuum. It is based on past efforts, and he will participate to an ongoing narrative or debate. As a consequence, the reader should be aware of the entire puzzle piece, not just the shade and pattern of your specific piece. He needs to reframe the work in a review of the literature by presenting the bigger context that offers the foundation and creates the room or gaps for the research.

The literature review's objective is to find the research endeavour, establish its framework or backdrop, and provide perspective into past work. (Blaxter and colleagues, 2010: 124) [A literature review] should show... a thorough understanding of the subject's theoretical framework for this study. Phillips and Pugh (2010), p. 64 [A writer] collects and summarise the important themes, problems, findings, and research methodologies that arise from a critical analysis of the readings in a literature review. (Nunan, 1992: 217) [The literature review should have been] a reasonable argument that leads to the presentation of a suggested research project.

This reflexion will look at tactics for conducting successful literature review and techniques for studying' il will explore the purpose, the content on how to conduct a as well as the objective and techniques of doing a systematic literature review.

2. Purposes of the literature review

The literature review should present the purposes of the research, the historical background, showing what probably took place in a historical context; the contemporary context which is the discussion of the current context in which the work is located in chosen field debates and the trajectory of current and continuing research.

This part of the literature review will be clearly connected to the discussion of the importance of project. It is critical to present and explain any ideas and notions that the project wants to use to drive the research and help make meaning of the findings in the literature review. The researcher should describe how he interpret such theories and concepts. This can be done by first comparing and contrasting how many others have debated and described concepts and theories, and then expressing his own position. It's possible that as a researcher, you will utilize the terminology in the research that has been developed and utilized in various manners by other researchers in the area.

This language is likely to also include terms for theories and concepts like those mentioned in the previous article,

It is essential that a researcher do not presume that all of the words and phrases he include have the same meanings.

As a consequence, a researcher must educate the audience about the different ways a term has been described and understood, as well as how he intend to be using the term.

It is critical to demonstrate that you have a solid knowledge in the field and that the assessment of the literature is not a "laundry list" of past studies (Rudestam and Newton, 2007: 62).

3. Sources and search techniques

a literature search is a systematic and thorough search of all sorts of published literature in order to find as many articles as feasible that are pertinent to a certain issue,' says Sarah Gash (1999: 1).

It is an important aspect of the research approach since it serves as the foundation for the reading and, later, the written literature review that emerges in the thesis or dissertation.

When performing research, a researcher will not be confined to a single sort of journal or source of information, but will want to look into the entire range of possible sources like Books, textbooks, journal articles, published field literature reviews, theses and dissertations, reports, and web sites are the most prevalent sources

4. Structure of literature review

Wellington et al. (2005) stress the importance of reviewing the study questions or research topic on a regular basis in order to better determine and adapt what or how much the researcher read in relation to the research subject.

The ongoing, cycle, and interconnected processes that all lead to the review of the literature are depicted in Figure 1.

All other activities, such as creating study questions and explaining the research problem, are influenced and influenced by the literature search and studying, providing inspiration for the writings.

As a result of writing, a researcher will be able to discover and explain the ideas, as well as refine the focus of the research and the substance of your study.

