

## Teacher's Attitudes towards Psychological Counseling: A Phenomenological Study

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### Abstract

This study explores the attitudes of teachers toward counseling facilities available on the campuses of the Government Sadiq College Women's University and the Islamia University of Bahawalpur. The research aimed to determine teachers' awareness of psychological counseling centers, along with the reasons for seeking such services, the most commonly addressed issues, stigmas related to accessing counseling services, and recommendations for workshops and seminars focused on psychological counseling. A Descriptive phenomenological research design was employed to explore the teachers' subjective perspectives on psychological counseling. Seventeen teachers were selected using the purposive sampling technique, and the data were collected from participants until the point of response saturation was achieved. For the one-on-one structured interviews, four ontological technique-based questions were developed. After establishing the rigor, Thematic analysis was used to examine the participants' responses, resulting in the identification of five main themes: psychological, relationships, domestic, financial, and routine life. According to the research, teachers have encouraging attitudes toward psychological counseling facilities. As a result, the study's findings can help raise awareness among teachers about mental health issues and the advantages of seeking professional help. Overall, the study aids in reducing societal misconceptions associated with mental health issues, identifying the barriers that hinder people from seeking counseling, and promoting psychological counseling support. These findings may contribute to creating a healthier learning environment that supports teachers' and students' academic and mental well-being.

**Keywords:** *psychological counseling, teachers, attitudes, descriptive phenomenological method, and counseling awareness*

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### Introduction and Literature Review

Teachers play a pivotal role in fostering students' psychosocial and academic development, and their attitudes toward psychological counseling significantly influence students' emotional well-being and educational achievement (Parrott et al., 2024; Song, 2024; Li, 2022). Understanding these attitudes, the challenges faced by teachers, and the support systems they require is essential for cultivating a psychologically supportive school climate (Kameda, 2025; Dhyah-Yulianti et al., 2022). Overall, teachers' attitudes toward counseling

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Counseling services in educational institutions are increasingly recognized as essential for supporting student development and teacher well-being. Research shows that teachers often prefer to rely on in-school resources before seeking external support, underscoring the importance of accessible and efficient internal systems (Ford & Nikapota, 2000). At the university level, professors are becoming more aware of their responsibility to foster students' mental health and psychological well-being (Porter et al., 2025), which highlights the growing role of counseling centers in higher education.

Teachers' perceptions of counseling services significantly influence their integration and effectiveness within the educational system (Karunanayake et al., 2020; Kuş & Aydin, 2022). These attitudes are shaped by factors such as teaching experience, knowledge of counseling practices, and perceived efficacy (Samad & Malik, 2023; Paramitha & Kurniawati, 2019). Professional experience, in particular, affects openness toward counseling, as demonstrated in a Scottish study using a mixed-method approach with 71 participants in phase one and 33 in phase two. Findings revealed predominantly positive perceptions, though some reservations remained, with most teachers favoring an advice-oriented approach (Loynd et al., 2010).

Teacher well-being is closely tied to counseling engagement. Dávila et al. (2023) found a strong inverse relationship between professional burnout and psychological well-being, with emotional exhaustion and workload discomfort exerting the most negative effects. Key domains influencing well-being included teacher-student interactions, organizational support, emotional resilience, and self-efficacy. These findings highlight the importance of counseling services in mitigating burnout and promoting resilience.

Positive teacher attitudes toward counseling enhance student outcomes, foster constructive behavioral patterns, and support social-emotional development (Karunanayake et al., 2020). Basic counseling competencies such as empathy, unconditional positive regard, and interpersonal attunement contribute to psychologically safe learning environments (Evangelinou et al., 2024). Teachers' responsiveness to student mental health needs is further shaped by occupational stress and institutional support. Adequate resources and a supportive climate strengthen their capacity to address student concerns (El-Sayed, 2022; Zhou et al., 2024). The COVID-19 pandemic intensified these challenges, expanding teachers' counseling responsibilities and necessitating adaptive strategies (Kuş & Aydin, 2022).

