

Review in Critical Success Factors for Self-Employment in Sub-Saharan Africa

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Abstract

Self-employment (SE) is turning into a development agenda sequent to the demographic and economic changes that are yielding largestatewithin the developing world primarily geographic area (SSA). Varied factors were seen as determinative the successes of SE. This paper is meantto look atthe various success factors of SE in SSA and also the relationship between the CSFs and SE practices. The article could be a literature review and given the considerablevariety of publications regarding the practices and critical success factors of SE, we commenced a systematic and comprehensive search of the publications. The Google scholar search engine was accustomed to manipulate the subsequent six keywords: self-employment, graduate outcome, Entrepreneurship, Technical Vocational Education and Training (TVET), crucial success factors (CSF), and Sub-Saharan Africa (SSA) published since 2000. Nineteen published papers were purposively selected for thematic analysis. It's found that within the developing world like SSA, practices, and achievements have begun to yield positive developments. Yet, the effectualness of SE in SSA isn't well researched and comprehensive research works don't seem to be seen and varied factors have an effect on SE choices or entrepreneurial intentions (EIs). These factors will beclassified as personality, cognitive, institutional, and contextual factors and each has constitutes. The four CSFs interact with each other and alsohave an effect on the success of SE decisions (intentions). These implicit the necessity for an integrated policy response toward enhancing the effectualness of SE. Within the developing world, including SSA, where TVET programs have begun to play crucial roles in making TVET graduates self-employed, there ought to be comprehensive self-employee development, particularly in the making of the graduate outcomes.

Key Words: 1.Critical success factors, 2.Entrepreneurship,3. Self-employment,4. Sub Saharan Africa

Introduction

Given the global demographic changes-youth bulge and emerging trends in economic development, self-employment (SE) has been taken as a national development strategy [1],[2].In the developing world, mainly in the SSA countries 10-12 million additional young junior professionalswere enteringthe labor market [3].Most of these additional youth graduated because of the expansion of education services [4]. They are addingdemands of employment despite theirlong awaiting period, which longs according to [5]&[6]3-5 years on average[7],[8].

Consequently, now days, the developing nations are considering SE as a tool to maintain youth employment [9];[10]. As a figure from ILO (2018)[11] shows, the SE rate for the world as a whole is equal to 42.5%.In the developing world the profound workforce is self-employed. For instance, 53% and 36% of the workers are self-employed in the low and middle income countries respectively [12]. This population escalates in SSA where 66% in Kenya, 83% in Mali, and 85% in Ghana were involved in SE [13]&[14];[9], [3].

SE is varyingly defined. Scholars and organizations define SE in progressive ways. Earliest definitions in 1990s discussed about working in oneself business [7]. In early 2000 it was about one's responsibility and place of employment/source of income and owning and leading a firm[15]; [16]. These developed,in mid-2000;into one's engagement in owns business [17]. Later in the second decade of 2000, it became as an entrepreneurial response to the growing unemployment [18]. About one's stake in a business and level of engagement [19]; [5]. Lately, Sanchez (2017)[19] recited the later conceptualization as a benchmark for defining SE. Thus, given the conceptual developments in the past three decades in defining SE; one can conclude that SE is about one's ownership engagement, source of income, responsibility and entrepreneurial role in the business venture. Consequently, this paper adopted the definition that encompassed all these factors together and stated by OECD (2001)[20] 'anyone who works for himself or herself but not for anyone else, except under arm's length contract.'

SE, at least as a policy intervention, is a recent phenomenon in SSA. Consequent to the developments in economic policy, mainly driven by Structural Adjustments Program (SAP), SE has been advocated and practiced as a means to address the challenges of youth employment[21]. Thus SE in SSA can be regarded as a way out to tackle unemployment challenge.The success of these self-employed youth was determined by various internal and external factors. Here, TVETs were advocated as home of incubating the self-employees to enter the labor market. TVET can take part in affecting the SE and thereby economic growth, development strategy and poverty reduction [22]; [23]. To this end, the role of TVET became significant.TVET used to produce middle level skilled professionals with a pool of prospective abilities which are by large expected to enter the SE driven job market and pursue trained careers [24]; [25].

Given the aforementioned contexts for SE and the conceptual developments in defining it, a few research works have been conducted to identify and analyze the practice of SE, the determinant success factors and policy recommendations in SSA. This paper analyzed the developments of the practices of SE; its success factors, and thematic developments encompassing SE practices in SSA. The paper, thus, intended to review the published research works and developments to explore the practices and constitutes of the success factors of SE in SSA. It reviewed the papers published with the latest two decades.And explore the conceptual developments and constitutes' of the success factors.

