Research Article

Does gender moderate the relationship between career-oriented goal setting and implementation intention? Insights from Fashion Design Education

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Abstract

The study examines the career goal-setting behaviour of fashion design students enrolled in a Technical Vocational Education and Training (TVET) programme using the goal-setting theory. A cross-sectional survey was carried to obtain data from 514 respondents who were conveniently sampled. Structural equation model was used to analyse the data. The study revealed that specific goal-setting constructs such as feedback mechanisms, goal commitment, and self-efficacy have significant predictive impact on implementation intention. In addition, on aggregate terms, goal-setting had a significant impact on implementation intention; however, gender did not significantly moderate the relationship between goal-setting and implementation intention. The study provides an important insight on how goal-setting constructs (i.e., self-efficacy, goal commitment, feedback mechanism, situational constraints) and implementation intention can be used to motivate students and aid policy formulation and implementation intention of students in Fashion Design and TVET. This contributes to our understanding of the application of goal-setting theory in the context of students in a career-driven academic programme, where students' individual goal-setting behaviour may often be overlooked.

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Introduction

Research evidence indicates goal-setting enables students to achieve the school curriculum objectives (Estrapala & Reed, 2020; Zimmerman et al., 1992), improve self-motivation (Estrapala & Reed, 2020; Latham, 2004; Zimmerman et al., 1992) and enhance academic and behavioral performance (Bagozzi & Dholakia, 1999; Bruhn et al., 2017a; Locke et al., 2015; Moeller et al., 2012), there is very little literature on the applicability and efficacy of the theory in Fashion Design education and specifically, in the context of Technical Vocational Education and Training (TVET), where students can benefit from the application of goal-setting in setting career goals (Locke & Latham, 2019, 2015). Locke and Latham (2015) argued that, to extend the efficacy and applicability of the goal-setting theory, there was a need to not only apply the theory in different contexts, but in different careers to enable researchers to predict, understand and influence behaviour change using goal setting. Although that advice has been applied extensively in the health-related behaviours, psychology, sports, business, and liberal education (Eckhoff & Weiss, 2020; Suarez-Balcazar et al., 2022; Swann et al., 2022), not much has be done with regards to goal-setting in Technical Vocational Education and Training (TVET) setting from a low-and middle-income country (LMIC) perspective.

Locke et al., (2015) developed the goal-setting theory based on their research, which showed that the harder the goals, the higher the performance, and vice versa. Thus, the premise of goal-setting theory is to enable people to achieve higher performance through self-motivated goals using four key constructs such as commitment to the goal, feedback, self -efficacy and situational constraints. Commitment to a goal involves the application of efforts towards a goal over time to achieve an aim (Locke & Latham, 2019). Commitment to a goal is often enhanced by self-efficacy through people's confidence in their ability to execute tasks (Seo et al., 2018). According to Locke and Latham (2006), feedback provides an avenue to keep track of progress, and situational constraints involve overcoming supposed limitations.

In the context of examining the career goal-setting behaviour of TVET students, goal-setting theory is important because it enables researchers to explain factors underlying achievement, motivation and performance (Bruhn et al., 2017b; Locke et al., 2015; Pritchard-Wiart et al., 2019). The significance of applying goal-setting theory in TVET setting lies in the underlying assumption often associated with TVET. It is often assumed that TVET is a panacea for youth employment because it provides practical skills, it is an avenue for alternate career training and eventually reduces poverty (Karlsson et al., 2022; Ray & Zarestky, 2022). However, achieving these lofty assumptions requires students and learners to also set individual goals about their careers, a fact that is often overlooked.

Furthermore, as pointed out by Lorentzen and Vogt (2022) the underlying factors on which both males and females set career goals and the expected outcome of those goals differ. Indeed, extant literature on gender and goal-setting have reported on different outcomes for both male and female based on analysis of different types of goals,

performance and motivations (Karlsson et al., 2022; Lorentzen & Vogt, 2022; Ray & Zarestky, 2022). While some of those studies have noted that men perform better with goal-setting than women (Brandts et al., 2021; Clark et al., 2020), others have reported that women perform better under certain circumstances (Idowu et al., 2014).