Despite their importance, many educators lack formal training in counseling. This gap underscores the need for competency-based training programs to prepare teachers for auxiliary counseling roles (Young, 2010; 이상현 & Lee, 2011). Counseling and mentoring initiatives remain inadequate in many contexts due to limited trained personnel. Teachers' exposure to student mental health issues, combined with professional development, influences their confidence and efficacy (Nalipay et al., 2024). Targeted training and ongoing development are critical for enhancing knowledge and applied skills (Yue et al., 2024). Interdisciplinary collaboration among teachers, psychologists, and mental health professionals further supports shared responsibility for student well-being. Institutions that invest in counseling infrastructure and professional staff demonstrate a proactive stance toward fostering psychological health (Fang et al., 2024).

Safeguarding teacher and student well-being is essential for effective instruction. Emotional intelligence and self-efficacy are key contributors to resilience (Dávila et al., 2023; Zhou et al., 2024). Counseling services mitigate burnout, promote emotional well-being, and enhance job satisfaction and organizational commitment (Owusu et al., 2024; Zhou et al., 2024). While prior studies were often localized and limited in scope, the present study aims to examine attitudes toward counseling within a broader university context to capture comprehensive campus-wide trends. This approach emphasizes counseling as vital not only for student development but also for sustaining teacher resilience and professional efficacy.

### Rationale of the Study

Psychological counseling services are increasingly vital for students' mental health, yet limited research exists on teachers' attitudes toward such services in Bahawalpur universities. Teachers play a key role in promoting awareness and reducing stigma, making their perspectives crucial for effective utilization. This study examines factors shaping teachers' attitudes, including benefits, motivations, barriers to access, and preferred awareness strategies. Findings highlight reasons students avoid counseling and propose improvements through workshops and seminars. Enhancing teachers' knowledge and advocacy can foster greater student engagement with counseling services, ultimately strengthening psychological well-being across both students and faculty.

### Objective of the Study

The goal of this research was to investigate attitudes toward counseling services awareness among teachers at The Government Sadiq College Women University and The Islamia University of Bahawalpur and in Bahawalpur City. Secondly, to ascertain their knowledge of the amount of information available and their attitudes towards psychological counseling services.

### Material and Methods

#### Research Design

This study adopted a qualitative descriptive phenomenological approach to explore teachers' attitudes toward psychological counseling. Purposive sampling was used to select participants from the Government Sadiq College Women University and the Islamia University of Bahawalpur. Data were collected through structured interviews comprising open-ended questions that encouraged detailed reflections. The responses were analyzed using Colaizzi's (1978) method, allowing for the identification of key themes grounded in participants' lived experiences.

#### Participants and Sampling

The sample was initially selected through convenience sampling, followed by the use of a screening question, "Have you ever sought the assistance of a counselor?" to purposefully select participants. A purposive sampling technique was then employed, involving teachers from various departments of the Government Sadiq College Women University and the Islamia University of Bahawalpur. Teachers who had not received any counseling service were excluded from the study. The final sample consisted of 17 female teachers, all of whom had personal experience receiving psychological counseling.

**Table 1**

*Demographic Characteristics of Participants (N=17)*

Characteristics		f	%
Age	25-35	12	70.5%
	35-45	5	29.4%
Designation	Lecturer	10	58.8%
	Assistant Professor	4	32.5%
	Associate Professor	3	17.6%
Qualification	Masters and M.Phil.	13	76.4%
	PHD	4	32.5%
Marital Status	Married	7	41.1%
	Unmarried	10	58.8%

*Note:* Table 1 show characteristics, frequencies, and percentages of the sample includes the age ranges, designation, qualification, and marital status.

## Measures

The study utilized open-ended and structured interview questions in English, guided by prior literature. Following Bevan's (2014) phenomenological approach, four ontological questions were designed to elicit lifeworld experiences in descriptive contexts.