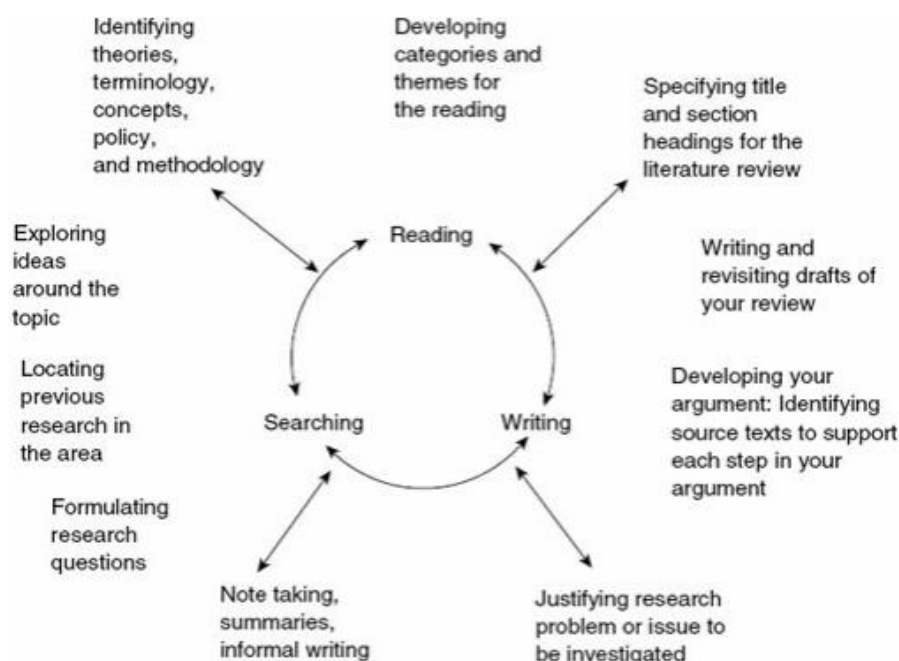


Figure 1 The literature review process (Ridley, 2010)

It is strongly advised that the researcher includes the following in the more traditional and still more common practise of writing the literature review in one or more independent paragraphs:

- a) An introduction that describes how the study is structured;
- b) Headings and sub-headings that serve as a road map for the many strands of the argument.
- c) A conclusion that summarises the main points.

5. Approaches to a literature review

Systematic review

The goal of a systematic review is to find the solution to a well-defined and particular query that is formed before reading books (Petticrew & Roberts, 2006).

Even though some qualitative data may be included in a systematic review, the vast majority of studies are quantitative and depend on statistical information (Gough, Oliver, & Thomas, 2012; Higgins & Green, 2008).

Traditional–Narrative

This method of review is still popular with students and scholars in the social scientists and education (Jesson et al., 2011).

Conventional story reviews incorporate research methods, qualitative, quantitative, and theoretical studies from a number of academic disciplines.

The examiner collects a wide range of relevant literature on the subject.

The reviewer collects a wide range of literature on the subject and summarise it into a cohesive analysis that emphasizes the main issues, developments, complexity, and conflicts at its heart (Jesson et al., 2011).

Phenomenological–HermeneuticReview

As a theory for understanding the meaning of text and as a method for interpreting scholarly writing, hermeneutic–phenomenological review relies on interpretive and phenomenology philosophies (Boell & Cecez-Kecmanovic, 2010, 2014).

The material is seen as a chance for a "interactional relationship" rather than a presentation of official truth (Van Manen, 1990, p. 76).

This is a debate among scholars and intellectuals, and the writer of the review is a player who is seeking answers and bringing out problematic assumptions.

The objective of a review of the literature, according to Smythe and Spence (2012), is to get writers and editors thinking.

	Systematic review	Traditional narrative review	Hermeneutic–phenomenological review
General description	- Scientific, highly structured, and protocol driven - Claims to be unbiased, rigorous, and replicable	- Draws from a variety of academic disciplines - Includes diverse research methods	- Explores creatively the meaning of text - Perceives the review as a conversation among thinkers and researchers, as well as the review writer
Purpose	- Aims to answer a well-focused and specific question that is formulated prior to undertaking the library search - Tests a hypothesis through appraisal and synthesis of empirical evidence in individual studies	- Offers a comprehensive background of a topic - Critically summarizes theories, studies, and methods used in existing research - Provides a rationale for the research to be undertaken	- Provokes the writer's and readers' thinking - Aims at viewing the texts afresh and finds new meanings
Review's questions	- Questions formulated prior to undertaking the research - The focus is on testing theories and hypotheses about causality and outcomes	- Questions evolve or reformulate during the review process - Questions that guide the review are often broad	- Questions are expected to be refined or change their focus with the writer's immersion in the texts - Questions are broad and often conceptual or philosophical
Writer's role	Writer is neutral and objective in order to minimize bias and error	- Writer does not assume an objective stance - At times, this approach is criticized for being biased because criteria for selection of sources are not offered	- Writer is aware that engagement with the text lacks objectivity - Writer acknowledges that personal experiences are projected into the meanings found in the texts
Preferred sources	Most sources are quantitative and use statistical data, although a limited number of qualitative research studies may also be used	Includes both theoretical and empirical studies	Mostly theoretical and philosophical texts and qualitative studies; also works of art, poetry, and other forms of media
Search	Exhaustive and comprehensive search based on explicit and strict protocol	- The search may be extensive but does not attempt to locate all relevant literature - Criteria for search methods are seldom offered	Search for sources is not a linear process but recursive and circular