Therefore, the study seeks to determine the impact of gender as a moderating effect on the implementation intention of setting career goals. Ultimately, the value of this study is threefold: first, it provides useful literature on how fashion design students' career goal-setting behaviours impact vocational achievement outcomes and underpins the motivational factors underlying the expectations of TVET education. Second, the study identifies the specific elements of goal-setting that counsellors, educators, and practitioners can use as tools to change behaviour, improve performance, or motivate students. Third, the study provides insight on the role of gender in moderating career goal-setting among fashion design students enrolled in TVET programmes. Following the literature review, the proposed structural model is presented in Figure 1.

Goal-setting and implementation intentions

Students in fashion design programmes, just like most TVET students, arguably have more individual tasks to perform throughout their education in order to achieve the implementation intentions regarding employment. One of the ways in which these students can complete their assignments on time is to set career goals for themselves. Apart from all that students are taught in class; personal practice is another way by which students can refine their skills in order to achieve a high level of competence and implement their career goals. Miller (2020) showed that participants who actively followed the goal-setting process and set goals had statistically significantly higher final course grades than those who did not. However, some researchers are of the view that goal-setting has some disadvantages that can affect the implementation intentions of individuals who set goals. Goal setters have the likelihood of overlooking other opportunities that are available to them and focusing exclusively on the goals set or becoming totally unaware of other available opportunities (Resnick, 2018). In the case of this study, the participants are responding to goals that are individually set and so individual differences in terms of abilities will not affect the outcome of the study. Based on the literature review, the study hypothesized that:

> **Hypothesis 1.** Goal-setting (GS) significantly predicts implementation intentions(IMI).

Self-efficacy and implementation intentions

Most of today's educational system crisis is due to the low self-confidence that some students suffer, making them low achievers upon spending so much time in the classroom

(Akbari & Sahibzada, 2020). Self-efficacy is the level of confidence a person has in his or her own abilities to implement his or her intentions (Philippakos, 2020). Greenacre et al. (2014) categorise self-confidence into two categories. The more general form of self-confidence, where there is a general belief in one's abilities and social self-confidence. In the case of this study, self-efficacy is the factor that is expected to determine students' goal implementation intentions. Self-confidence is self-assessment. It is a phenomenon that comes from being content with oneself. It is not static. It can be positive or negative (Ilhan & Bardakci, 2020). The more an individual believes that he or she will succeed, the more likely the person is to feel motivated and respond positively to feedback (Robbins & Judge 2016). In effect, a vocational student with positive self-confidence is more likely to have the intention of implementing his or her goals than one with negative self-confidence. Sihotang et al., (2017) examined the effects of learning strategies and confidence on students' learning outcomes. Their study revealed that student learning outcomes were related to learning strategy and self-confidence, and high-confidence students achieved better learning outcomes compared to low-confidence students (Sihotang et al., 2017). It is not clear to what extent self-confidence alone impacted students' learning outcomes or how intentional the participants were in achieving their learning goals. The current study will examine the impact of self-efficacy as a separate factor in vocational students' goal implementation intentions leading to the second hypothesis:

> *Hypothesis 2.* Self-efficacy (SE) significantly impacts implementation intentions (IMI).

