

THE ROLE OF ARTIFICIAL INTELLIGENCE AND CREATIVE INNOVATION IN SHAPING MODERN COUNSELLING EDUCATION IN NIGERIAN SECONDARY SCHOOLS

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Abstract

Artificial intelligence (AI) is transforming various sectors, including education, by enhancing the effectiveness and accessibility of counselling services. This paper explores the role of AI in improving school counselling in Nigeria, focusing on its potential to address students' academic, psychological, and career guidance needs. The general objective of this study is to examine how Artificial Intelligence (AI) and creative innovation are transforming counselling practices in secondary schools in Nigeria, with a view to developing an integrated framework for effective, ethical, and context-sensitive AI adoption in school counselling. The study highlights key AI innovations, such as AI-driven chatbots, predictive analytics for identifying at-risk students, and virtual mental health support platforms. Additionally, the paper examines challenges associated with AI adoption in school counselling, including limited internet access, cultural perceptions of AI, the digital divide, ethical concerns, and the need for adequate training for school counsellors. In conclusion, the integration of artificial intelligence (AI) into school counselling services in Nigeria presents a transformative opportunity to enhance student support, improve accessibility, and increase the efficiency of counselling processes. Recommendations were made among which are Government agencies should invest in digital infrastructure, ensuring that schools, especially in rural areas, have access to the necessary resources for AI-driven counselling.

Keywords: Artificial Intelligence, Transforming Counselling Services, Innovations, Challenges, Future Directions

Introduction

In the era of rapid technological development, artificial intelligence (AI) has become a topic that has attracted attention in various fields, including education. One area that has great potential to utilize artificial intelligence is guidance and counseling in schools. Guidance and counseling have an important role in supporting students' personal and academic development, as well as helping them deal with various problems and challenges they face during their schooling. The landscape of counselling services in Nigerian schools has been gradually evolving over the years. In recent years, 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. However, the implementation of these policies remains inconsistent across different regions and types of schools. In many cases, schools lack dedicated counsellors or mental health professionals, resulting in inadequate support for students (Olayinka & Loto, 2020).

Counselling in Nigerian schools has traditionally relied 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 having little or no formal training in 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 (Ibrahim, 2019).

Additionally, 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 or emotional difficulties. This approach reduces 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). 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 (Olayinka & Loto, 2020). Resource constraints present another significant challenge, particularly in rural schools. Many institutions lack sufficient funding, adequate counselling facilities, and access to psychological materials and tools.

Without these essential resources, school counsellors are often unable to provide effective, evidence-based interventions to support students' well-being (Ajiboye & Bakare, 2019). Given these limitations, there is a growing need for innovative approaches, such as the integration of artificial intelligence (AI), to enhance school counselling services and improve student support systems in Nigeria.

The traditional counselling approaches used in Nigerian schools face several limitations that have

profound implications for student well-being, academic success, and overall school retention. One major drawback of traditional counselling methods is their inability to provide effective support to students. Many school counsellors, often teachers assigned to the role without formal training in psychological counselling, lack the expertise needed to address students' 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, or trauma (Ibrahim, 2019). This inadequacy leaves students without the necessary guidance and coping mechanisms to navigate their difficulties. Another critical limitation is the link between inadequate counselling and high student dropout rates. Many students, particularly those facing significant mental health struggles, 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 due to unresolved emotional distress and overwhelming academic pressure (Ajiboye & Bakare, 2019).

Furthermore, 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 (Olayinka & Loto, 2020).

This study focused on examining how artificial intelligence (AI) enhances creative innovation in counselling practices within Nigerian secondary schools. It seeks to explore how AI-driven tools and digital technologies can transform traditional guidance and counselling services into more responsive, personalized, and data-informed systems that meet the evolving psychosocial, academic, and career needs of students. Specifically, the study centers on the integration of AI applications such as chatbots, predictive analytics, virtual career guidance platforms, and digital assessment tools in counselling programmes across secondary schools in Nigeria. It investigates how these technologies support counsellors in areas such as early identification of students at risk, career decision-making support, mental health monitoring, behavioural assessment, and individualized intervention planning.