The paper is organized in four parts. The next part briefly reviewed the theoretical developments about SE and its success factors. The second part presents the data collected from nineteen published research works and summarized their findings and present the thematic developments about the CSFs in SSA. The third part presents analytic summary of the framework that described how the CSFs were interacted to each other and linked to the SE. The fourth part comes up with the conclusions which summed up the practices of SE, the major critical factors, their constituents, and the gaps to be addressed about the SE in SSA.

Literature Review

Self-Employment and self-employed: Overview

While there were differences in defining SE and the developments in conceptualizing SE above, most of the contemporary scholars agreed to follow, after the aforementioned definition of OECD (2001)[20]. Consequently

there were agreements in understanding SE and entrepreneurship as a synonymous concepts [26]; [27]; [28]. Entrepreneurship in this regard can be seen in terms of job creation and innovative activities [29], [30].

Self-employed is a person who is engaged in SE in one of the below mentioned modes. S/he could engage in a venture creation and development for enhancing income through entrepreneurship [31]&[32]. The self-employed is either pulled or pushed to the SE schemes. Those pulled are mainly driven by internal factors to actualize one's own idea. And those pushed are more motivated by external constraints like decreases in opportunities for hired employment [18]; [33]. The latter constituted the major portion. However Self-employed are, most of the time, confused with the practices and conceptions of 'bogus' or false self-employment practices [3]. This consists of 'individuals who call themselves self-employed but who, in reality, only work for a single client' [26]&[34]; [26].

Rationales for Self-Employment

The rationales of SE were derived from the economic costs of unemployment at personal, community and national scales [35]. Personal scale rationales include the opportunity to be employed and earn income and satisfy their entrepreneurial intentions through creating enterprises [36]; [9]. At the community scale, it includes the spillover effects of the direct and indirect benefits earned by individuals who entered the SE [36]. At the national scale, it is presumed to affect the national prosperity and wealth through employment opportunities [36] and value addition induced through local productivities. To this end, Wan (2017) [10] argued that SE has more structural roles to play in economic development. It benefits in reducing poverty, nurturing innovation, developing entrepreneurial economy, promoting economic growth, expanding employment, improving the quality of employment, enhancing cultural exchange and taxation and self-efficacy. Further, Afeti (2018) [3] stated that in the growing economies like Africa and where the youth demography became significant, SE contributes to political and national stability.

Some researchers argued that there are political drivers justified the need for SE. For instance, slow economic growth, economic crises and the pursuit of structural adjustments and the developments of new policy directions of the public sector fueled SE as a means of employment opportunities [7]. The recent practice of SE in SSA seems partly explained by these drivers as the changes from centralized state lead economy to free market economy and the adoption of SAP coincide with the promotion of SE as a means to support the economic development.

Modes of Self-employment

SE was effected through different modes of existence. Given the very essence of SE- employment opportunity and income generation, individuals preferred to engage in one of the available modes of SE. In general, two broad categories of modes of self-employed are seen in the literature: self-initiated and policy induced. The self-initiated mode of SE explained in terms of business ventures [37] that relied on the individuals' entrepreneurial intentions, innovation capacity and proficiency. The policy induced modes took various forms as governments initiated SE schemes for the sake of generating employment opportunities [5]. Micro and Small Enterprises (MSEs) are among the prominent modes in this regard. Especially in the developing countries, consequent to SAP; MSEs were adopted as a policy tool for accommodating the graduate youth [38]; [39]. These institutional setups provided various supports that enhance the practices of SE [40]. For instance in Ethiopia, there is a national policy for establishing MSEs as institutions where the graduate youth engaged and benefit from the organized legal, financial and technical supports [39]; [18] as an enhancement for self-employment ecosystem. Yet incubation centers were also among the SE support systems [41]. Self-employed workers includes four sub-categories: own-account workers, members of producers, cooperatives, and contributing family workers [42].

Success Factors of Self-employment

Equally, the success of the self-employed also relies on internal and external factors. Internal factors include attitudes, behaviors, attributes and practices that must be fully developed and utilized [4]. Edokpolor & Abusomwan (2019) [25] mentioned that communication and collaboration skills, critical thinking and problem solving skills, managerial and leadership skills, adaptability skills and lifelong learning and self-direction skills are among the internal factors that affect one's efficacy in SE. Lazear (2004) [43] add risk tolerance, emotional stability/internal locus of control as significant personality traits.