## Data Collection

The study reviewed literature to identify factors shaping teachers' attitudes toward counseling services and developed a structured interview protocol following Hoffding and Martiny (2015). Data were gathered through open-ended, one-on-one interviews designed to elicit teachers' personal experiences with psychological counseling. A purposive sample of 17 teachers from The Government Sadiq College Women University and The Islamia University of Bahawalpur participated. Each interview lasted about 20 minutes and was audio-recorded. Ethical standards were maintained through informed consent, anonymity, and the use of English as the interview medium. Verbatim transcription ensured accuracy of the collected data.

## Transcription Process

Interviews were audiotaped with consent in a low-distraction setting and manually transcribed, including verbal cues. Transcriptions were reviewed, categorized, and analyzed thematically, yielding five core themes. Finally, participant validation ensured authenticity and credibility of the findings.

## Data Analysis

The study employed descriptive phenomenological analysis to investigate teachers' views on psychological counseling services, guided by Husserlian principles (1999) and Colaizzi's seven-step method (1978). This approach emphasized transforming participants' lived experiences into meaningful psychological insights. The analysis began with repeated readings of interview transcripts to gain a holistic understanding of teachers' perspectives. From these transcripts, significant statements were extracted and interpreted to formulate meanings that reflected underlying attitudes toward counseling. These meanings were then clustered into thematic categories to identify commonalities and variations across participants. Through iterative readings, five core themes emerged, supplemented by three additional themes derived specifically from responses to one interview question. The emergent themes were systematically refined and consolidated into five overarching categories that captured the essential structure of teachers' experiences and perceptions. To ensure credibility and accuracy, the final thematic framework was returned to participants for validation, allowing them to confirm whether the findings authentically represented their experiences. Trustworthiness of the data was further reinforced by applying Guba and Lincoln's (1994) four criteria: credibility, dependability, transferability, and confirmability. This rigorous process ensured that the study's findings were both methodologically sound and reflective of teachers' genuine attitudes toward counseling services.