Goal commitment and implementation intentions

Dariani (2012) carried out a study on a cohort of volunteer students that were grouped into three groups. Two of the groups were taken through a one-hour intensive seminar while a third group served as the control group. In Group 1 (control group), students were required to use their previous experience and past strategies. Group 2 was coached on the development of S.M.A.R.T. goals and their application to the achievement of the semester's objective. The focus of Group 2 was using smart goals but without the intention setting component, while Group 3 used the goal-setting plus intentions action plan. The results showed that participants in Group 3, which is the group that did not just set goals but used the intention action plan in addition to the goal-setting, recorded a significantly higher mean average final grade than Groups 1 and 2. Statistically, Group 2 and the control group (Group 1) did not differ from one another. It is not clear whether the participants were selected from a particular area of study. The findings of this study therefore suggest that setting a goal without an intention-based action plan is the same as setting no goals at all. Dotson (2016) also found in his goal-setting study with students that, following the implementation of goal-setting methods, 69 percent of the students saw academic development compared to 31% of the students who had not established

any goals. When individuals commit themselves so much to a goal, there is a tendency for them to keep on the goal achievement process, even in the face of challenges (Tang et al., 2019). Based on the literature review, the third hypothesis is that:

> **Hypothesis 3.** Goal commitment (GC) significantly impacts implementation intentions (IMI).

Feedback Mechanism and implementation intentions

Feedback affords a goal setter the chance to juxtapose the current situation against the expected result in order to identify any shortfalls (Krenn et al., 2013; Su et al., 2022) According to Ashford and De Stobbeleir, (2013), feedback is an evaluation of how well or otherwise an individual is doing in terms of the goal-achievement process. Krenn et al. (2013) analysed the impact of both positive and negative feedback on participants and found that participants who received positive feedback adjusted the difficulty level of their goals to a higher level, while those who received negative feedback maintained the difficulty level of their goals. So, feedback from their lecturers and course mates in terms of how well or otherwise a vocational student is doing could lead to the student increasing the difficulty level of their goals or decreasing it. The study therefore hypothesises that:

Hypothesis 4. Feedback Mechanism (FBM) significantly impacts implementation intentions (IMI).

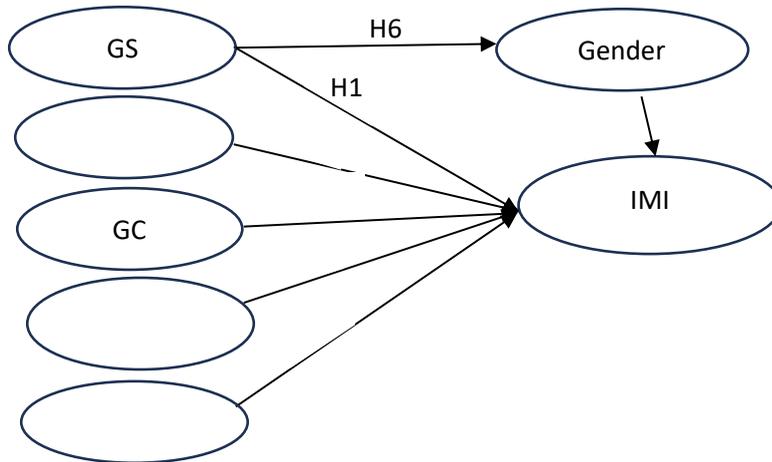### Situational constraints and implementation intentions

Ferguson and Cheek (2011) noted that situational constraints are external factors, other than person centred factors that influence job satisfaction. They went ahead to discover that some situational constraints affect job satisfaction more than others and supervisor related constraints are bigger barriers to employees' job satisfaction. They found that perceived situational pressures in the work environment accounted for more than 27 percent of the differences in job satisfaction after accounting for demographic factors that can affect job satisfaction. It could therefore be said that in the classroom setting, teachers and lecturers can become the major situational constraints to students' goal implementation intentions. Preenen et al. (2014) opines that the extent to which a subordinate engages in challenging tasks is dependent on the goal orientations of his other supervisor. Relatedly, a teacher's goals can influence the extent to which his students want to implement their set goals. Therefore, the study hypothesises that:

> **Hypothesis 5.** Situational constraints (SC) significantly impact implementation intentions (IMI).

Gender and implementation intention.

