

UTILIZING AI IN GUIDANCE AND COUNSELLING SERVICES IN NIGERIAN SCHOOLS; PROBLEMS AND PROSPECTS

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Abstract

The integration of artificial intelligence (AI) into school counselling services in Nigeria presents a transformation opportunity to enhance student support, improve accessibility and increase Counselling, processes. This paper focuses on utilization of Guidance, and Counselling services in Nigerian schools through Artificial Intelligence. This piece of work explains the concept of Artificial Intelligence, gave brief history of AI. The paper also examined Guidance and Counselling Services and discusses the various ways AI can be utilized in Guidance and Counselling Services in Nigerian schools. The various challenges and prospects of AI in guidance and counselling services were explored. The paper finally recommends amongst others that educational stakeholders, including policy makers, school administrators, Counsellors and Technology experts must actively explore opportunities for AI integration. Government should invest in digital infrastructure ensuring that schools both in urban and rural areas have access to the necessary resources for AI driven counselling. Also school administrators and teachers should ensure they embrace AI as a complement to traditional counselling methods, leveraging technology to enhance student well being.

Key Words

Guidance, Counselling, Guidance and Counselling, Artificial Intelligence

Introduction

Counselling services in Nigerian schools has been gradually evolving over the years. Primary focus has shifted to academic guidance and career advice often delivered by teachers or school heads who had limited training in psychological support. According to Abdulkadir and Usman (2025), the Counselling process was largely reactive, responding to crisis rather than proactively addressing the needs of students. This approach often leads to underwhelming outcomes of students faced with various psychological, emotional and social challenges. There has been a growing recognition of the importance of comprehensive Counselling services in addressing the diverse needs of students. The national policy on education in Nigeria (Federal Republic of Nigeria, 2013) emphasizes the need for student welfare, including psychological well-being. The implementation of these policies remains inconsistent across different regions and types of schools. In most cases schools lack dedicated counsellors or mental health professionals resulting in inadequate support for students. Counselling in Nigerian schools has traditionally depended on advice- giving, mentorship and classroom based guidance sessions to support students in their academic, personal and career development.

However, these methods face several limitations that affect their effectiveness in addressing students' diverse psychological and emotional needs. One of the major challenges of traditional counselling methods is the limited training of counsellors. In many schools, teachers assume counselling roles despite psychological counselling techniques. This lack of expertise often results in an inadequate understanding of complex mental health issues such as anxiety, depression and trauma, ultimately affecting the quality of support students receive.

School Counselling services in Nigeria tend to be reactive rather than proactive, instead of engaging in preventive strategies, many counsellors only intervene when students already face significant academic and emotional difficulties. This approach. Educates the ability to identify and support at risk students at an early stage, thereby increasing the likelihood of more severe issues developing over time. Adeniyi (2018) stressed that, cultural stigma surrounding mental health and Counselling further limits the effectiveness of traditional methods. Many students perceive seeking counselling as a sign of weakness or fear being judged by their peers. This stigma discourages students from accessing the support they need, leading to unresolved psychological and emotional struggles.

Resources constraints present another important difficulty, particularly in rural schools. Many institutions lack sufficient funding, adequate counselling facilities and access to psychological materials and tools. School counsellors are often unable to provide effective, evidence based interventions to support student's well-being without those essential resources. Due to these limitations, there is a serious need for innovative approaches such as the integration of artificial intelligence (AI) to stimulate school counselling services and improve student support systems in Nigeria.

The traditional Counselling approaches used in Nigerian schools face several limitations that have terrible implications for student well-being, academic success and overall school retention. One major setback of traditional counselling methods is their inability to provide effective support to students. Majority of the school Counsellors, often teachers assigned to the role without formal training in psychological Counselling lack the expertise needed to address student's emotional and psychological challenges. As a result, the advice given may not be appropriate or effective in resolving deeper mental health issues such as anxiety, depression and trauma (Ibrahim, 2019). This inadequacy leaves students without the necessary guidance and coping mechanisms to navigate their difficulties.

Link between inadequate Counselling and high student dropout rates is another critical limitation, many students particularly those facing significant mental health challenges do not receive the support they need to manage. Academic and personal stress. This lack of intervention contributes to increased dropout rates as students disengage from school as a result of unresolved emotional distress and overwhelming academic pressure. Ineffective counselling services have a direct impact on academic performance. Students experiencing mental health challenges often struggle with concentration, motivation and self-discipline, all of which are essential for learning without appropriate psychological support, these students are more likely to perform

poorly in their studies, leading to lower grades and reduced overall academic achievement.