The external factors include participations in entrepreneurial education, competence development [4]; social and cultural surroundings, Sangem et al (2005) [44], support and resources, access to financial support often contributed to their success [45]. Socio-economic and legal frameworks also affect the effectiveness of the self-employed. Lazear (2004) [43] stated that sector specific issues like regulations, political events also influence the effectiveness of the self-employed.

Various factors were seen as determinants of the success of SE. Education and training (Green & Saridakis, 2008, Fields, 2013) [28], the business eco-system Toogood (2017) [45] and the labor market (Parker, 2009) [27] were well mentioned. As far as education is concerned the role and system of institutions where the self-employed are trained significantly matters. Middle level professionals /mostly known as TVET graduates/ were seen as to have more inclination to self-employment compared to University graduates [46]. This implies the significance of skill based knowledge in determining the efficacy of the self-employed. Equally, the education and training focused on the development of entrepreneurial capacity. Entrepreneurial capacities determine the ability to enter the labor market ([14]). Entrepreneurship is found at the heart of SE driven education and training. To this end, entrepreneurial intentions were among the predictor of developing entrepreneurial education [46].

In line with the significance of the business eco-system the institutional setup and consequent supports to enhance SE maintains the ecosystem of SE. These include establishing policy –legal frameworks, modes of SE development, financial supports, tax reliefs, land and production materials delivery and capacity building [4]; [14].

The labor market provides opportunities for SE through the wage labor hence in the developing world one of the most common product is a labor [47]. Haile (2008) [9] reviewed that the availability of an environment that encourage risk taking and market development as well as the lack of employment opportunities in the market affected the efficacy of SE. The portion of informal markets in the labor market of a nation supports the engagements in SE hence; the informal markets demand little capital and more employees [48].

Methods

Given the huge number of publications about the practices and success factors of SE the authors pursued the following literature filtering procedure. A systematic and comprehensive search was commenced using the Google scholar search engine to find all the published researches about the factors of SE success in SSA since 2000. The search engine was used through the following seven keywords: Self-Employment, Graduate outcome, Entrepreneurship, TVET, Success factors, Sub-Saharan Africa, since 2000. The search procedure presumed that the policy based adoption and practice of SE in SSA was the result of SAP and the consequent development of TVET education since 2000. Year 2000 was a landmark that signifies the socio-economic and political changes related to MDGs.

The following nineteen papers, among those listed by the search engine; were purposively selected by the authors based on their relevancy to the theme under discussion. The papers were reviewed and summarized in Table 1 below. The summary included to identify the themes of the papers, the success factors they identified and the

disaggregate independent variables that explained the factors, the research methods and the major findings. The data from the nineteen papers were later analyzed using thematic categorization method to describe the thematic developments, to establish the relationships between the CSFs and SE.

Data Presentation and Analysis

The data extracted from the nineteen-papers reviewed is chronologically summarized and described. It presents various CSFs positively contributed for enhancing SE. This was further analyzed to determine the thematic developments within the quartiles of the two decades. These factors are summarized in table 1 below.

Table 1: Summaries of studies on Factors affecting the success of SE in SSA since 2000

No	Author and year	Study Area	Theme	Factors	Independent Variables	Methods	Findings	Reference
1	Maina and Nyambura (2019)	Kenya	Combined effects of personality and cognitive factors	Personality	Need for accomplishment, internal locus of control, personal attraction towards self-employment and perceived social valuation	cross-sectional survey design with mixed approaches	Combined effect of personality & cognitive factors on SE intentions have positive relationship	[31]
2	Kahando&Mungai (2018)	Kenya	The relations between cognitive factors, self-employment intentions and entrepreneurship education.	Cognitive	Personal attraction, perceived social valuation, and perceived self-effectiveness	Mixed design	positive relationship between self-employment intentions & cognitive factors through entrepreneurial education	[49]
3	MUSYIMI, MALECHWANZI, Hneg (2018)	Kenya	Impacts of international funds over SE quality and employment	Institutional	modern teaching learning equipment, advanced training of teachers through scholarships	qualitative design	TVETs positive role towards SE	[50]
4	Murgor (2017)	Kenya	the effect of soft skills on self-employment opportunities	Cognitive skills	Time management, ability to solve problems, ability to work independently, interpersonal skills, communication skills, creativity & innovative skills, adaptability & flexibility	embedded research design integrating quantitative & qualitative methods	Suitability of the acquisition of soft/generic skills for self-employment	[25]