According to psychology, there are differences between males and females in terms of goal-setting behaviour (Brandts et al., 2021). A study conducted by Idowu et al. (2014) on senior high school students investigated the effectiveness of goal-setting skills on academic performance in the English language. It showed that there is a significant gender difference in student performance, with female participants achieving a higher mean score than male participants. This contradicts the findings of Brandts et al. (2021) study that males performed better than females in both private and public goal-setting and achievement. In another study, Clarke et al. (2020) found that task-based goal-setting increases task performance and goal completion for men but not for women. Kassaw and Astatke, (2017) examined the relationship between gender, degree of goal orientation, academic self-efficacy, and academic performance at the Woldia University of Education. The results of the study showed that there were statistically significant gender differences in students' overall self-efficacy and academic performance. Specifically, the mean score of male students' academic self-efficacy and CGPA were significantly higher than those of female students. It is not clear whether an area like TVET will have similar or different results in terms of students' goal implementation, and the current study sets out to contribute to the literature in this direction.

Hypothesis 6. Gender significantly moderates the relationship between goal-setting and implementation intentions.

Figure 1: Hypothesised model

Note: GS = Goal setting; IMI = Implementation Intention; SE = Self Efficacy; GC = Goal Commitment; FBM = Feedback Mechanism; SC = Situational Constraints.

Methods

Study design and setting

This study used a cross-sectional design to examine multiple outcomes related to goal-setting because of the objectives of the study. The quantitative approach was used to enable the research to collect numerical data on the constructs of goal setting, analyse questions regarding the sample population, and also provide the opportunity for the research to show the impact among the study constructs. The study was conducted at two public institutions known for fashion design studies in Ghana. These institutions are recognized and well-grounded in technical and vocational education.

Sample and sampling approach

To obtain a sample size, the Krejcie and Morgan, (1970) sample size determination guidelines were applied, as the population is considered finite. A sample size of 513 students was therefore decided upon. Simple random balloting was applied as a sampling technique. This technique was used to give an equal chance to each student, providing the opportunity for each person to participate in the study and enhancing the generalizability of the findings. In all, 513 responses were included in the final data analysis. The respondents' age group ranged between 21 and 25 years. The number of female respondents (457) was higher than the number of male respondents (56). Concerning ethnic background, most of the participants were associated with the Akan ethnic group. The sample consisted of respondents who were predominantly Christians. More than half of the participants had the longest history of residing in the city (379).

Measures

Feedback mechanism: The four items on feedback mechanism focused on responses from relatives, classmates, friends, and significant others towards individual goal setting. The items were adopted from Wright and Kim (2004). All questions were on a Likert scale from 1 to 5, with 1 being 'strongly disagree' and 5 being 'strongly agree'. The reliability coefficient for the feedback mechanism was 0.898.

Commitment to goal: Goal commitment questions focused on five items that sought to find out the students' obligations towards their goals. The items were adopted from Locke and Latham (1990). All questions were on a Likert scale from 1 to 5, with 1 being 'strongly disagree' and 5 being 'strongly agree'. The reliability coefficient for commitment to goal was 0.894.

Self-efficacy: Self-efficacy had four items that focused on the respondent's strong self-belief in pursuing career goals. The items were adopted from Wright and Kim (2004). All questions were on a Likert scale from 1 to 5, with 1 being 'strongly disagree' and 5 being 'strongly agree'. The reliability coefficient for self-efficacy was 0.942.

Situation constraints: Situational constraints, made up of four items, focused on persistence to pursue goals in spite of challenges. The items were adopted from Gibbs & Slevitch (2019). All questions were on a Likert scale from 1 to 5, with 1 being 'strongly disagree' and 5 being 'strongly agree'. The reliability coefficient for situational constraint was 0.887.

Implementation intention: implementation intention, which included four items focused on students' ability to bring goals to fruition. The items were adopted from Gibbs and Slevitch (2019). All questions were on a Likert scale from 1 to 5, with 1 being 'strongly disagree' and 5 being 'strongly agree'. The reliability coefficient for implementation was 0.843.