Operational Definition of terms:

Guidance

Guidance involves providing advice and direction to help someone make decision, plan their future or solve problems. Guidance is based upon a philosophy of human uniqueness, goodness, worth and dignity all of which can be nurtured. The guidance processes are based on the belief that given certain conditions and individuals potential to make a choice and make a decision can be utilized for maximum benefit to the individual and society. Guidance involves personal help given by someone, it is designed to assist a person to decide where he wants to go, what he wants to do or how he can best accomplish his purpose. It assists him to solve problems that arise in life. It does not solve problems for the individual but help him to solve them. Guidance means to stimulate and help the students to set up worth- while achievable purposes and develop abilities, which will make it possible for him to achieve his purpose.

Counselling

Counselling is a more in depth process where a trained professional helps individuals explore and understand their feelings, thoughts and behaviours, often to resolve or address emotional or psychological challenges. Counselling is a process where an individual, couple of family meet with a trained professional Counsellor to talk about issues and problems that they are facing in their lives. Counselling can provide people with the opportunity to share their views be heard and gain new perspectives on their situation and experiences. Sani (2014) defined Counselling as a relationship in which one person (a professional counsellor) endeavours to help another (a client with problem to understand the counselee and solve his adjustment problems. Counselling is also referred to as a facilitative two way collaborative exchange of ideas with a supportive relationship that enables clients to explore their problems (Egbochukwu, 2008) Counselling is aimed at assisting clients to better understand oneself in relation to the present and future problems.

Guidance and Counselling

Guidance and Counselling are two closely related fields aimed at helping individuals navigate personal, academic or career related challenges. Guidance and Counselling is a specialized helping process whereby information is disseminated to a group or individual. It is also interaction in which individuals are lead to find possible solutions to their problems and decisions are made for better and more suitable future (Otoja 2020). Guidance and Counselling refers to the services and programmes that promote personal, social, educational and career development. The program should align with an organization or institutions mission. Guidance and Counselling can be defined as a number of procedures in assisting and individual to resolve his problems.

Artificial Intelligence

Artificial Intelligence (AI) is the simulation of human intelligence processes by machines, especially computer systems. These processes include learning (acquiring information and rules for using it), reasoning (using rules to reach approximate or definite conclusions), and self- correction. Artificial Intelligence systems can perform

tasks such as recognizing speech, making decisions and identifying patterns. Artificial intelligence (AI) is a set of technologies that enable computers to perform a variety of advance functions including the ability to see, understand and translate spoken and written language, analyze data, make recommendations and more.

Artificial Intelligence (AI) is a branch of computer science that seeks to create systems capable of performing tasks that normally require human intelligence such as; translating texts into different language analyzing data, exploring bibliographic resources and carry out simple activities and projects such as a cooking recipe and complex ones such as preparing a cultural week for a school.

Artificial intelligence can be explained as machines that can think and act like humans.

Origin of Artificial Intelligence

The idea of Artificial Intelligence goes back to thousands of years, to ancient philosophers considering questions of life and death. In ancient times, inventors made things called “automatons” which were mechanical and moved independently of human intervention. The word “automaton” comes from ancient Greek, and means “eating of one’s own will”. One of the earliest records of an automaton comes from 400 BCE and refers to a mechanical pigeon created by a friend of the philosopher Plato. Many years later, one of the most famous automatons was created by Leonardo Da Vinci around the year 1495. So while the idea of a machines being able to function on its own is ancient. According to Copeland (2025). The earliest substantial work in the field of artificial intelligence was done in the mid- 20th century by the British logician and computer pioneer Alan Mathison Turing. In 1935 Turing described an abstract computing machine consisting of a limitless memory and a scanner that moves back and forth through the memory, symbol by symbol, reading what it finds and writing further symbols. The actions of the scanner are dictated by a program of instructions that also is stored in the memory in the form of symbols. This is Turing’s stored program concept, and implicit in it is the possibility of the machine operating on and so modifying or improving its own program. Turing’s conception is now known simply as the Universal Turing Machine. All modern computers are in essence Universal Turing machines. During the World War II Turing was a leading. Cryptanalyst at the government code and Cypher School in Bletchley Park, Buckinghamshire, England, Turing could not turn to the project of building a stored program electronic computing machine until the cessation of hostilities in Europe in 1945. During the war, Turing thought about the issue of machine intelligence. Turing usually discussed how computers could learn from experience as well as solve new problems through the use of guiding principles. A process now known as heuristic problem solving. In 1945 Turing predicted that computers would one day play very good chess and just over 50 years later in 1997, Deep Blue, a chess computer built by International Business Machines Corporation (IBM), beat the reigning world champion Garry Kasparov, in a six – game match. While Turing’s prediction came true, his expectation that chess programming would contribute to the understanding of how human beings think did not.

