

## ABSTRACT

Conventionally, women were considered as the underrepresented, underpaid, remained at the lower occupational positions in jobs, their talents and abilities remain unexplored. Due to these societal and cultural stereotypes typing women are less likely to pursue their higher education-professional education says (Stroh, Brett, & Reilly, 1996) says that. Female population in Pakistan is about 49.2% (WDI, 2020)<sup>1</sup> of total population therefore, for a struggling economy like Pakistan stigmatizing half of the population is unjust and imprudent. Furthermore, Pakistan ranks 151 out of 153 on the global gender gap index with the score 0.564 (WEF, 2020). This shows the poor working conditions, disparities and unavailability of opportunities for women. Therefore, this research is aimed to find the relationship between career calling, career exploration and career self-efficacy among females in Higher Education Institutions with the moderating role of social norms. Firstly, to study the effect of career calling, exploration and career self-efficacy on career decision making. Secondly, to study the moderating effect of social norms among career calling, career self-efficacy and career exploration on female career decisions.

Results reveals that social norms are the strong moderator between computed value of “career calling, career self-efficacy and career exploration” and career decision making. Therefore, it can be concluded that women in higher education institutes take decisions about their career by taking into consideration career calling, career self-efficacy and career exploration as steps toward decision making. However, social norms serve the role of impetus for female who are entering in the professional life. The decision of career is highly impacted by the social norms, family structure, family norms and values.