Demographic data: In order to provide information on respondents' characteristics, six items on demographics focused on age, gender, ethnic group, religion, longest residing area and past working experience.

Procedure

Ethics approval for this study was obtained from the Directorate of Research, Innovation and Technology Transfer (DRIPTT) at Accra Technical University, Ghana, with Ethics ID: RE #19-2023-DRIPTT. All procedures undertaken in the data collection process were in accordance with the Ethical Standards of DRIPTT. Following the ethics approval, the following steps were undertaken to obtain data. First, a pilot study was conducted among 50 participants in a related department to improve the format of the questions and some of the constructs. Secondly, the class lists, and WhatsApp contacts of students were obtained from the fashion department where the study was conducted. The students were contacted online via the WhatsApp application, and informed about their selection for the survey, including the aim of the research, data handling and their consent to participate. Following assurances regarding confidentiality, the students were expected to "tick" their consent to participate in the study on the first page of the questionnaire. The questionnaire, which had been converted into Google Forms was forwarded to each student to be completed within a two-week period. As noted by Hsu and Wang (2017), Google Forms facilitates data collection with a spreadsheet function to help analyse data. Finally, data obtained were kept safely and confidentially on the personal computers of the authors and google drive with personal passwords.

Data analysis

To analyse the data, the Reliability analysis was conducted to examine the internal consistency of the items used in measuring the various variables. Next, the Confirmatory Factor analysis was also because items were adapted. The Confirmatory factor analysis examined Convergent and Discriminant validity to enable the researchers confirm whether the adapted instruments were suitable within the study context. Finally, the study performed the measurement model and structural model in testing the hypothesis.

Results

Confirmatory factor analysis

This study performed the multicollinearity analysis using the inter-factor correlation matrix to check whether the variables used for this study as above 0.8. The result showed that all the correlation values (Table 2), were not above 0.80 (Hair et al., 2014), suggesting no severe concerns for multicollinearity problems. Further, the study used the AVE scores (See Table 1) to check for the convergent validity, where all the values obtained were above the 0.50 threshold, signifying convergent validity and the composite reliability values were also above 0.8. The research exploited Fornell and Larcker's (1982) endorsement in establishing the discriminant validity through the square root of AVEs, which were all greater than the inter-factor correlation figures (Table 2).

Measurement and structural model

The study conducted a confirmatory factor analysis (CFA) to validate the adapted items used for the study (Table 1 and Table 2). The CFA model indicated a good fit to the data. The study presents "$x^2 x^2$= 1533.040, df = 2.021, CFI = 0.980, TLI = 0.99, RMSEA = 0.013, SRMR = 0.027" (Hu & Bentler, 1999; Steiger, 2007). The study proceeded with the structural model in testing the hypotheses. The structural model fit indices were presented as "x^2 = 4521.32, df =1.423, CFI = 0.980, TLI = 0.990, RMSEA = 0.032, SRMR = 0.024". This revealed the indices were fit for further analysis.

Moderation results

The SEM results are shown in Table 3 above. The results showed goal setting (β = 0.515, t =13.599, p < 0.001), significantly influence implementation intention; Self-efficacy (β = 0.243, t = 4.349, p < 0.001) also significantly influenced implementation intention while goal commitment (β = 0.328, t = 5.819, p < 0.001) significantly influenced implementation intention. We further found that feedback mechanism (β = 0.125, t = 3.232, p < 0.001) significantly influence implementation intention. These results supports hypothesis1 to 4. However, our results showed that the relationship between situational constraint and implementation intention was not statistically significant (β = 0.036, t = 0.979, p > 0.05). Thus, hypothesis 5 was not supported. We further observed that gender did not moderate the relationship between goal settings and implementation intention (β = -0.052, t = -1.071, p > 0.05), and indication that hypothesis was not supported.