The range of time was when the interest in AI really came to a head. Alan Turing published his work *Computing Machinery and Intelligence*” which eventually became the Turing Test, which experts used to measure computer intelligence. The term

“artificial intelligence” was coined and came into popular use. The time between when the phrase “artificial intelligence” was created was a period of both rapid growth and struggle for AI research. The late 1950s through the 1960s was a time of creation. From programming languages that are still in use to this day to books and films that explored the idea of robots, AI became a mainstream idea quickly (Copeland 2025).

Counselling Services

Counselling services involves a trained, non-judgmental professional (a counsellor) guiding an individual, couple or family through life, emotional or psychological issues by providing a safe, confidential space for them to explore problems and develop coping strategies for positive change. These services aim to improve mental health and life satisfaction by fostering self –awareness and enabling clients to find their own solutions and manage challenges effectively. Counselling service refers to a service whereby a caller is seeking advice in relation to a personal problems such as marital, relationship, emotional and other such personal problems. This service may consist of actual advice as to the personal problem or information as to where the caller may obtain advice.

Counselling Services are important factors in education particularly in the production of sound graduates. The Counselling office and the student affairs unit are charged with the responsibility of providing professional assistance and guidance in preventing academic, personal and psychological problems. The Counselling office is manned by professional Counsellors, and it provides a number of services designed to give insight into students educational, vocational and Socio – personal problem. The Counselling services includes educational, vocational, planning and placement, information, following referral and socio- personal services (Mallum 2000).

Types of Counselling Services

The following are the Counselling Services rendered in the schools by Counsellors

1. **Educational /Academic Service:** This service is rendered to students with respect to academic matters, which may include poor academic performance, school phobia, problem with choice of course, lack of motivation to learn, examination phobia, and difficulty in adjusting to school environment. This professional assistance helps to identify, clarify and resolve students’ problems and enables them perform optimally in their academic work.
2. **Vocational Service:** The Counselling office organizes career seminars for students, professionals from different fields are engaged for this purpose. Students are sensitized on the requirements, qualification, mode of entry and remuneration relating to their profession. Through these services, students are able to acquire firsthand information about various occupations and even ask questions which will facilitate their decision making.
3. **Behavioural Modification Programme:** The behavioural modification programme aims at appraising student’s behavior, identifying tendencies towards anti- social behavior and assisting in re-directing the focus of students. This service is achieved through the collection and analysis of series of objective and subjective personal psychological and social data.
4. **Information Service:** The Counselling office provides educational information, such as award of scholarship and bursary, vocational and socio- personal

information that are designed to help students adjust to the environment and help develop their full potentials.

5. **Follow –Up – Service:** This service is to check if the client/ student in question is doing well and is progressing as planned. If not these follow up sessions are used to work with the client some more if he/she is still having trouble functioning
6. **Referral Service:** In certain circumstances, students may be referred by the counselling section to experts in specialized fields. Referral service is a situation where by the problem at hand is taken to a more qualified person to handle as a counsellor is not expected to know everything.
7. **Socio- personal service:** This service focuses on the students socio-personal problems relating to personality maladjustment, which may result into unhappiness, anger, frustration, truancy, failure, lack of motivation, confusion, inferiority complex, loneliness, aggressiveness and shyness, psychological problems such as psychosis, neurosis and drug addiction are also addressed.

According to Audu(2024) Guidance and Counselling can significantly influence the development and implementation of artificial intelligence (AI) in several ways the two fields interact in diverse ways.