5	Murgor (2013)	Kenya	The relationship between TVET acquired skills & skills required in job market	Cognitive and practical experience	Interpersonal skills, personal qualities, ability to use numerical data, critical analysis, team work & experience	Descriptive survey design method	The gap of TVETs' acquired cognitive skills in satisfying the demand in the job market	[30]
6	Shumetie&Mihret (2020)	Ethiopia	the effect of creativity and innovation for TVET graduates' SE	Personality and cognitive	Creative thinking, motivation, innovative practices, program-based trainings	Mixed research with more focus on qualitative data	Positive significance of human resource development activities as a factor that determined the efficacy of SE	[51]
7	Dessie & Tamirat (2019)	Ethiopia	the relationships between self-employment and factors that enhanced motivation	Personality and contextual	self-confidence, new ideas, to start business, sufficient training in designing, entrepreneur knowledge, work related skills management marketing and financial constraints, increase income, create job opportunity and financial security	Mixed research with cross-sectional survey design.	The positive role of higher level of motivational factors is related to TVET graduates to engage in entrepreneurship.	[52]
8	Batu (2016)	Ethiopia	factors for unemployment constraints for SE &	Institutional & contextual	Demographic-sex, regional locations, marital status and education, and institutional factors include finance and workplace.	Quantitative survey	unemployment rate differs among, gender, marital status and education level	[38]
9	Hailu	Ethiopia			Personality traits include hard work, achievement		Lack of the necessary skills & self-confidence to	[18]

	(2012)		Factors affecting TVET graduates' SE	Institutional and Contextual	motivation, self-determination, self-confidence, creative and innovative behavior; human capital includes- social culture, support service mechanism, personality traits, government actions and policies.	mixed method	involve in such risk bearing undertaking affects SE	
10	Haile (2008)	Ethiopia	the relationship between SE and poverty reduction	Personality and contextual	Innovation, job creation & economic growth	Empirical research	SE is largely a route out of unemployment rather than being something driven by entrepreneurship.	[9]
	D. Kintu (2019)	Uganda	Strategies for facilitating TVET graduates' transition to the world of work	institutional	income generating units at the institution, institutional-industrial linkages, provision of start-up capital, tools & materials for self-employment, industrial attachment programs	Descriptive survey design.	Determined the role of initiatives of TVETs and stakeholders to strengthen TVET which in turn enhance SE	[53]
12	Dasmani (2011)	Ghana	factors affecting inputs of TVET training which in turn affects the effectiveness of SE	Cognitive and Institutional	supply of instructional materials, class size, training facilities, linkage with local industries for hands-on experience (both trainers & trainees)	Survey	The significance of institutional resources in affecting their effectiveness and thereby SE	[54]

13	R. Palmer (2009)	Ghana	Sustainability dimensions of TVET in access to Self-employment	Sustainability Challenges	skills development, promoting sustainability of: education for all, financial mechanism, promoting & sustaining equitable access, quality & relevance issues	National policy review	policy bias towards creating an enabling environment for formal SE and less focus for informal SE	[55]
14	Okolie et.al (2019)	Nigeria	Examining issues affecting the effective management of workshops for improving the quality of graduates' outcome.	Institutional	Personnel, student, facility and equipment management	Mixed methods approach	Defined institutional capacity as factors affecting graduate outcomes:	[29]
15	Edokpolor, Abusomwan (2019)	Nigeria	the correlation between potential abilities of TVET graduates and SE start-up intentions	Cognitive	Creativity & innovation skills, ICT functional literacy & numeracy skills, communication & collaboration skills, critical thinking & problem solving. Leadership skills, flexibility & adaptability skills, life-long learning & self-direction skills. Social & cross-cultural skills, desirability & feasibility skills.	Cross-sectional survey design questionnaire.	The positive role of improving one's potential and capability are significantly correlated with self-employment start-up intentions.	[25]

16	Otache (2019)	Nigeria	the relationship between SE intentions and EE	Personality, cognitive and contextual	Risk taking propensity, tolerance for ambiguity, internal locus control, need for achievement, independent & innovations. Desire for security & status, Parental influence & work experience,	literature review	Described two opposing employment intentions namely SE and PE of undergraduates	[56]
17	Olufunso (2010)	South Africa	the entrepreneurial Intentions of graduates	Contextual & institutional	Entrepreneurial Intention	Survey	Entrepreneurial intention is very low	[57]
18	Mayombe (2017)	South Africa	Ways TVET graduates start self-employment (own micro-enterprise)	Experiential learning & forming groups of entrepreneurs	Technical skills, business skills, formation cooperatives (partnership)	multiple case studies	"Learning by doing" training approach & forming groups of entrepreneurs were major factors fostering the translation of acquired skills into micro-enterprises.	[58]
19	Lekoko, et al. (2012)	Botswana	the relationships between EE and SE	Student awareness & enterprise culture	Entrepreneurship education, management skills, entrepreneurial career	Survey	The deviations between the practices of entrepreneur education from the theories affected SE	[59]