Table 1: Factor Loadings, Average Variance Extracted, and Composite Reliability

Constructs	Codes	Loadings	AVE	CR
Self-Efficacy			0.689	0.942
	SE1	0.855		
	SE2	0.823		
	SE3	0.795		
	SE4	0.847		
Goal Commitment			0.551	0.894
	GC1	0.807		
	GC2	0.758		
	GC3	0.722		
	GC4	0.674		
Feedback Mechanism			0.709	0.898
	FBM1	0.786		
	FBM2	0.895		
Situational Constraints			0.609	0.887
	SC2	0.750		
	SC3	0.914		
	SC4	0.654		
Implementation Intention			0.530	0.843
	IMI1	0.686		
	IMI2	0.896		
	IMI3	0.562		

Table 2: Discriminant validity and inter-correlation matrix

Constructs	1	2	3	4	5
Self-Efficacy	1	-----	-----	-----	-----
Goal Commitment	0.765**	1	-----	-----	-----
Feedback Mechanism	0.257**	0.291**	1	-----	-----
Situational Constraint	-0.014	0.038	0.240**	1	-----
Implementation Intention	0.525**	0.551**	0.291**	0.075	1

Note:
**$p < 0.001$

Table 3: Hypothesised relationships

Constructs	Beta Values	t-values
Goal-setting →IMI	0.515	13.599***
SE→IMI	0.243	4.349***
GC→IMI	0.328	5.819***
FBM→IMI	0.125	3.232***
SC→IMI	0.036	0.979
Moderators		
Goal setting*Gender	-0.052	-1.071

Discussion

One of the objectives of this study was to determine, at the aggregate level, the impact of goal-setting on implementation intention. Given that Locke and Latham (1990) noted that it is not enough to merely set a goal; a strong commitment and belief in innate abilities to achieve goals was necessary, the study sought to find out how the constructs of goal-setting impact implementation intention within the context of TVET using fashion design students. Based on the findings, it is important to note that overall, the goal-setting theory supports the outcome of the study. In other words, goal-setting has a predictive effect on implementation intention among fashion design students in a developing country. The finding is consistent with the extant literature that has shown that when students set the right type of goals it is more likely to help them implement their intentions (Bruhn et al., 2017b; Estrapala & Reed, 2020; Moeller et al., 2012; Nordengren, 2019). The importance of this finding means that goal-setting can be used to help students in TVET schools in developing countries implement their career goals, just as it happens in developed countries. Geographic location and TVET subject matters do not provide exceptions to the use of goal-setting to improve the academic performance and career achievement of students.

The second major objective of the study examined the elements of the goal-setting theory and their impact on implementation intention. First, on self-efficacy, the study found a significant impact of self-efficacy on implementation intention, which underscores the role of self-efficacy both in life and academic achievement as noted in research (Yuen & Datu, 2020; Zelenak, 2020). Given that self-efficacy implies confidence in one's ability to sustain achievement of goals, the finding implies a positive effect of their confidence in implementing their goal intentions. Secondly, goal commitment had a significant impact on implementation intention. Again, this reflects the respondents' strong volition to commit to the implementation of their career goals. According to Zelenak (2020), goal commitment drives entrepreneurs, and given that fashion design students set goals mostly to be entrepreneurs, the findings show that if they are committed to their goals, they can implement their intentions. Thirdly, the results showed that the feedback

mechanism positively impacts implementation intentions. Feedback is an important element of goal-setting, which enables people to refine their decisions, get motivated, improve performance etc. The result is consistent with Longenecker et al. (1994) and Wack et al. (2014) who noted that providing feedback helps people improve performance. Therefore, feedback is an important antecedent in goal-setting implementation among fashion design students. Finally, with regards to situational constraints, although the results were positive, they were not a significant predictor of implementation intention. This could be due to the limitations of the perceptual measures of constraints as used in the study. It may well be that the respondents did not consider themselves in control of the constraint factors presented in the questionnaire, as noted by Adkins and Naumann (2001).