Use of Artificial Intelligence in Services in Guidance and Counselling Schools (AI)

Artificial Intelligence (AI), has been employed in various educational contexts, from adaptive learning platforms to virtual tutors. In Counselling, AI- powered chatbots like Woebot and Wysa provide immediate, accessible mental health support. These tools leverage natural language processing (NLP) to stimulate human like interactions and delivered tailored recommendations based on user inputs. In the same vein, AI platforms such as IBM Watson Education offer insights into learner performance, enabling early identification of learners needing additional support. Artificial intelligence has also been used for career guidance, using algorithms to match learner's interests and abilities with potential career paths (Zulu 2025).

AI technological advancement such as generative AI models have expended the scope of its application in counselling. For instance AI can assist in creating customized study paths, identifying behavioural study paths, identifying behavioural trends and simulating real world career scenarios for learners. Evolution of AI can significantly reduce the burden on human counsellors and ensure that learners receive timely and relevant support. AI driven solutions have the potential to address the unique socio-cultural, academic and psychological needs of students. Therefore improving access to personalized guidance and mental health support. The increasing demand for Counselling Services in Nigeria due to factors such as academic pressure, socio-economic challenges and mental health concerns AI abased interventions can serve as a viable solution = to bridge the gap in counsellor students ratios and improve service delivery.

The integration of Artificial Intelligence (AI) into school Counselling Services presents a transformative opportunity to enhance student support, particularly in the

rapidly digitalizing educational landscape. AI -driven Counselling tools can provide timely personalized guidance to students, addressing academic, social and emotional challenges, while supplementing the work of human Counsellors (Egbo 2020). With Nigerian's population of students and the limited availability of professional Counsellors, AI can bridge the Counsellor Student gap by offering scalable, data – driven solutions that improve efficiency and accessibility. One of the major importance of AI in school Counselling is its ability to analyze student behavioural patterns and predict mental health risks, enabling early interventions. Machine learning algorithms and natural language processing (NLP) can help detect signs of stress anxiety or depression based on students interactions with AI powered chatbots and digital platforms. Artificial Intelligence (AI) is a computer science field that aims to create intelligent machines capable of performing tasks requiring human intelligence, such as learning, reasoning, problem-solving and decision making by stimulating human cognitive processes. The machine and human brain share similarities with the latter being faster and potential less biased in reasoning due to the symbolic relationship between computer science and cognitive science. AI refers to the ability of computers or machines to execute tasks that would normally require human thought. In as much as AI seeks to replicate cognitive functions in machine, Guidance and Counselling focuses on supporting and developing these very human cognitive abilities in individuals.

Abubakar & Igboanugo (2025) explains Guidance and Counselling as a cognitive educational service (inside or outside the school system) that assist people understand themselves, provided the clients reveals accurate, reliable and valid information about themselves and their environment. Guidance and Counselling in education is a process that helps students to develop their educational, psychological and vocational potential. The goal is to help students achieve a level of personal happiness and social usefulness.

Artificial Intelligence (AI) has come to stay, transforming guidance Counsellors into tech- savvy mentors capable of providing personalized advice with data driven precision, transforming the Counselling experience for students (Pawar 2025) Abubakar & Igbonungo (2025) identified the following as the ways AI can be utilized in Guidance and Counselling in Nigerian schools.

- i. **Virtual therapists and chatbots:** Virtual therapists and AI –powered chatbot are revolutionizing mental health resources, offering 24/7 support to individuals with mental health issues. These digital entities address a critical gap in mental health care, enabling individuals to seek help whenever needed. Crisis hotlines are also using AI- powered chatbots to engage in empathetic conversations, offer coping strategies and connect users with human therapists or crisis helplines. These chatbots can also be programmed to notice signals of distress and escalate concerns to human Counsellors as needed.

- ii. **Create a Video to promote your Career and College Guidance Office:** AI can also be used to market educational services. Institutions can create professional quality movies using only plain text to promote the benefits and successes of their career and college advice office. These movies are quick, inexpensive and simple to create which expands their medium the student can be engaged.
- iii. **Emotional Intelligence Assessment:** AI tools can analyses students written or spoken responses to access their emotional well- being and identify potential areas of concern. This can help Counsellors priorities their interventions and provide targeted support.
- iv. **Academic and Career Guidance:** AI systems is capable of assessing students' academic records, interests and professional objectives to provide tailored advice on course choice, College applications and career paths. This allows students to make informed decisions about their educational and career paths.