Figure 2 Comparison of Systematic, Traditional–Narrative, and Hermeneutic–Phenomenological Reviews

6. My choice of Systematic Evaluation

This review approach is interesting to me because it is a fundamental scientific process that allows me to see the "whole picture" in a certain field. It helps me to find, analyze, and summarise research findings in order to produce an overview of current information that can help with scientific proof practise.

A systematic review's goal is to provide a concise overview of all relevant research in response to a specific research issue, also often known as 'secondary research' (research on research), it makes use of all available research.

A systematic review is a review article done by a team of skilled staff that focuses on explicitly specified objectives and/or research questions.

It typically assessed the efficacy of a new intervention, but more lately it examines on broader questions and how and why an action works, its feasibility, context, and cost efficiency.

The objective is to compile research results from a range of disciplines on a single protocol or issue, which may then be utilised to create policy and skills in the field.

A clear search approach, inclusion and exclusion criteria for publications and studies picked from the search, a synthesis of data from the sources included, and extensive coding and analysis of the findings from all the research are all made transparent so that they can be replicated.

Stakeholders, such as legislators and service consumers, are likely to provide input during the process (the Campbell Collaboration; EPPI-Centre, 2007; Rutter et al., 2010; Jesson et al., 2011)

A LITERATURE REVIEW OF THE STUDY ON THE IMPACT OF LEADERSHIP STYLES ON EMPLOYEE COMMITMENT IN SMEs IN THE DEMOCRATIC REPUBLIC OF CONGO

1. Background of Leadership

Leadership studies are not a new concept, but rather an ancient practice. Leadership practices can be found in the ancient civilisations of Egypt and Rome. Leadership occurs widely among all people, regardless of background (Bass, 1981). Leadership has piqued the interest of scholars, military generals, politicians, and more casual observers from ancient times to the present. Leadership styles have been widely investigated, and leadership perspectives have been published and modified. Despite these efforts, the issue of leader behaviour remains uncertain (Gordon, 1982). Despite the fact that the term "leadership" has been used since the early nineteenth century (Stogdill, 1974), there is still a lack of a comprehensive method of evaluating the causality of successful leadership (Taylor and Rosenbach, 2004).

In fact, leadership has been specifically defined in nearly as many ways by leading researchers. Stogdill (1974) observed that there are as many various types of leadership as there are people who have tried to describe the concept. (p.7). The spread of leadership meanings is due mainly to the concept's ambiguity and complexity. Lassey (1976) characterised this complication by noticing that "there is no clear and obvious accord on the definition of Leadership in all situations." (p.15). Chemers (1997) constructed what he presumed to be a general term of leadership that would receive the attention of the majority of scholars and researchers in an attempt to settle the definitional disparity. According to Chemer's description, leadership is a social influence procedure in which one individual is able to seek the aid and assistance of others in the accomplishment of a common task.

1.1. Leadership in the Congolese context

Leadership perspectives in the DRC are unclear and ambiguous, oscillating between autonomous and 'dependence' perspectives of rulership, which can be classified into five approaches:

Authoritarian leadership mixed with group practices

Such authoritarianism reflects Niheer Dasandi's (2014) 'malevolent state', which is described by almost identical positions for bureaucrats and politicians, low autonomy for bureaucrats, and 'the use of the power structure by the power elite to obtain private fortune, as in Zaire (DRC) under Mobutu Sese Seko.' The common ground in 'belonging', on the other hand, suggests that authoritarian leadership reported in institutions may be balanced instead by 'shared leadership,' which is a method in which people in a given group presume joint effort and mutual influences for the mutual purpose (Nyamusenge, 2010).