The third major objective of the study was to determine if gender moderates goal-setting and implementation intentions. The findings of the study show that gender does not significantly moderate goal-setting among the respondents. In other words, contrary to the observations of Brandts et al. (2021) and Clark et al. (2020), the effect of gender on goal-setting implementation was not impacted in the study. The reason could be due to the fact that factors outside of gender are more important to the respondents and those factors form the basis of the goal-setting decisions. As noted by Seo et al. (2018), the origin of goals coupled with goal commitment and implementation intention produce different outcomes. Hence, the findings on gender appear to suggest that gender is not a goal origin for the students in setting career goals. Perhaps other environmental factors, such as employability, challenges in the sector, or global trends, influence how they set goals.

Implications for theory and practice

The findings of this study have implications for theory and practice. With regards to theory, the study has established the predictive effect of self-efficacy, situational constraint, feedback mechanism, and goal commitment on implementation intention within the context of vocational and technical programme, where students are expected to be guided by career ambitions. Due to the goal-oriented nature of TVET programmes, it is often the case that individual goal-setting behaviours of students are overlooked based on the assumption that once the individual enrols on the program, he or she is bound by the career goal stipulated by the programme. However, as evidence has shown, goal-setting is important for not only self-motivation but also to improve performance and change behaviour. Hence, this study provides the constructs and significant relationships to help fashion design students develop self-motivation and improve performance.

Furthermore, the study has established that gender does not significantly impact goal-setting within the TVET sector in the context of students determining their career goals. In essence, the study has established that gender does not have a predictive effect on implementation intentions as noted by previous studies (Brandts et al., 2021; Clark et al.,

2020). Regarding implications for practice, the theory can be successfully applied among students of TVET as a motivational tool to help them improve academic performance or change behaviour as demonstrated in the literature. Counsellors and teachers alike can use goal-setting to cultivate mastery orientation, where students develop mastery of their skills and programme specific goals using the constructs of feedback, self-efficacy, goal commitment, and implementation intention.

Limitation and future research

The present study investigated goal setting in the context of Fashion Design education, focusing on students' general broad goals. However, future research should delve deeper into students' understanding and engagement with goal setting, distinguishing between individual self-goal setting and group goal setting within the TVET (Technical and Vocational Education and Training) setting. Additionally, this study did not examine gender differences in relation to specific goal types, such as private or public goals. Hence, it is recommended that future research explore gender variations across different goal categories. Lastly, it is crucial for subsequent studies to investigate goal origin and its impact on implementation, aiming to discern how diverse sources of goals influence the process of goal attainment.

Conclusion

Previous studies have shown that goals regulate behaviour, performance, and motivation (Bruhn et al., 2017; Przepiorka, 2015). For students of TVET, goals can often be directly linked to careers, skills, or competence. Students often enrol in programmes for which goals have already been set. Hence, the dynamics of most fashion design students are often wrapped around programme specific goals or institutional goals. As evidence has pointed out, it is important for students to also evaluate their goals relative to programme or institution-specific goals. Thus, the application of the goal-setting in a TVET context in a developing country, demonstrates how such students navigate goal-setting, and its impact on both the students and their career goals. In view of that, this study, together with previous studies (Clark et al., 2020; Locke et al., 2015; Seo et al., 2018), has demonstrated that goal-setting has an impact on implementation intentions and on the basis of that impact, goal-setting has a motivational benefit for students in TVET schools. Effective goal-setting and implementation intention increase positive outcomes for students from TVET backgrounds. Furthermore, although researchers have applied different constructs as mediators and moderators, the conditions for effective goal-setting in the context of fashion design students involve feedback mechanisms, self-efficacy, goal commitment, and implementation intentions. Finally, whilst research in some contexts show that gender moderates implementation intention, that is not the case among fashion design students either because students do not consider their gender in pursuing programme specific goals, or the career opportunities tied to goal-setting are gender neutral.

Disclosure statement

No potential conflict of interest was reported by the author(s).

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