Critical success factors for self-employment in SSA

Developments in the CSFs

SE, as a policy intervention, is a recent experience in SSA. It is a growing undertaking. Policy makers deem the promotion of entrepreneurship and self-employment a useful tool to “fight” youth unemployment [60]. Given a little quantitative evidence about the share of Self-employment in the economies, many agree that SE is growing in SSA [3]. TVETs are becoming arenas of incubating self-employed graduates. Roughly, from the 1995 to 2005, TVET gained close attention and became a priority agenda of SSA and South Asian countries [61]. This was because, most of the developing countries considered TVET as a crucial area for investment that leads to further economic growth [62]; [63].

One of the developments about SE is explained in terms of the changes in the contexts and drivers towards SE. The changes were seen across the four quartiles of the two decades since the adoption of SE as a formal policy response. In the first quartile, the experiences of SE through TVET graduates were insignificant. This was because of various political, economic and psychosocial factors. Politically, many of the SSA was in post-colonialism period where they focused on socialism- central command economy. Economically, most SSA countries focused on public employment than SE and the psychosocial factors included the lower status assigned to SE and the lower number of population that were adequately relied on natural resources.

In the second quartile, SE, because of the challenges of unemployment, became an economic development agenda and TVET programs were adopted as enhancing factors of SE. Thus, it was during this period that SE practices emerged in LDCs [62]. In the third quartile, most of SSA countries started to give more emphasis in directing and enriching the TVET training system towards SE. Here, the focus of the influencing factors related with external/contextual environment such as human capital, awareness raising and creating entrepreneurship culture. And, almost at the end of the fourth quartile, the focus shifted to the internal development. These helped the graduates to maintain their entrepreneurial skills and sustain self-employment (some of the themes in internal development are: soft skills, cognitive skills, potential abilities, motivation, effective management are among others [25]; [29].

Equally, there were developments in defining the presumed CSFs in devising SE programs. Table 2 presents the developments of the CSFs and their constituents in the four quartiles of the two decades. The first quartile was a period where the formal practices of SE emerged as a policy response and little was researched to find out the CSFs. Here, one can conclude that SE was found at its infancy stage. In the second quartile, SE was driven by the perceived unemployment problems and the CSFs focused on (i) establishing external environments through political/institutional supports and shaping employees’ conditions and (ii) development oriented goals that included education for all and creating employment opportunities. In the third quartile, yet the issues related with unemployment were CSFs that drove SE, consequently, the interests of the CSFs shifted into the following areas.

- (i) input and process of employees’ development that included ways and environments of acquisitions of skills, knowledge and entrepreneurial attitudes through TVET programs;
- (ii) employees’ personality factors that included developments of personality traits and soft skills;
- (iii) creating conducive business’ eco-system through integrated policy and legal supports that included financial supports, and
- (iv) Shifts to market driven employees’ development.

In the fourth quartile, more integrated approaches manipulating various CSFs affecting SE were practiced. Here the developments included,

- (i) the institutionalization of self-employment development through effective management of TVET programs;
- (ii) Setting clear objectives for enhancing job creation, self-reliance and thereby economic developments;
- (iii) Employees development activities targeted acquisitions of technical, business, soft skills and personality developments;
- (iv) The business eco-system support mechanisms through policy and legal supports, and
- (v) Focused on innovation, entrepreneurship and experiential learning of self-employees.

These imply the need for integrated approaches in enhancing SE through institutionalized training, development and business ecosystem. Moreover, one can see the role of graduate outcomes in determining the efficacy of SE through TVET based self-employees' development policies. The CSFs stated above are expected to exhibit in the TVET system so as to produce the intended trainee capable in the SE market.

Table: 2. Developments in CSFs Affecting SE in SSA 2000-2019

Quarter	Period	Year	Factors	Variables
I	2000-2005		Little experience of SE	
II	2006-2010	2008	Availability of an environment encourages risk taking and market development, lack of employment opportunities (in the major employer sectors of economy), sustainable challenges	Entrepreneurial ability, available capital, rate of interest, demand in the economy, individual tastes and preferences. Education for all achievements, financing mechanism, equitable access, sustainability of quality and relevance issues.
III	2011 – 2015	2011	Lack of practical acquisition, Lack of proficiency, Large class size, Training mismatch with labor market expectations, In appropriate teaching methods	Supply of instructional materials, class size, training facilities, linkage with local industries for hands-on experience (both trainers & trainees)
		2012	Personality trait factors, Socio-cultural factors, government policies and actions, Support system services	Need for achievement (motivation), self-determination, self-confidence, creative & innovation behavior, personality character attribute's , attitude towards risk taking, communication skills, social attitudes towards TVET, attitudes towards MSE
			Student awareness of SE as career option, formation of enterprise culture	Entrepreneurship education, management skills, entrepreneurial career
		2013	Acquired & Required skills	Inter personal skills, personal qualities, Ability to use numerical data, Critical analysis, Team work, experience, Management skills, Thinking skills, Creativity and innovation skills, Communication skills