Heroic-messianic leadership

Several Congolese believe in 'benevolence' leadership, as exemplified by Patrice E. Lumumba, Laurent D. Kabila, Jesus Christ, Nelson Mandela, Mahatma Gandhi, Mao Ze Dong, and Robert Mugabe, though Mugabe is frequently categorised on the opposing side due to Zimbabwe's macroeconomic degradation. Leaders are otherwise despised and turned down (Nyamusenge, 2010).

Leadership as an elder-masculine relationship

Other Congolese see leadership as a male and paternalistic value, with elders and men taking on the first positions. According to one proverb, 'women can never develop a town.' We also hear 'Mokolo se mokolo,' which translates to 'An elder is an elder' in Lingala. However, many impoverished Congolese households encourage young people of both genders to participate in economic activities at a young age, and thus bear the role of parental support. As a result, a new generation of young male and female leaders has surfaced all across the country, and we now see female managers in many organisations, though somewhat rarely as senior executives (Nyamusenge, 2010).

Leadership based on race contradicts Congolese authenticity claims

There is indeed a distinct 'white' perspective of power and authority. The 'white' individuals are generally perceived as rich and privileged, or as being in close proximity to the source of formal authority. They have easier access to and use of power, such as getting borrowed funds or government contracts, and they reside in the comfiest areas. (Nyamusenge, 2010).

Natural or divine leadership?

Leadership effectiveness in rural regions is based on the belief that each ruling family emanates its power from God. Then, any ruler is supplanted within the same family in accordance with local legislation and traditions. Kings are applauded or despised based on their proper behaviour (Nyamusenge, 2010).

These approaches of Congolese leadership have a direct effect on the population, who believe that there is a messiah who is supposed to come to save the country; therefore, they think that all the people in power are saviours; this mentality is also found in organisational setting, where an employee sees the leader or the manager as saviour. Like it will be demonstrated in the next phase of the project, that this mentality influence the style of leadership on employee performance; in a sense, an employee works in fear and is limited to expressing himself, whether it Unions movement or even during report meetings.

2. The Concept of Employee commitment

There is no single definition of employee organisational commitment in the literature. Employee commitment has been defined in various ways by researchers from various theoretical approaches. Buchanan (1974) noted that there is little agreement on the definition or evaluation of commitment. Morrow (1983) examined the commitment literature written since 1965 and discovered more than 25 employee commitment notions and measures. Morrow identified five distinct types of concepts and measures by grouping them: work commitment, the organisation, the job, the career, and the union. The current study was only interested in organisational commitment.

Workers face more uncertainty in their everyday routines and less work satisfaction in today's workplace (Bergmann, Lester, De Meuse and Grahn, 2000).

Suliman and Isles (2000) state that there are presently 3 major perspectives to comprehending and discovering organisational commitment. There are four dimensions: the attitudinal perspective, the behavioural perspective, and the multi-dimensional perspective. According to Mowday et al. (1979), many authors defined organisational commitment in terms of individual behaviour or an attitude point of view.

Alpander (1990) differentiated between attitude and behavior perspectives to commitment and explained how the two views perceive commitment completely differently. According to Alpander (1990), the former sees commitment as an inner representation, while the latter perceives it as the state of being tied to the organisation by personal stake. (p.53). According to Mowday et al. (1982), the two types have a recurring connection in which commitment attitudes contribute to committing behaviours, which in turn strengthen commitment attitudes. A significant aspect is that commitment has been regarded as a more active and effective attitude toward organisation from both perspectives all across the literature (Johnston et al., 1990). Employee commitment as an attitude is the focus of this study.

Porter and his colleagues' definition of organisational commitment is the relative quality of a person's identification and involvement in a specific organisation. This is the most commonly accepted attitudinal conceptualisation of organisational commitment (Mowday et al., 1979). They distinguish three types of employee commitment: (1) a deep conviction in and acceptance of the strategic direction of the organisation, (2) an eagerness to exhibit major effort on behalf of the business, and (3) a powerful purpose or willingness to stay in the organisation. Positive job perspectives, individual qualities, and work engagement are connected to commitment in this approach, while the results involve enhanced capacity, decreased absenteeism, and low employee turnover.