## Establishment of Rigor

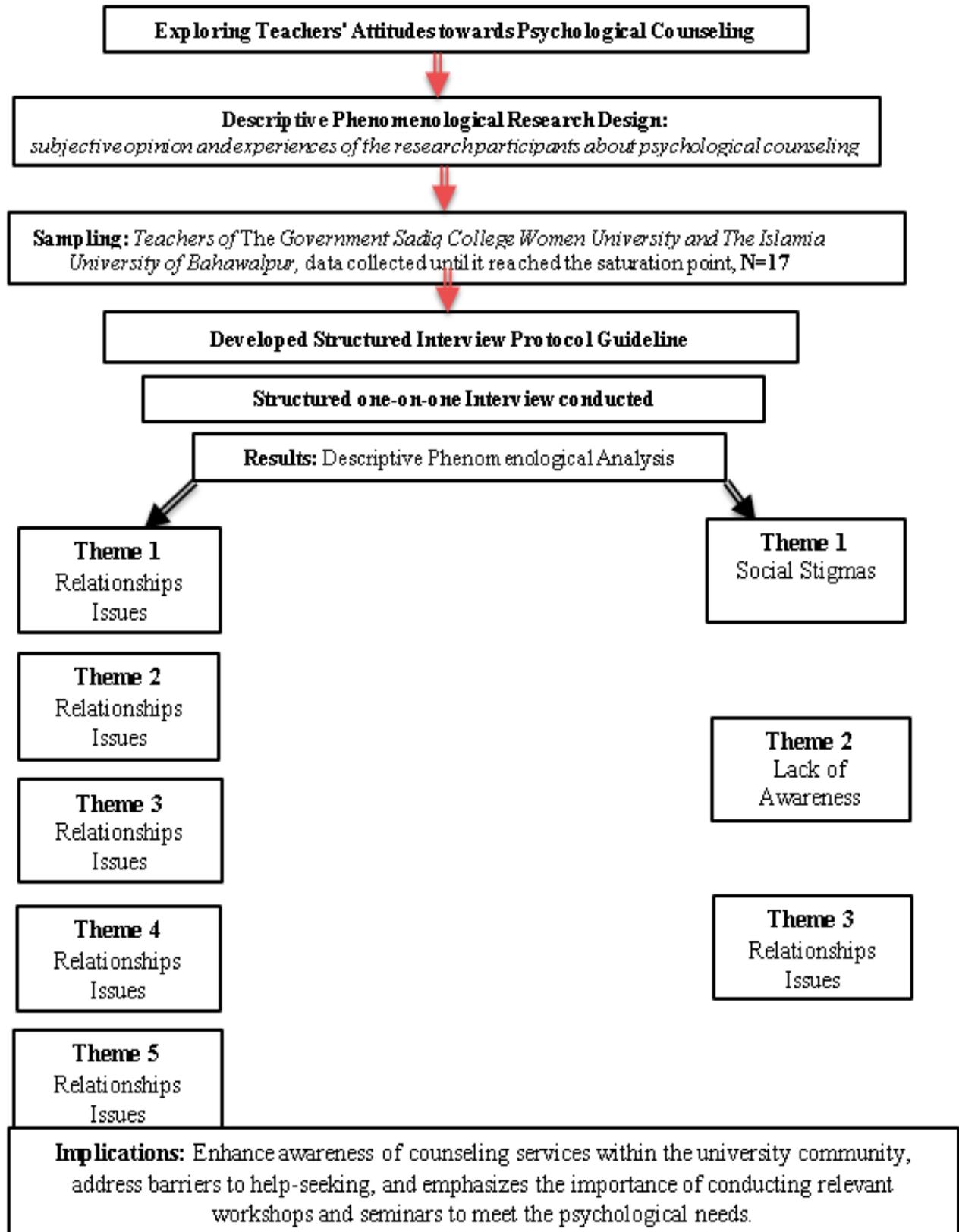
The study's rigor was ensured using Lincoln and Guba's (1985) criteria, with coding completed over 42 days. Two experienced faculty members reviewed and refined codes, maintaining original interview terminologies. Final themes were established through an audit trail and collaborative discussion between the researcher and a Ph.D. colleague.

## Ethical Considerations

The current study followed the ethical guidelines set forth by the American Psychological Association for research. Before participating, participants were provided with information about the research objectives and gave their informed consent. By giving assurance to participants that their data will be used only for research purposes and confidentiality will be maintained, the researcher obtained permission to record their voices for later thematic

analysis. The identity of the participants was kept confidential throughout the study to further ensure ethical considerations were met.

**Conceptual Framework of the Study**



**Findings of the Study**

**Table 2**

*Frequency of participants seeking psychological counseling (N=17)*

Q. No.	Research Questions	Answers			
		Yes		No	
		n	%	n	%
1	Do people in your surroundings seek the help of a counselor?	11	64.7	6	35.3
2	Would you recommend that a friend, family member, colleague, or student experiencing psychological issues seek counseling services?	15	88.2	2	11.8
3	Are you familiar with the existence of a psychological counseling center located on your campus?	10	58.8	7	41.2

**Table 3**

*Thematic findings drawn from the participants' responses associated with common problems people seek psychological counseling (N=17)*

Research Question	Themes	Codes
1. What are the common problems people seek counseling for?	Psychological Issues	Going through depression  Experiencing difficulties associated with prolonged anxiety Coping with continuous and chronic stress Coping with trauma or distress caused by medical situations Confronting the impact of traumatic events that occurred during childhood Dealing with the emotional distress and sorrow caused by loss
	Relationships Issues	Going through disputes and conflicts with spouse Being in a relationship that is distressing and not functioning healthily Coping with challenges related to adjustment after separation or divorce Experiencing emotional difficulties related to intimacy with a spouse Facing issues of financial dishonesty or betrayal