The study also focuses on the creative innovations emerging from the intersection of AI and counselling practice, including hybrid counselling models (combining human and AI support), digital emotional intelligence tools, and culturally responsive AI systems tailored to the Nigerian educational context. In addition, the research examines the challenges and ethical considerations surrounding AI adoption in school counselling, such as data privacy, digital literacy gaps, infrastructural limitations, equity concerns, and professional competence of counsellors. Ultimately, the study aims to determine how AI can reshape modern counselling practice in Nigerian secondary schools by improving accessibility, efficiency, inclusiveness, and quality of service delivery while maintaining the human-centered values fundamental to the counselling profession.

Theoretical Framework

To guide the study on transforming counselling services through Artificial Intelligence (AI) in Nigerian schools, the Diffusion of Innovations Theory (DOI) serves as the foundational framework. This theory provides valuable insights into how AI could reshape counselling practices, the potential innovations it brings, the challenges that may emerge, and the future directions for integrating AI in the field. Everett Rogers' Diffusion of Innovations Theory (2003) explains how new ideas and technologies spread through societies. It classifies adopters of innovations into five categories: innovators, early adopters, early majority, late majority, and laggards. In the context of this study, the DOI theory will be crucial in analyzing how quickly AI-based counselling services are likely to be adopted in Nigerian schools. It will help identify factors that affect the pace of AI integration into counselling services, such as cultural attitudes towards technology, the readiness of infrastructure, and the preparedness of teachers and counsellors. Additionally, it will aid in forecasting how innovations in AI counselling might be embraced at various levels of schooling.

Transforming Counselling Services through Artificial Intelligence in Nigerian Schools

The primary aim of this paper is to explore the transformative role of Artificial Intelligence (AI) in enhancing counselling services within Nigerian schools. AI-driven solutions have the potential to address the unique socio-cultural, academic, and psychological needs of students, thereby improving access to personalized guidance and mental health support (Luckin et al., 2018). Given the increasing demand for counselling services in Nigeria due to factors such as academic pressure, socio-

economic challenges, and mental health concerns, AI-based interventions can serve as a viable solution to bridge the gap in counsellor-student ratios and improve service delivery (Obi et al., 2022). This study seeks to examine the innovative applications of AI in school counselling, including AI powered chatbots, predictive analytics for early intervention, and intelligent tutoring systems.

Additionally, it will analyze the challenges associated with AI adoption, such as ethical concerns, data privacy issues, and the need for human oversight (Shum, Heffernan, & Ferguson, 2022). By evaluating both the potential benefits and limitations, this paper aims to provide future directions for integrating AI into counselling services in Nigerian schools. Ultimately, this research contributes to the growing body of knowledge on AI in education, offering insights for policymakers, school administrators, and counselling professionals on leveraging AI-driven tools to enhance student well-being and academic success (Adegbite & Yusuf, 2021).

Significance of Incorporating AI into Nigerian School Counselling

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 (Luckin et al., 2018). Given Nigeria's growing student population 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 (Obi, Okonkwo, & Bello, 2022).

One key advantage of AI in school counselling is its ability to analyze student behavioral 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 (Shum, Heffernan, & Ferguson, 2022). This proactive approach is particularly important in Nigerian schools, where mental health awareness is still evolving, and early detection can significantly improve student well-being (Adegbite & Yusuf, 2021).

Moreover, AI-powered career counselling tools can provide students with tailored career guidance based on their academic performance, interests, and labour market trends. By leveraging big data analytics, AI can match students with suitable career paths, internship opportunities, and higher education options, ensuring informed decision-making (Baker & Smith, 2019). This is particularly relevant in Nigeria, where career counselling services are often underdeveloped in many schools.