The second approach is associated to organisational commitment to employee behaviour (Suliman and Isles, 2000; Zangaro, 2001). Employee commitment, according to Becker (1960), is an ongoing connection with an organisation resulting in an employee's judgement after weighing the total cost of resigning. He highlights that this commitment occurs only after the employee realises the cost of ending his relationship with the organisation. In a similar manner, Kanter (1968) defined organisational commitment as a profit from continued involvement and a cost from leaving. Based on whether or not an employee wants to remain with the company, he or she manages to stand to profit or lose. Unlike the attitudinal approach, which applies the principle of commitment to clarify effectiveness and affiliation, the behavioural school utilises the notion of investments to clarify organisational commitment (Scholl, 1981).

The last approach is the multidimensional approach, which is still very much in early stages. It takes the position that organisational commitment is more complicated than emotional connection, perceived risks, or basic morality. According to this viewpoint, organisational commitment develops as a result of the interaction of all three factors. According to Suliman and Isles (2000), numerous studies have led to this new conception of organisational commitment. They praise Kelman (1958) with being the first to contribute to the multidimensional approach. When Elman linked adherence, recognition, and internalisation to attitudinal change, he laid the groundwork for the multidimensional approach. Etzioni (1961), cited by Zangaro (2001), defines organisational commitment in three dimensions: moral participation, calculative engagement, and alimentative willingness to participate, with each aspect indicating an individual's response to organisational capabilities.

3. SMEs environment in the Democratic Republic of Congo

Micro, Small, and Medium-sized Enterprises (MSMEs) control the Democratic Republic of the Congo (DRC) private industry and have the possibility to be the country's generator of employment growth. According to data from a report, companies 6 years and older make up approximately 60 percent of jobs in the DRC. Young companies hire more than 35% of all employees. Even so, important obstacles in the

DRC ecosystem hinder the above companies' establishment, economic expansion, and competitiveness (Worldbank, 2019).

Even though there are many different types of leadership, two images of them influence the articles on managing SMEs (Blake & Mouton, 1994): autocratic and democratic styles. The autocratic leadership is focused on life and professional success, with more corporate strategy comprehension and proactiveness. The female democratic style are more friendly, encouraging participation, able to share power and resources, motivating subordinates, galvanising connections, and bringing people together through an intuition-based problem-solving strategy.

4. History of Leadership Styles

The history of leadership theory began with an increasing focus on traits—the idea that the leader's personality makes all the difference. This method influenced research until the late 1940s. However, subsequent research has shown that traits may not always indicate leadership effectiveness, so investigators have changed their focus to the leader's behaviour or style. The Romans debated whether power or inspiration worked better as a source of motivation. Some Athenian commanders were opposed to risking a battle, claiming that the Athenian force was too small to succeed; others, including Miltiades, urged it.

For a time, it appeared that the more timid policy would be implemented. As many readings in Herodotus clearly state, freedom meant the power to rule over others for the triumphant aristocrats and plutocrats. This is when the Military persuaded Callimachus, the pole marcher, to cast the deciding vote in favour of engaging the enemy at Marathon, "... it is now in your hands, Callimachus," he said, "either to imprison Athenians, or to free her, and to leave a memory more glorious than even Harmodius and Aristogeiton left behind you for all coming generations... if we continue fighting, then this city of ours may well develop to pre-eminence amongst all of the urban centres of Greece."

Burns (1978) and Bass (1985) have linked these two concepts to the concept of Transformational Leadership, which was discovered in European academic articles over 2,000 years earlier. These abstractions, together with those of mental curiosity and individualised consideration (Bass, 1998), provide the core for a management style that, while apparently effective for the eight ancient Greeks, has been proposed as the best style to effect the radical changes required in twenty-first-century organisations. "Leadership is likely the most authored about societal issue of all time," Fisher (1985) writes (p.168), lamenting that it is still not well comprehended due to the complex nature, defined by the number of factors regarding the notion of leadership, variables that involve the entire sociological phenomena.