		2015	Personality and Situational factors	Personal Attitudes Towards Behavior (ATB), Subjective Norms (SN), Perceived Behavioral Control (PBC), Entrepreneurial intentions (EI)
IV	2016 - 2019	2017	Soft skills	Time management, ability to solve problems, ability to work independently, interpersonal skills, decision making, creativity/ innovations and adaptability on SE
		2017	Influence of TVET	Job creation, Self-reliance and Economic development
		2017	Experiential learning and formation of entrepreneurs group	Technical skills and Business skills
		2018	Cognitive	Personal attraction, Perceived social valuation and perceived self-effectiveness
		2019	Personality	Need for accomplishment, Internal locus control
			Motivational	Economic factors: increase income, create job opportunities, financial security
			Effective management	Personal management, Student management, facility and equipment management
			Potential and SE start-up intentions abilities	Creativity & innovation skills, ICT functional literacy & numeracy skills, Communication & collaboration skills, Critical thinking & problem solving, Managerial leadership skills, flexibility & adaptability skills, life-long learning & self-direction skills

			Personality, Motivational, Contextual, Structural	Risk taking propensity, tolerance for ambiguity, internal locus control, need for achievement, independent & innovations, Desire for security and status, parental influence and work experience, Social, political, economic, cultural and technological
			Financial gain, Educational qualification, fear of failure, Financial failure, Infrastructural problem	Level of education, fear of failure, financial constraints, infrastructural facilities, access to adequate training, age, sex, motivational need of independence,

The constitutes of CSFs affecting in SSA

Given the data extracted from the above-discussed researches, the practices of SSA's SE shows the developments in the changes of various CSFs. These are presented in Table 1 and their disaggregates are presented in Table 2. Here, we systematically categorized them in to four major themes, i.e. personality, cognitive, institutional and contextual factors and discussed the ways they contributed to the enhancement of SE.

i. Personality Factors

Corr (2012) [64] defined personality as 'the characteristic sets of behaviors, cognitions and emotional patterns that evolve from biological and environmental factors.' It refers to what individual's exhibit differently in terms of thinking, feeling and behaving [65]. Personality factors, thus, are traits that a person exhibits because of his/her psychological makeup and taken as an individual's identity. They are predictable characteristics of individual behavior, which describes variations of individual actions under similar circumstances [66]. The characteristics inherent within personality traits include desire for achievement [58]; locus of control [67]; risk taking propensity [68]; pro-activeness [31] and creativity [69].

As far as success in SE in SSA is concerned personality factors constitute personal motivation, interpersonal skills, self-confidence, and entrepreneurial capacity. Personal motivation is about the level of motivation created because of the employees' need for accomplishment, internal locus of control and self-determination [31]; [56], [51], [18]. Interpersonal skills include self-employees' communication skills, problem solving skills, time management, and adaptability and flexibility [25]. Self-employees' self-confidence considers his/her level of hard working, ability to work independently and ability to start new business [25]; [52]; [18]; [56]. It also constitutes personal attraction towards SE, Perceived Social Valuation and perceived self-effectiveness [31], [49]; and personal qualities, team work & experience [30]; and entrepreneurial capacity includes self-employees ability of Innovativeness and creativeness, and risk taking [25]; [51]; [56]; [9]; [25].

ii. Cognitive Factors

Cognitive factors affect one's learning performance and involve the attention, memory and reasoning of the person [70]. They constitute the learners' simple and complex mental operations that include sensation, perception, attention, memory, learning, language use, problem solving, reasoning, and decision making [71]. Thus, they influence how people think and make decisions) and illustrate understanding of how people acquire and process information and utilize to understand entrepreneurship [72]. They affect self-employment through enhanced one's cognitive development i.e. entrepreneurship intentions through entrepreneurship education. Entrepreneurship education, as a cognitive factor, is expected to change one's self-evaluation about being an entrepreneur through behavioral beliefs and judgments [31] and this personal attitude will either trigger a positive or negative intention towards self-employment. These can be seen from developments in personal attraction (Satisfaction, Success, and Evaluation); perceived social valuation (mentorship, social value, perceptions about external influences), perceived self-efficacy (confidence and capacity) [31].