Additionally, the incorporation of AI in counselling services can enhance inclusivity by catering to students with disabilities or those in remote areas. AI-driven virtual counselling platforms can offer 24/7 support, breaking geographical barriers and ensuring that every student has access to guidance, regardless of their location (Holmes, Bialik, & Fadel, 2019). Despite these advantages, challenges such as data privacy concerns, ethical considerations, and the need for human oversight must be addressed to maximize AI's potential in school counselling. By implementing AI responsibly, Nigerian schools can enhance counselling services, improve student outcomes, and align with global trends in digital education (Luckin et al., 2018).

Role of Counselling in Nigerian Schools

Counselling plays a critical role in Nigerian schools by providing academic, career, and psychosocial support to students. School counsellors help students navigate challenges related to mental health, career choices, academic performance, and social relationships (Egbo, 2020). Despite the importance of counselling, many Nigerian schools lack a structured guidance and counselling framework due to inadequate funding, insufficient personnel, and limited awareness about its significance (Okoli & Okechukwu, 2021). In most schools, a single counsellor is often responsible for hundreds of students, making it difficult to provide individualized attention and timely interventions (Adewale & Yusuf, 2019).

Moreover, the rising prevalence of mental health issues among Nigerian students underscores the need for effective counselling services. Studies indicate that academic pressure, family expectations, and socioeconomic challenges contribute to stress, anxiety, and depression among secondary school students (Ogunleye & Adebayo, 2022). However, stigma surrounding mental health in Nigeria further limits students' willingness to seek help from school counsellors (Oduh, 2020). Therefore, integrating innovative solutions such as artificial intelligence (AI) into counselling services could help bridge this gap and provide students with accessible, confidential, and data-driven support.

AI Applications in Education

Artificial intelligence has been increasingly adopted in global education systems to enhance learning experiences, personalize instruction, and streamline administrative processes (Holmes, Bialik, & Fadel, 2019). AI-driven tools, such as chatbots, predictive analytics, and intelligent tutoring systems, are transforming how students receive academic and emotional support (Luckin et al., 2018). For instance, AI-powered platforms like IBM Watson Tutor and Microsoft's AI-driven education solutions have been successfully integrated into various educational institutions worldwide to provide personalized learning and emotional support (Baker & Smith, 2019).

AI applications in school counselling include automated mental health chatbots that offer students a safe space to express their concerns and receive instant responses based on cognitive-behavioural therapy (CBT) principles (Shum, Heffernan, & Ferguson, 2022). Studies have shown that AI-driven counselling tools can detect patterns in student behaviour, predict academic struggles, and provide timely interventions before issues escalate (Adegbite & Yusuf, 2021). Additionally, AI-based career counselling platforms can analyze students' interests, skills, and academic performance to recommend suitable career paths, thereby improving career decision-making processes (Obi, Okonkwo, & Bello, 2022).

While AI has demonstrated success in education across developed countries, its adoption in African school counselling systems remains limited. Many Nigerian schools still rely on traditional, human-based counselling methods, often constrained by a lack of resources and trained personnel (Eze & Egbunike, 2020). This highlights the need for research into the feasibility and effectiveness of AI-driven counselling services within the Nigerian context.

Gaps in Research

Despite the increasing interest in AI applications in education, limited studies focus specifically on AI's role in school counselling within Nigeria. Existing research has primarily examined AI's impact on teaching, learning, and administrative efficiency, with little emphasis on its potential for mental health and career counselling (Obi et al., 2022). Furthermore, most AI-based counselling studies originate from developed countries, where technological infrastructure and student digital literacy are significantly higher compared to Nigeria (Holmes et al., 2019).

Another critical gap is the lack of empirical evidence on the acceptability and effectiveness of AI-driven counselling services among Nigerian students, parents, and educators. Given cultural perceptions surrounding counselling and mental health in Nigeria, further research is needed to explore how AI powered counselling tools can be designed to align with the socio-cultural context and ethical considerations of Nigerian schools (Ogunleye & Adebayo, 2022). Additionally, there is a need for policy discussions on data privacy, security, and ethical concerns associated with implementing AI in counselling services.