5. Three Traditional of Leadership Styles and limitations

5.1. Authoritarian

In this leadership style theory, the leader assigns tasks and deadlines to a team and helps build a strong emphasis on an objective. This style describes the manager who does not trust his employees, whom he considers complacent and unmotivated, and thus makes all judgements by forcing them to do their job exactly as he desires. Employees are then hesitant to engage in judgement (Tang, 2012). Thus, dialogue is one-way, from top to bottom, and this style has the benefit of allowing choices to be taken and quickly implemented (Rey, 2015). It can be annoying and hinders workers' commitment to organisational operations and aspiration.

5.2. Democratic leadership

Democratic decision-making includes staff members in making plans and judgement, often via official gathering of information and voting. It is based on the basis that the best way to promote people to give their all is to engage them in judgement and to care about their health by establishing a culture of trust in the group and promoting the personal development of staff by giving moral support. The main drawback of this style is the struggle in combining and harmonising all employees' aspirations.

5.3. Laissez-faire Leadership

Leaders who are laissez-faire avoid liability and judgement. Although such a form of leadership can be beneficial in many ways (for instance, with a team of scientists or university lecturers) (Sutermester, 1969; Williams, 1978), it was previously assumed that this form of leadership indicated a lack of leadership. As a result, this form of leadership was recognised as inadequate (Hartlog et al., 1997).

6. Latest Leadership Style Theories

6.1. Transactional and Transformational leadership Styles

According to Burns (1978), transactional leadership is a form of leadership that focuses on an exchange process between the leader and subordinate. This exchange, according to Burns, might take different financial, diplomatic, or mental forms. That kind of leadership, he asserts, does not offer both leaders and followers to continue pursuing higher aspirations.

Transactional concentrate, according to Bass (1990), on the explanation of the requirements of the project and the requirements of incentives. Transformational leaders communicate with their people in such a way that both the leader and the followers increase each other's productivity and confidence to greater levels (Burns, 1978). Bass (1985) enlarged on the concept of transactional and transformational leadership in *Leadership and Performance Beyond Expectations*. While Burns (1978) focused on the theory's implementation in diplomatic settings, Bass (1985) was worried about its implementation in business entities. Transformational leaders, according to Bass (1985), inspire followers to go far beyond what is expected.

Carlson and Perrewe (1995) highlighted that the major distinction between the Burns and Bass ideas of transformational leadership is that "Burns severely limits this form of leadership only to leaders who attract positive moral values." According to Bass, a transformational leader is someone who tends to increase devotion given the final influence on the follower. Despite, when transformational leadership is applied, organisational members pursue what is useful to the company rather than the whole one's own identity." (p.832)

6.2. Charismatic Leadership theory

Weber [39] defined charismatic leadership as "depending on devotion to an individual's exceptional sanctity, bravery, or exceptional character." In the same vein, Shamir et al. [40] mentioned how a charismatic leader must be aware of his or her multidimensional identity, which is important in this style of leadership. Empirical evidence has shown that charismatic leaders can lead to business innovative thinking based on their behaviour patterns and personalities [41]. According to some other studies, charismatic leaders typically influence their followers by establishing a promising and better future rather than creating displeasure with the current situation [42]. There is evidence that charismatic leadership can increase organisational commitment and energy.

Avolio et al. [44] demonstrated that charismatic leaders can elicit admiration, regard, devotion, and sincerity. Correspondingly, other studies have found a link between charismatic leadership and team performance as well as renewal [45]. Furthermore, there are strong indicators that charisma style alone is insufficient to generate innovation and business success [42]. According to a study conducted by Bossink [46], the failure to create innovation in the organisation was linked to the charismatic leader's inability to engage in broad knowledge representing a variety of disciplines and areas of expertise. He also bases this finding on a study of 2017 conducted that discovered charismatic leadership styles make it difficult to "absorb useful knowledge during the project."