Based on these conceptualization; SEs' analytical capacity, professional skills, managerial skills, learning skills, and entrepreneurial knowledge are among some of the cognitive factors. Analytic capacity is the ability to use numerical data and make a critical analysis [30]. Professional skills include skills required by the self-employees and capacities in designing business projects [52]; ICT functional literacy, and developments of technical skills; [58]). Managerial skills consist of the skills to manage the market, the skills to run the business and formation of cooperatives [30], [59].

iii. Institutional Factors

Davis and North (1971) situated institutional environment as a set of legal, social and political rules and systems that supports the efficient functioning of a given activity. Institutional factors affect the efficacy of an entrepreneur through encouraging entrepreneurial behaviors and thereby play a key role in advancing entrepreneurial activities [72]. To this end, institutional factors include the adequate provision of policy and legal frames, the delivery of services and supports, the availability of logistics and startups, and the establishment of institutions-industry linkages. The policy and legal frames includes the availability of national policies for SE and program based trainings [51]. The services and supports consist of the conditions of training institutions, instructional materials, class size [54], institutional capacity (personnel, student, facility), modern teaching learning equipment's, advanced training of teachers[50]; and management of training facilities, equipment management [29]. The availability of logistics and startups included the presence of income generating units at the institution, provision of start-up capital, tools & materials for self-employment [53]; work place [38]; and financial services[38];[52]. And the establishment of Institution-industry linkages included linkages with local industries for hands-on experience (both trainers & trainees) [54] and linkages through industrial attachment programs [53].

iv. Contextual Factors

Contextual factors are an internal and external states where the activities are operating in and that able to affect their efficacy [73]. They constitute economic, social and political factors emanating from the contexts of SE. The economic factors are external observations about the increase of income, the opportunity for job creation and maintaining financial security of the SEs [52] which in turn brings self-reliance and economic growth at larger scale [9]. In the context of social factors that included demographic factors counting gender differences, marital status and educational status as influencing to start & sustain SE [38]. Social and cross-cultural skills, desirability & feasibility skills [25], parental influence and work experience also had positive impact to be self-employed/entrepreneur [56], [68]; and Social factors also included the availability of human capital through social culture, support service mechanism and government actions [63]. Beyond the self-employment success, political factors embedded within the global development agenda included promoting sustainability of education for all, financial mechanism, promoting and sustaining equitable access, quality and relevance issues that lead to achieve the MDG [55] had a positive effect over SE.