Domestic Issues	Confronting significant and continuous challenges within a family Encountering continuous domestic conflicts Toxic environment and communication gap with family members
Financial Issues	Experiencing financial stress in life Repeated unsuccessful attempts to clear debts Experiencing financial instability regarding emergency funds
Routine life Issues	Experiencing chronic health issues Encounter stressors related to work Coping with the demanding responsibilities of parenting

**Table 4**  
*Thematic findings drawn from the participants' responses regarding the causes to avoid psychological counseling (N=17)*

Research Question	Themes	Codes
2. From your perspective, what reasons do people have for avoiding counseling despite having psychological problems?	Social Stigmas	Facing criticism from family and society
		Being identified as "insane" or "mad" Feeling socially ashamed of being labeled as a "broken" or "damaged" person
	Lack of Awareness of	Believing that seeking therapy is a symbol of weakness or personal failure
		Insufficient understanding of the counseling process
		Limited understanding of mental health problems
		Insufficient knowledge regarding accessible resources of counseling

Financial Issues	The expense of counseling services makes it inaccessible for many people
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**Table 5**

*Thematic findings drawn from the participants' responses regarding the sources reported to obtain information about psychological counseling services (N=17)*

Research Question	Themes	Codes
3. Through what source did you learn about the availability of counseling services in your city or campus?	Psychological Issues	Realizing that one would benefit from seeking counseling
		Pages on social media that are related to raising awareness about mental health
	Relationships Issues	Recommended by close friends
		Informed by colleague from the psychology department Through academic staff meetings
	Domestic Issues Financial Issues Routine life Issues	Encouraged by siblings and family members Through a website that provides guidance on financial well-being Via brochure for the psychological awareness campaign Casually surfing the internet

**Table 6**

*Thematic findings drawn from the participants' responses regarding proposed themes for upcoming workshops and seminars related to psychological counseling (N=17)*

Research Question	Themes	Codes
4. Can you suggest some topics that you think would be suitable for upcoming workshops and seminars that are being arranged by the psychological counseling center on your university campus or city?	Psychological Issues	Effective methods of emotional regulation
		Training related to self-management to improve productivity Strategies for managing inter-parental conflicts Awareness of psychological issues and early intervention

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	Techniques for cultivating patience
	Methods of developing an optimistic attitude
Relationships Issues	Effective approaches to improving communication skills
	Techniques of conflict management in relationships
	Ways to cultivate a healthy and productive relationship between teachers and students
	Managing job workload with family life
Domestic Issues	Training related to building supportive relationships among family members
	Coping with family expectations related to academic pressures and career
Financial Issues	Workshops related to financial education; budgeting, investing, and debt management
	Providing financial guidance to empower women
Routine Life Issues	Strategies for managing workload effectively
	Techniques for managing academic pressure
	Awareness programs to encourage seeking psychological help
	Methods for preventing and managing incidents of public harassment

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### Discussion

Understanding the factors that influence counseling-seeking behavior is essential for addressing psychological service utilization. When asked whether individuals in their social circles or acquaintances were seeking counseling for personal issues, 11 participants responded affirmatively, while 6 reported otherwise, citing stigma, denial, lack of trust, and fear of judgment as common barriers. The third question explored whether they would recommend counseling to others; 15 participants said 'yes,' recognizing counseling as a supportive space for addressing mental health issues, while 2 participants declined due to religious beliefs,

asserting that faith alone suffices in managing emotional distress. Lastly, only 10 of 17 participants were aware of the university's counseling center, suggesting that limited awareness may stem from insufficient promotion and ineffective communication strategies.

### **Psychological Issues**

Upon analyzing the theme of the psychological factors influencing teachers' attitudes toward psychological counseling. Regarding the common psychological issues for which people seek counseling, especially those encountering highly stressful circumstances (Abu-Bakar & Ifdil, 2020), our participants have responded that there are situations that are causing distress including experiencing symptoms of depression, facing challenges related to anxiety, coping with ongoing stress, dealing with distressing medical experiences, addressing past traumatic experiences from childhood, and coping with grief and or the loss of a loved one. As one participant shared, *"When I suddenly lost my parent, I felt depressed and emotionally drained. I didn't know how to deal with it until I talked to a counselor."*

In response to asking the source used to obtain information regarding counseling services provided in your city or on your campus participants retorted that they had a sense of self-realization about their psychological issues which become a hindrance in their mental well-being, and some of them were informed via social media pages related to mental health awareness, which later become the reason for seeking psychological counseling.