6.3. Paternalistic leadership style

This defines a manager who has a compassionate and parental attitude toward his followers. This leader is concerned with the job at hand while also trying to care for their fellow human. He is kind to his employees but requires total obedience. This type of leader deals with every one of his subordinates separately and does not bargain with them. Although this leader meets the demands of his employees, he has the drawback of limiting their liberty (Blake & Mouton, 1994).

6.4. Situational leadership style

Investigation revealed that situations such as leader and subordinate qualities, task character, and team composition needed to be considered

in the study of leadership (Ansari, 1990). The consequence was that a strong leadership attitude was defined by the conditions (Schermerhorn et al., 1982). There is no suitable leadership behaviour that can be implemented in all circumstances, according to situational or contingency theories.

6.5. Compare and contrast different leadership styles

Different leadership styles were discovered to have different effects on various aspects of employee commitment. According to Bryman et al. (1992) and Shackleton (1995), a 'useful' leadership style provides organisations with an identity and well-defined goals. However, the dilemma of which leadership style is best suited for company effectiveness is extremely crucial (Tannenbaum & Schmidt, 1973, quoted in Imamoglu et al., 2015). According to compiled empirical work, the relationship between leadership style and employee commitment has not yet been identified (Harmand, 2013), and results are inevitably context-dependent since the commitment of an employee depends on the leadership style, which can be focused on a task-oriented style or on a worker-oriented style (Gagliarducci & Paserman, 2015).

Koech and Namusonge (2012) and Khan et al. (2014), discovered the impact of leadership theory from three perspectives (transformational, transactional, and laissez-faire), and found that only the first two theories affected employee commitment; With transformational leadership taking precedence over transactional leadership (Khan et al., 2014). The role of leadership style on employee commitment, according to Chandrakumara et al. (2009), is dependent on the firm's life cycle. Transformational leadership is more useful in the early phases than transactional leadership, which is more efficient in the growth phase. The firm will necessitate a beneficent despot in its initial stages to energise the commitments of the whole team and provides the routes to pursue. Puni et al. (2014) found no considerable connection between different leadership theories (democratic, autocratic, and laissez-faire) in the banking sector for example. However, when not statistically meaningful, the democratic style has the highest rate, affirming that involving workers in the decision-making process has an impact on their commitment and performance in the organisation (Imamoglu et al., 2015)

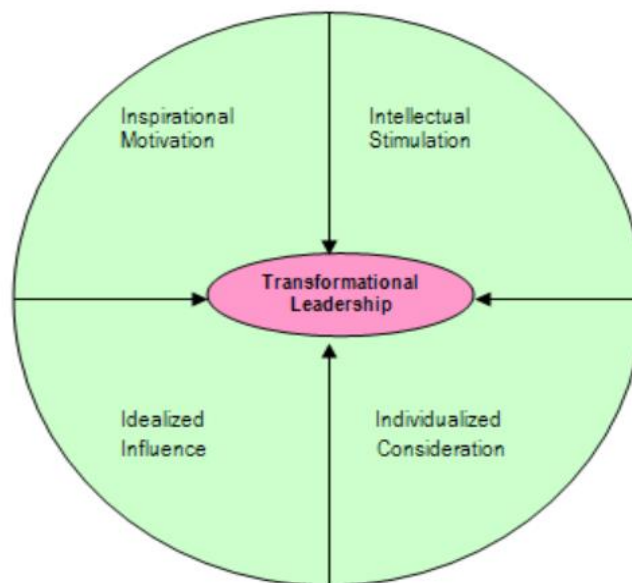
7. Transformational leadership as a chosen theoretical framework for this research

J.V. Downton created the term "transformational leadership" in *Rebel Leadership: Commitment and Charisma in a Revolutionary Process* (1973). Transformational Leadership, suggested by Burns and enlarged by Bass and co-workers, has been created as a more detailed leadership theory than trait style, contingency style, or exchange theories. Burns (1978) differentiated between leaders who were focused on the exchange and those who were focused on change, the latter being referred to as transformational Leaders. Transformational leadership has been considered the optimum style for implementing change due to its different concepts like inspirational motivation, encouragement, mental challenge, and idealised influence.