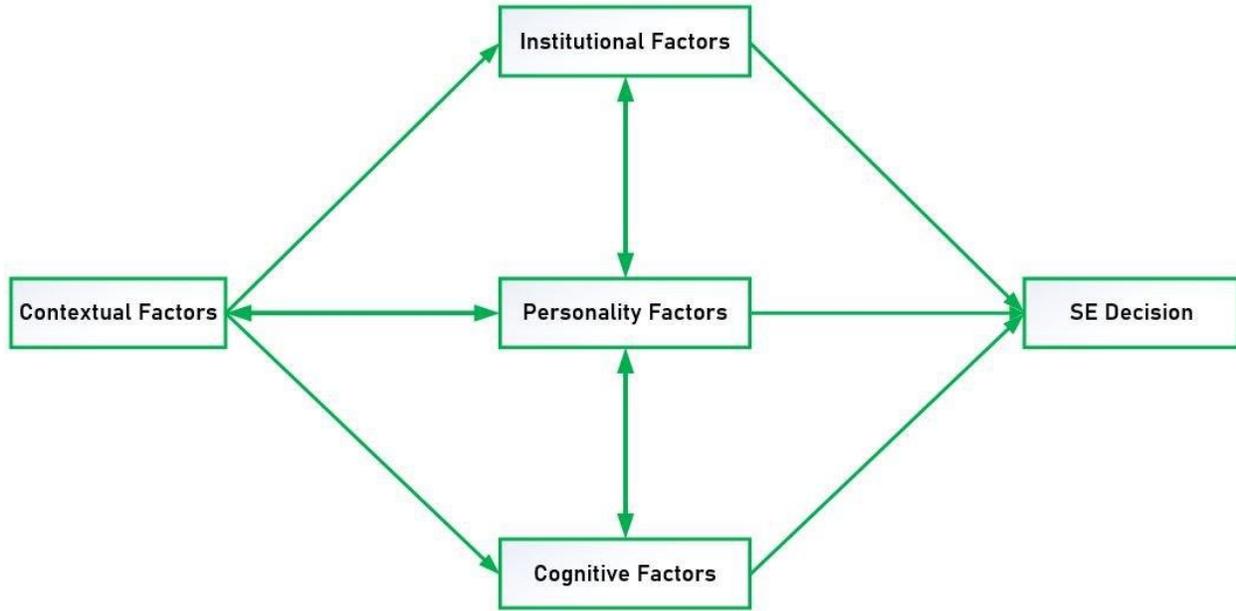


Figure: 1. the relationship between the CSFs and SE in SSA

To sum up, as schematically presented in figure 1 above, the relationship between the aforementioned four critical success factors among each other and towards the success of SE can be summarized as follows and this is illustrated in figure below. It is seen that factors interact to each other and also affects the success of the SE. Personality factors affect the other three critical success factors and the SE through the developments self-employed locus of control, desire for achievement, risk taking propensity, pro-activeness and creativity. Cognitive factors enhance one’s employment intentions through EE so that influence how people think and make decisions [74], and helps to understand the world of entrepreneurship better [75]. Thus Institutions which provide EE would bring change on cognitive factor. Cognitive factors affect personality factors and SE through changing in perceptions and beliefs of self-employment, changing behavioral beliefs and judgment and also perceived self-efficacy [19]. Contextual and personality factors interact to influence one’s perceived self-evaluation [76] and perceived social-valuation [19].

On the other hand, Institutional factors enhance EE and thereby changes entrepreneurial intentions of a graduate so that it supports the operations of cognitive factors. Contextual factors are related to institutional and cognitive factors in the way that it provides support service mechanisms and government actions.

Conclusions

SE became a priority in addressing employment challenges. In the developing world like SSA, though it is a recent policy phenomenon; practices and achievements have started to yield positive developments. Yet, the efficacy of SE in SSA is not well researched and comprehensive research works are not seen. However, the emerging studies depicted some critical findings that help to establish mechanisms supporting successful SE programs. To this end, in countries, like SSA, where TVET programs are playing critical roles in making SE work, there should be a comprehensive self-employees development undertaking especially in the makings of the graduate outcomes. In line with this, the following conclusions are drawn from the emerging literatures reviewed.

1. SE in SSA is an emerging phenomenon experiencing various developments in attaining success and efficacy. These developments are explained in terms of progressive inclusion of various factors along regions and time. So, further researches should find out ways to integrate this development together in institutional mechanisms of SE development like TVETs.
2. The success in the practices of SE in SSA was progressively developing as discussed above. Different researches show the effects of different factors over the success of the SE. And the changes in the factors across different geographies and time imply the progressive developments in considering different factors through time. The practices in the past two decades showed that the success of SE in SSA is determined by various factors systemically categorized in to personality, cognitive, institutional and contextual factors. Personality factors included personal motivation, interpersonal skills, self-confidence, and entrepreneurial capacity. Cognitive factors included SEs' analytical capacity; professional skills, managerial skills, learning skills, and entrepreneurial knowledge are among some of the cognitive factors. Institutional factors included the adequate provision of policy and legal frames, the delivery of services and supports, the availability of logistics and startups, and the establishment of institutions-industry linkages. Contextual factors included economic, social and political factors emanating from the contexts of SE. These were further disaggregated to fine tune their effects towards the success of SE.
3. The four CSFs interact to each other and also affect the success of SE decisions (intentions). To this end, contextual factors affects and determine the personality, cognitive, and the institutional factors in changing one's perceived self-evaluation and perceived social valuation. It also interacts with cognitive and institutional factors in the way that it provides support service mechanisms and government actions. Personality factors interact with cognitive factors and thereby affect the success of SE through the developments self-employed locus of control, desire for achievement, risk taking propensity, pro-activeness and creativity. Cognitive factors also interact with personality factors in improving perceptions and beliefs of SE and perceived self-efficacy. They also interact with the institutional factors in order to enhance EE and there by the understanding of the SE context and entrepreneurship and influenced the EI. Institutional factors interacted with the cognitive factors in order to enhance EE and thereby changes entrepreneurial intentions of a graduate. And, all the four factors determine the success of SE comprehensively. This can be seen through the practices of SE of graduates from TVETs as it serves as an institutional set-up that exhibits the operations of all the four factors in determining their success in SE.
4. The further question will therefore be how a TVET programs can integrate these factors in order to create a comprehensive approach that optimizes the success of SE. This is observed as the gap in defining the relationships between SE and graduateoutcome in the developing world so that the efficacy of SE programs will be attained.

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