They were asked to suggest topics for future workshops and seminars arranged by psychological counseling centers at your university, shedding light on a few current psychological issues. Such as, incorporating strategies for effective emotion regulation and organizing workshops on self-management can enhance students' productivity and reduce procrastination, an approach aligned with the techniques and methods proposed by Oh and Yu (2024) and Ko and Yu (2024) in their studies. Additionally, few participants emphasized the beneficial strategies for managing inter-parental conflicts to have a healthy family life, one participant suggested that *"Many students silently deal with family-related stress, a workshop on how to manage the difficult family dynamics would be helpful for students."* Additionally, awareness and guidance programs related to major psychological issues, strategies for early intervention to prevent mental health crises in the campus community so they can be aware and ready to manage the issues (Salma, 2023), practical techniques for cultivating patience in students so they can develop emotional regulation, and methods for developing an optimistic mindset that can turn into the fuel in their success, implying mindfulness interventions to increase mental wellbeing on campuses (Abbott et al., 2024).

### **Relationships Issues**

After examining the theme factors related to relationships that impact teachers' attitudes toward psychological counseling, the conclusion has been drawn, as per the objective of this study which focuses on exploring the usual issues related to relationships for people who go for psychological counseling. A number of participants reported that experiencing continuous and unresolved spousal conflicts is the main reason, such as communication problems that can lead to misunderstandings and conflict, which can be a significant source of stress in a relationship. Several said that being in relationships that are not functioning healthily is the reason for approaching counseling services for instance power struggles are serious problems in relationships when one spouse tries to control the other or assert dominance which leads to feelings of resentment and conflict. A few stated that they were dealing with post-separation and divorce-related adjustment issues, tackling family and social stigmas related to separation, and adjusting to life as a single person. One or two reported challenges with intimacy related to one's spouse, major life shifts; such as the birth of a child or a job change, are stressful and affect intimacy in a relationship, dealing with medical, unresolved conflicts, or a lack of emotional connection. A common but central issue was reported that confrontation of financial infidelities, such as having secret bank accounts, lying about income, and one spouse keeping

financial information or decisions a secret from the other partner, causing tension and mistrust in the relationship, one respondent shared that, *"Money issues related to dishonesty caused major problems, especially when I found out my partner was hiding financial matters."*

Further, as the question related to the sources became aware of relationship-related counseling services, the participants reported that they were guided by friends who had a satisfactory experience related to psychological counseling, a few participants reported that their colleagues in the psychology department communicated about the counseling centers, and the discussion related to the counseling center in the campus brought up in many staff meetings, that is how they came to know about the presence of counseling centers, that is how they approached counseling centers for its services.

Moreover, the participants were asked to suggest workshops and seminar topics that cover the aspects related to relationship issues that will be organized by university psychological counseling centers. For that, some participants proposed that people need guidance related to relationship issues, such as methods to improving communication skills in relationships, effective techniques of managing conflicts between spouses, ways to encourage and promote a healthy and productive relationship between teachers and students, and strategies related to managing job-related workload (Oh & Yu, 2024), as it can later contribute to teacher burnout (Ko & Yu, 2024), along with the burden of managing family-related duties and responsibilities, A respondent pointed out that, "managing kids, handling everything at home, and doing a full-time job, it all feels like too much to handle, *It would be helpful to have a workshop on managing this.*"

### **Domestic Issues**

After analyzing the theme factors affecting teachers' attitudes toward psychological counseling, the current study was to explore the common issues of a domestic environment for individuals seeking psychological counseling. It was concluded after the reported responses of participants that 'domestic' reasons are dealing with major continuing family challenges, such as coping with the grief or loss of a family member whether due to death, divorce, and separation have a significant impact on family life, counseling helps address the underlying issues and develop strategies for recovery. Emotional abuse involves manipulation, humiliation, or criticism to control or harm a family member, such as verbally attacking family members (Oyat et al., 2024). One participant expressed *"Fights at home has become a daily routine. It leaves me emotionally and mentally exhausted."* Financial abuse by control of financial resources of family members, such as withholding money, or preventing someone from working.