Addressing these research gaps can provide valuable insights into how AI can be leveraged to enhance counselling services in Nigerian schools. By exploring the potential benefits, challenges, and implementation strategies, future studies can guide policymakers, educators, and technology developers in designing AI-powered counselling solutions tailored to the unique needs of Nigerian students.

Innovative AI Tools in Shaping Modern Counselling in Nigerian Secondary Schools

The integration of Artificial Intelligence (AI) into secondary school systems in Nigeria is gradually transforming counselling practices through innovative digital solutions. AI technologies are enhancing early intervention, career guidance, psychosocial support, and data-driven decision-making in educational settings (Holmes, Bialik, & Fadel, 2019; UNESCO, 2021).

1. AI-Powered Chatbots for Student Support

AI-powered chatbots are increasingly used as virtual counselling assistants that provide real-time, 24/7 support to students. Using Natural Language Processing (NLP), these systems can respond to students' academic, emotional, and career-related concerns (Fitzpatrick, Darcy, & Vierhile, 2017). Research indicates that AI chatbots can reduce stigma and increase help-seeking behaviour among adolescents by providing anonymous platforms for interaction (Inkster, Sarda, & Subramanian, 2018). In Nigerian secondary schools, AI chatbots can:

- Provide instant responses to counselling inquiries
- Offer coping strategies for stress and anxiety
- Refer complex cases to professional counsellors
- Encourage students reluctant to seek face-to-face counselling. This innovation supports accessibility and responsiveness in school counselling services.

2. Predictive Analytics for Early Identification

AI-based predictive analytics systems analyze academic performance, attendance patterns, and behavioural data to identify students at risk of academic failure or dropout. Studies show that predictive modelling can significantly improve early warning systems in schools (Baker & Inventado, 2014; Siemens & Baker, 2012). In

the Nigerian context, where counsellor-to-student ratios are often high, predictive AI tools can assist in:

- Identifying early signs of disengagement
- Supporting targeted intervention planning
- Enhancing preventive counselling strategies. Such systems promote proactive rather than reactive counselling practices.

3. AI-Driven Career Guidance Platforms

Career guidance is a critical component of secondary school counselling. AI-powered career platforms assess students' interests, aptitudes, and personality traits to recommend career pathways aligned with labour market trends (Holmes et al., 2019). Grounded in career development theories such as Social Cognitive Career Theory (SCCT), AI systems can strengthen students' self-efficacy and outcome expectations by providing personalized career insights (Lent, Brown, & Hackett, 1994). These platforms are particularly relevant in preparing Nigerian students for emerging digital and entrepreneurial economies.

4. Intelligent Assessment and Psychometric Tools

AI-enhanced psychometric tools improve the reliability and efficiency of student assessments. Automated scoring and interpretation reduce human error and enhance objectivity (Luckin et al., 2016). Intelligent systems can generate individualized reports that support counsellors in designing tailored intervention strategies. Such tools strengthen evidence-based counselling practice and improve data management within schools.

5. Sentiment Analysis and Emotional Monitoring

AI systems equipped with sentiment analysis can detect emotional distress through analysis of text or digital communication patterns. Research shows that machine learning models can identify indicators of depression and anxiety with considerable accuracy (Calvo, Milne, Hussain, & Christensen, 2017). In secondary schools, ethically implemented sentiment analysis tools can:

- Identify students experiencing psychological distress
- Alert counsellors for timely intervention
- Support school-wide mental health monitoring. However, ethical safeguards concerning privacy and informed consent remain essential (UNESCO, 2021).

6. Virtual Reality (VR) and AI-Based Simulation Tools

AI-integrated Virtual Reality (VR) platforms allow experiential career exploration and social skills training. Immersive technologies have been shown to enhance engagement and learning outcomes (Radianti et al., 2020). In counselling contexts, VR can simulate workplace environments or conflict-resolution scenarios, fostering creative and experiential interventions.