Challenges of Utilizing Artificial Intelligence in Guidance and Counselling Service in Nigerian Schools

Inspite of the promises that AI adoption holds for Guidance and Counselling in Nigerian Schools, there are still some challenges preventing educational institutions from fully adopting Artificial Intelligence in their processes and operations. The following are some of the challenges of Utilizing AI in Guidance and Counselling Services.

1. **Data Privacy and Security Concerns:** Artificial Intelligence (AI) systems in Counselling often require access to vast amounts of personal data, including students' academic records, learning habits and even biometric information. This raises significant concerns about data privacy and security. If this data is not properly protected, it could be vulnerable to breaches, leading to unauthorized access or misuse of sensitive information. Ensuring robust data protection measures and adhering to privacy regulations are crucial to privacy regulations are crucial to maintaining the trust of students, parents, Counsellors and Educators.
2. **Bias and Fairness:** AI algorithms are trained on data, and if this data is biased, the AI system may perpetuate or even exacerbate these biases. In education, this can lead to unfair outcomes such as biased grading, unequal access to learning resources or the reinforcement of stereotypes. For instance an AI system might favour students for certain demographic backgrounds over others leading to disparities in educational opportunities. Addressing bias in AI requires careful selection of training data and ongoing monitoring to ensure fairness.
3. **Lack of Human Interaction:** Education is not just about knowledge transfer, it is also about fostering social and emotional development. Over reliance on AI in Counselling could reduce face-to-face interactions between students and Counsellors, which is crucial for developing communication skills, empathy and critical thinking. While AI can assist in many aspect of Counselling, it cannot

fully replace the human elements of Counselling, teaching, such as mentorship, encouragement and personalized feedback. Striking a balance between AI and human interaction is essential to maintaining a well-rounded Counselling experience.

4. **Cost and Accessibility:** Implementing AI in Counselling Service can be expensive, requiring significant investments in technology, infrastructure and training. This can create a digital divide where only well-founded schools or institutions can afford to integrate AI, leaving underfunded schools and students from low-income backgrounds at a disadvantage, ensuring that AI in Counselling is accessible to all students, regardless of their socio- economic status, is a critical challenge. There is need for policies and initiatives that promote equitable access to AI powered Counselling and Educational tools.
5. **Counsellor Resistance and Training:** Many Counsellors may resist the adoption of AI due to concerns about job displacement, a lack of understanding of the technology or skepticism about its effectiveness. Again, Counsellors need proper training to effectively integrate AI tools into their Counselling methods. Without adequate professional development, the potential of AI to enhance Counselling may not be fully realized, overcoming resistance and providing comprehensive training are necessary steps in ensuring that AI is successfully integrated into the Counseling system.
6. **Ethical Considerations:** The use of AI in Counselling raises several, ethical questions, such as the extent to which AI should be involved in decision- making process that affect students' lives. If AI system is allowed to determine a student's academic path or make decisions about their future based on predictive analysis, there will still be concern about transparency, students and Counsellors need to understand how AI systems arrived at their conclusions and recommendations. Ensuring ethical use of AI requires clear guidelines, transparency and accountability in AI applications.
7. **Dependence on Technology:** There is a risk that both students and Counsellors could become overly dependent on technology as AI becomes more integrated into educational system. This dependence might reduce critical thinking and problem solving skills, as students may rely too much on AI to provide answers and solutions. Also, technological failures or limitations could disrupt the learning process. It is important to ensure that AI complements rather than replaces traditional counselling methods, allowing students to develop a broad range of skills.
8. **Content Quality and Relevance:** AI system are only as good as the content they deliver. Ensuring that the Counselling Services provided by AI tools are accurate, up-to –date and relevant to the Counselling techniques is a significant challenge. There is also the risk of homogenization, where AI might promote standardized content at the expense of diverse perspectives and critical thinking, Counsellors must carefully monitor the content used by AI systems to maintain adequate relevance.

9. **Limited knowledge of AI:** Limited knowledge among the general population is one of the critical issues impacting informed decision making adoption and regulation. Misconception and misinterpretations of AI's abilities and constraints among users could result in irresponsible use and promotion of AI. Effective measures should be developed and implemented to educate people and make them more aware of AI processes and their uses.