Disengagement in communication between family members, for instance, communication issues, and poor listening skills create misunderstandings and conflicts within families, and passive-aggressive behavior leads to hurt feelings and strained relationships as suggested by Ifelunni (2022). Lack of respect between family members, dismissing each other's opinions, and imposing decisions on other family members leads to family breakdown. Counseling helped their families to learn how to communicate more effectively and healthily resolve conflicts (Ifelunni, 2022).

Furthermore, it was asked through what medium participants were informed about psychological counseling. Several numbers of participants reported that they were informed and encouraged by their siblings and family members to go for psychological counseling. Similar to the prior, the recommendation was asked related to workshops and seminar themes related to domestic issues. Problems related to the domestic environment were seen as one of the major topics proposed by the participants, one interviewee suggested that *"It would be really helpful to teach on dealing with family pressure, especially for students who feel stuck between their own goals and what their parents want."* Most of the recommendations were about building supportive relationships among family members e.g., effective communication

skills and strategies to resolve family conflicts, methods of dealing with a family abusive family, and strategies of coping with family expectations related to academic pressures and career, as highlighted in the studies by Alfiyanah and Prihastuty (2024) and Palmer et al. (2012).

### **Financial Issues**

While doing the analysis, the theme related to financial issues repeatedly appeared in interviews. It was concluded that major ongoing financial challenges are one of the reasons participants seek counseling as well. Such as experiencing financial stress in life, like being unable to understand basic financial concepts and not having a solid financial plan lead to stress, a participant described the situation as *"because of recent recession every month feels like a struggle just to make ends meet, it really affects my peace of mind."* Furthermore, failed attempts to pay off debt such as being burdened with large amounts of family debt and higher economic inflation rates can cause significant financial stress, similar findings have been documented in recent studies (Samejo et al., 2024; Sultana et al., 2024). Financial insecurity related to emergency funds was another reason for dealing with financial stress because stress and anxiety arise when an individual does not have adequate savings set aside to cover unexpected expenses or emergencies. Which causes a sense of vulnerability and uncertainty about one's financial future.

Participants also reported that they learned about counseling services via a website related to financial well-being which promotes guidance about illegal and personal counseling, and that is how approach counseling centers. In response to the suggestions related to upcoming workshops and seminars, these topics recommended a few of them, workshops on financial education, covering topics such as budgeting, investing, and debt management, with a particular emphasis on providing financial guidance to empower women, similar output highlighted in the previous study by Agusti et al. (2024), one respondent recommended that *"As I'm earning money sometimes, I do not understand where to invest safely, because the options are very few in our region"* It would be highly valuable to having sessions that empower women with knowledge about financial independence, covering areas such as managing expenses, saving, investing, and planning for financial growth, Understanding the emerging suggestions is facilitated by the frameworks outlined in previous studies (Prabha, 2024; Zada & Erokhin, 2024; Lee & Huruta, 2022).