7. Hybrid Human AI Counselling Models

Scholars emphasize that AI should augment rather than replace human counsellors (Holmes et al., 2019). Hybrid counselling models combine AI efficiency in data processing with the empathy, ethical reasoning, and cultural sensitivity of trained counsellors. This balance ensures that technological innovation does not undermine the human-centered foundation of counselling practice.

Implications for Nigerian Secondary Schools

The adoption of AI in Nigerian secondary schools can:

- Improve accessibility to counselling services
- Enhance early intervention mechanisms

- Support personalized student development
- Strengthen data-informed decision-making

Nonetheless, successful integration requires infrastructural investment, digital literacy training for counsellors, and ethical regulatory frameworks aligned with national education policies (UNESCO, 2021).

Benefits to Students

The review suggest that AI-assisted counselling significantly improves students' access to mental health and career guidance services. Traditional counselling in Nigerian schools often suffers from a shortage of trained counsellors and overwhelming student-to-counsellor ratios (Oladokun & Adebayo, 2021). AI applications can bridge this gap by providing 24/7 support, enabling students to seek help at any time.

Additionally, AI-driven tools allow for personalized support tailored to individual students' needs. For instance, machine learning algorithms can analyze students' concerns over time and provide targeted recommendations, improving the effectiveness of counselling interventions. Another key benefit is the efficiency AI brings to the counselling process. Automated scheduling systems, digital self-help resources, and AI-assisted career guidance platforms can help streamline counselling operations, allowing human counsellors to focus on more complex cases that require direct human intervention.

Challenges Identified

Despite the benefits, several challenges hinder the full integration of AI into school counselling in

Nigeria. One significant challenge is limited internet access, particularly in rural areas, where connectivity issues can prevent students from utilizing AI-driven platforms effectively (Eze et al., 2023). Cultural perceptions of AI also pose a challenge, as some stakeholders remain skeptical about relying on technology for counselling, preferring human interaction due to concerns about emotional depth and empathy. Additionally, the digital divide remains a pressing issue, with disparities in access to digital devices and technological literacy affecting students' ability to engage with AI-driven counselling tools.

Moreover, the study highlights the need for extensive training for school counsellors to effectively

incorporate AI into their practices. Many counsellors lack the technical skills required to navigate AI based platforms, necessitating continuous professional development programs. Ethical concerns also emerged as a major challenge, particularly regarding data privacy and security. Students' sensitive information must be protected to prevent unauthorized access or misuse, necessitating robust data protection policies and regulatory frameworks. Addressing these challenges is essential to ensuring the successful integration of AI into school counselling in Nigeria.

The paper indicated that AI-driven counselling tools hold significant potential for improving student support services in Nigerian schools. However, the integration of these technologies must consider the unique socio-cultural and educational landscape of the country. One key issue is the perception of counselling itself within Nigerian society, where mental health discussions are often stigmatized (Oladokun & Adebayo, 2021). This cultural factor may influence how students and educators engage with AI-driven counselling tools. Additionally, the digital divide remains a major obstacle, as students in urban schools may have better access to AI-based platforms than their rural

counterparts, potentially widening existing educational inequalities (Eze et al., 2023). Therefore, while AI presents an opportunity for innovation in school counselling, its successful implementation will require addressing infrastructural, cultural, and educational barriers.

Framework for Integration (Future Directions)

To ensure the effective integration of AI into school counselling services, a structured framework must be developed. First, capacity-building initiatives should be introduced to train school counsellors, teachers, and administrators on AI usage. Professional development programs can equip educators with the skills needed to navigate AI platforms and interpret AI-generated insights for personalized student support (Mishra & Koehler, 2006).