Guidance and Counselling Services through Artificial Intelligence in Nigeria schools: While the specter of students using AI to cheat has raised concerns among educators around the world, the potential positive and productive uses of AI counter balance those fears. AI can be used to inspire and foster creativity, lend multiple perspectives, summarize existing materials, generate and stimulate image creation. It is the Counsellor's best interest to understand the prospects of AI and be armed with information's to make sound decisions about how to implement AI in their Counselling centers. Here is a brief look at some of the prospects of AI

1. **AI can be used to Personalize Learning:** AI can help the Counsellor to tailor his/her content to individual student needs and learning styles, based on AI-driven analytics that gives insight into students' performance and learning trends. AI helps clients to be more engaged and motivated.
2. **It can provide students with immediate feedback:** AI offers student instantaneous and detailed feedback on their work, helping them to see their strengths and weaknesses. Such feedback enhances understanding and learning outcomes and help Counsellors to know what to focus in their Counselling sessions
3. **AI can be used to create and supplement content:** Through AI- powered platforms, lessons, activities, assessments, discussion, counselling sessions and presentations can be created by providing a short prompt with keywords.
4. **Artificial Intelligence can result in more inclusive lessons:** AI has powerful tools that make previously inaccessible materials available to students with special needs. Tools that offer text- to- speech, visual recognition, speech recognition and more can help Counsellors adapt resources so that all clients/ students have equal learning opportunity.
5. **AI can provide greater access to resources:** Counsellors/ Educators can access a wealth of AI- powered platforms to facilitate and enhance the learning that takes place in their classrooms. For instance, Canva Magic Write, which helps in brainstorming, outlining and lesson planning. Curipod which enables teachers /Counsellors to create interactive lessons, Eduaide, which provides teachers with more than 100 resources types to choose from to create high quality instructional materials and Quizzizz, which can be used to design quizzes that will create a personalized learning path based on each students responses.
6. **Artificial Intelligence can make abstract concepts more understandable:** Image generating AI tools such as Piccart and visme can turn complex concepts into more readily accessible content.

7. **It can be used to handle administrative tasks:** You can use AI to streamline administrative tasks such as grading, scheduling, communicating with parents and managing student records. This frees you up to do what you do best. It affords the counsellor more hands on time with students and helps to ensure that no students fall through the cracks.
8. **It can foster critical thinkers:** The advent and growing use of AI in classrooms lends itself to discussions regarding critical thinking and ethical considerations. Students are naturally intrigued by AI. The rich discussions that you can facilitate can help them grow and develop as thinkers and learners. Apps can evaluate the client's texts and help them recognize emotions and thought patterns. The apps can coach skills for dealing with anxiety or build on strengths like resilience. The bots can even put a technical, clinical name to what the client is experiencing and provide advice for dealing with challenges.

Conclusion

Artificial Intelligence has demonstrated remarkable capabilities in automating tasks, analyzing vast datasets and even mimicking cognitive functions. Despite its impressive capabilities, it cannot entirely replace human intelligence. Humans possess unique qualities such as emotional understanding, creativity and intuition that AI cannot replicate. Instead of viewing AI as a competitor, it should be embraced as a complementary tool that enhances human potential and efficiency. A collaborative approach where AI assists in tasks while humans provide oversight and ethical direction, ensures the best of both worlds. By maintaining ethical and creative control over AI systems, we can harness their power responsibly, fostering innovation while safeguarding the unique essence of human intelligence.

Suggestions

Based on the discussion on utilizing Guidance and Counselling Services through Artificial Intelligence in Nigerian schools. Challenges and prospects, the following recommendations are made:

1. To maximize the potential benefits of AI in School Counseling, educational stakeholders including policy makers, school administrators, Counsellors and technology experts must actively explore opportunities for AI integration.
2. Government agencies should invest in digital infrastructure ensuring that schools both in urban and rural areas have access to the necessary resources for AI driven Counselling.
3. School administrators and teachers should ensure they embrace AI as a complement to traditional counselling methods, leveraging technology to enhance student's well-being.
4. Further research is needed to examine AI's long-term implications in the Nigerian educational context, assessing its effectiveness, potential risks and strategies for sustainable implementation. By fostering collaboration between education and technology sectors, Nigeria can create an innovative and

inclusive counselling system that meets the evolving needs of students in a rapidly digitalizing world.

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