### **Routine Life Issues**

It emerged during the analysis that participants also had concerns about the problems related to their daily routines. Particularly undergoing major health issues that become hindrances to daily function, such as dealing with chronic pain and illness, (e.g., Conditions related to arthritis and cardiovascular symptoms or stroke limit physical abilities, dealing with asthma, chronic back pain, and serious injury limit mobility) causes significant distress in one's life, which leads to mental health issues, anxiety, and depression as well. Counseling helped the participants to cope with the challenges of living with a chronic condition. Several reported that coming up against persistent work-related stressors, for instance, as mentioned by Kim and Yu (2024) in their study high workloads in the job caused burnout, conflict with co-workers involving lack of support in the workplace environment, and difficulty balancing work and personal life, one participant expressed *"some days, it feels like I'm just trying to hold it all together while doing everything as a parent."* An interesting factor reported about dealing with exhausted caregiving responsibilities for example juggling up with behavior management, the child exhibits challenging behaviors, such as temper tantrums and aggressive behavior. Counseling guided them about effective discipline strategies and behavior management techniques related to children.

A few participants stated that they came to know about counseling services through advertising brochures related to psychological awareness campaigns, and learned casually

while browsing on the internet, they came across an advertisement related to psychological counseling services in the city and campus, and then they approached the center, one participant suggested that, "*most students often don't know who to talk to when they're struggling, awareness programs could really help with that.*" In response to suggestions concerning workshops and seminars, participants recommended strategies for effectively managing teachers' workload, as emphasized by Vieira et al. (2024), along with techniques for coping with academic pressure to enhance performance, as highlighted by Fandie and Naudé (2017). Awareness programs on campuses for better understanding of seeking professional psychological help, and methods for preventing and managing incidents of public harassment.

### **Exploring Reasons for Counseling Avoidance: Thematic Analysis**

From the participants' perspectives, various reasons lead individuals to avoid counseling despite experiencing psychological challenges. Three themes primarily derived from social stigmas, lack of awareness related to counseling services, and financial barriers after analysis.

#### ***Social Stigmas***

It was identified through the analysis that participants expressed concerns that seeking counseling might expose them to criticism from family and society, with the fear of being labeled as mentally unstable or 'mad.' Such stigmatization could lead to feelings of social shame and the internalization of being perceived as a psychologically damaged individual, particularly in social contexts where therapy is viewed as a sign of mental weakness or personal failure (Barea et al., 2021).

#### ***Lack of Awareness***

The analysis revealed that one of the primary reasons individuals avoid counseling is a limited understanding of the counseling process, accompanied by insufficient awareness of mental health issues and inadequate knowledge about available counseling resources. This lack of awareness extends to services offered both on university campuses and within the broader community, findings are consistent with the perspective highlighted by Webb et al. (2023).

#### ***Financial issues***

Financial barriers emerged as a significant factor influencing the avoidance of counseling, with many participants indicating that the high cost of counseling services renders them inaccessible to a large portion of the population, despite the presence of psychological difficulties, findings align with earlier studies that reported similar perspectives (Mansoor & Mansoor, 2022).

### **Conclusion of the Study**

This study explored factors influencing teachers' attitudes toward counseling, revealing generally positive perceptions despite prevailing stigmas that equate seeking help with personal weakness; teachers recognized counseling as beneficial beyond just clinical concerns like anxiety or depression. Promoting psychological counseling through outreach and advocacy initiatives enhances mental health awareness, enabling students and faculty to recognize early signs of psychosocial and emotional issues and seek help promptly, thereby supporting overall well-being and academic success within the campus community.

### **Limitations and Suggestion of the Study**

The current study has a few limitations and recommendations for upcoming research. The study solely focuses on female teacher participants, which limits the exploration of issues from a broader perspective. To gain a comprehensive understanding, future research should include male participants to investigate their attitudes toward psychological counseling. Additionally, the study only includes data from teachers in two institutes, and therefore, it is recommended to select participants from other institutes as well to achieve a more diverse range of responses for better analysis.

### Implications of the Study

The study highlights the need for universities to strengthen counseling services by educating teachers and guiding students effectively. It stresses promoting awareness of counseling centers as safe, confidential, and accessible spaces. These centers provide professional psychological support for emotional, interpersonal, and behavioral challenges faced by students, faculty, and staff. To enhance utilization, universities must normalize counseling, reduce stigma, and offer tailored services such as therapy, crisis management, skills development, and future guidance workshops.

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