Second, collaboration with technology providers and education stakeholders is essential. Partnerships with AI developers can facilitate the customization of digital counselling tools to align with the cultural and psychological needs of Nigerian students. Additionally, integrating AI with existing counselling methods such as blending AI-driven chatbots with face-to-face counselling can create a hybrid approach that enhances accessibility while maintaining human-centered support. Lastly, ensuring ethical AI deployment is crucial. Establishing data protection measures and promoting digital literacy among students and staff can help mitigate risks associated with AI use in counselling (Puentedura, 2013).

Technological Pedagogical Content Knowledge (TPACK) Framework

The TPACK framework, developed by Mishra and Koehler (2006), emphasizes that effective technology integration occurs when technological knowledge, pedagogical knowledge, and content knowledge intersect.

Applied to counselling practice:

- **Technological Knowledge (TK):** Counsellors' understanding of AI tools such as chatbots, predictive analytics systems, and digital psychometric platforms.
- **Pedagogical Knowledge (PK):** Counselling strategies, intervention models, and ethical practices.
- **Content Knowledge (CK):** Core counselling domains such as career guidance, mental health support, and behavioural intervention.

Effective AI integration occurs at the intersection of these domains (Mishra & Koehler, 2006). In Nigerian secondary schools, this means counsellors must not only understand AI tools but also apply them ethically and contextually within counselling frameworks.

SAMR Model of Technology Integration

The SAMR model (Substitution, Augmentation, Modification, Redefinition) by Puentedura (2013) provides a progressive framework for evaluating technology use.

In counselling contexts:

- **Substitution:** AI replaces manual record-keeping with digital systems.
- **Augmentation:** AI improves counselling efficiency through automated assessments.
- **Modification:** AI enables predictive analytics for early identification of at-risk students.

- **Redefinition:** AI allows entirely new counselling models, such as hybrid human–AI counselling and 24/7 virtual support systems.

The goal in Nigerian schools should be to move beyond substitution toward redefinition, where AI transforms counselling practice rather than merely digitizing traditional methods (Puentedura, 2013).

Policy Recommendations

For AI integration in school counselling to be successful, supportive policies and government intervention are necessary. First, policymakers should allocate funding to enhance technological infrastructure in schools, particularly in underserved regions, to bridge the digital divide. Providing schools with reliable internet access and necessary AI tools can improve the reach and effectiveness of AI-driven counselling. Second, education ministries should develop clear guidelines on the ethical use of AI in counselling. These policies should address concerns related to data privacy, consent, and the responsible use of AI generated insights to protect student confidentiality.

Finally, national education policies should encourage public-private partnerships, allowing schools to leverage innovations from tech companies while ensuring AI applications align with national educational goals. By implementing these policy measures, Nigeria can create a sustainable model for integrating AI into school counselling, ultimately enhancing students' academic and emotional well-being.

Conclusion

The integration of artificial intelligence (AI) into school counselling services in Nigeria presents a transformative opportunity to enhance student support, improve accessibility, and increase the efficiency of counselling processes. AI-powered tools such as chatbots, mental health applications, and predictive analytics can provide personalized guidance, identify at-risk students, and bridge gaps in counselling services, particularly in underserved areas. However, several challenges must be addressed for successful implementation. These include infrastructural limitations, such as unreliable internet access, the digital divide between urban and rural schools, cultural perceptions of AI and mental health, the need for training counsellors and educators, and ethical concerns regarding data privacy and security. Addressing these barriers requires a structured approach that includes capacity-building initiatives, collaboration with technology providers, and the development of clear policies for ethical AI use in education.

Recommendations

Based on the findings of this paper, the following recommendations were made and they are as follows;

1. To maximize the potential benefits of AI in school counselling, educational stakeholders including policymakers, school administrators, counsellors, and technology experts must actively explore opportunities for AI integration.
2. Government agencies should invest in digital infrastructure, ensuring that schools, especially in rural areas, have access to the necessary resources for AI-driven counselling.
3. School administrators and teachers should embrace AI as a complement to traditional counselling methods, leveraging technology to enhance student well-being.

4. Additionally, 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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