According to Bass, Waldman, Avolio, and Bebb (1987), leaders who rank better on Transformational Leadership attributes have supporters who demonstrate greater levels of motivation. The goal of transformational leadership is "to basically transform individuals and organisations – to change them in mind and soul; to expand perspective, understanding, and knowledge; to make clear objectives; to make actions conform with belief systems, guidelines, or value systems; and to bring about lasting, self-perpetuating, and progress" (Covey, 2003). Lind and Stevens (2004) affirm that transformational leadership is more suitable because it enables leaders to gather individuals around clear objectives.

The figure below illustrates the transformational leadership framework and its essential parts.

Transformational Leadership framework



<http://www.managementstudyguide.com/transformationalleadership.htm> accessed on May 15, 2022

A lot of criticisms have been shared on transformational leadership. Researchers mentioned three levels of limits of this model:

- Transformational leadership employs impression management, which allows leaders to engage in unethical self-exaltation
- The theory is hard to train or teach as it is a combination of many leadership models
- Followers may be exploited by leaders, and they may end up losing more than acquiring (Management Study Guide, 2022).

8. Gap in Research

Previous studies, historical information, educational materials, and collections of academic articles were all used to show the gaps in the literature. An extensive body of research has found that there is a limited supply of studies on the subject of employee commitment and leadership style for SMEs in the Democratic Republic of Congo. However, there is very little evidence on the effects of leadership style on employee motivation and commitment in Sub-Saharan Africa. It is rare to come across studies on the impact of leadership style on employee

commitment and motivation in SMEs in the Democratic Republic of Congo.

As a result, my goal is to find out to what extent leadership styles have impacted employee satisfaction and commitment in SMEs in Kinshasa. The study's results will assist top executives to decide on which style of leadership to employ so that staff members are more focused and determined, and thus demonstrate a much higher connection and relation with the organisation. Adopting the appropriate leadership style will assist in instilling confidence and commitment in the organisation.

9. Research Questions and Objectives

This research will explore the following questions:

1. How committed are the employees to their companies?
2. How do the manager's leadership styles affect employee commitment?
3. Is there a distinction in employees' levels of commitment based on job-related variables?

Furthermore, the purpose of this project is to help top management decide which style of leadership to employ so that employees are much more committed, and thus have a much higher connection and relation with the company. Adopting the appropriate approach will aid in instilling confidence and commitment to the organisation. This, in turn, will help management in dealing with the issue of job satisfaction in the rapidly expanding business world.

This project will pursue different objectives:

1. Evaluate the relationship between leadership styles and Employee Commitment
2. To collect evidence from experts on how leadership style influences staff members, particularly in terms of commitment
3. Develop a foundational understanding of existing leadership literature and conceptualize the style which impacts the place of work
4. Evaluate the relationship between Transformational Leadership Styles and Employee Commitment

5. Create operational techniques to help companies and managers in discovering and measuring the impact of leadership style on employee commitment.

Conclusions

This paper has explored the background of leadership style theories in the Congolese context. The work classified five Congolese approaches according to research, including, Authoritarian leadership mixed with group practices, Heroic–messianic leadership, Leadership as an elder-masculine relationship, and Leadership based on race contradicting Congolese authenticity claims, and Natural or divine leadership? These approaches of Congolese leadership have a direct effect on the population, who believe that there is a messiah who is supposed to come to save the country. The paper explored the Concept of Employee commitment and the way it works in the SME environment in the Democratic Republic of Congo. Moreover, in the history of Leadership Styles, traditional leadership Styles are Authoritarian, Democratic, and Laissez-faire Leadership styles. The project explored the Latest Leadership Style Theories and made some comparisons and contrasts of different leadership styles. The research has looked at the transformational leadership style as a chosen theoretical framework

The Gap in Research has established that there is very little evidence on the effects of leadership style on employee motivation and commitment in Sub-Saharan Africa. Then lastly, the project exposed the research Questions and Objectives

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