*ISSN 2384-7662*
*E-ISSN 2705-2508*

# ENHANCING STUDENT SUPPORT: EXPLORING THE POTENTIAL OF ARTIFICIAL INTELLIGENCE IN SCHOOL COUNSELLING AND GUIDANCE SERVICES

**BY**
**OYEBISI, Oluwakemi Mary: Department of Educational Foundations, Faculty of Education University of Lagos, Akoka, Lagos, kemmyoyebc@gmail.com**

**Dr. Stella Chinwe ANYAMA: Department of Educational Foundations, Faculty of Education, University of Lagos, Akoka, Lagos, sanyama@unilag.edu.ng**

**Dr. B. Ahimie: Department of Educational Foundations, Faculty of Education University of Lagos, Akoka, Lagos,bahimie@unilag.edu.ng**

**Abstract**
*This paper delves into the transformative potential of Artificial Intelligence (AI) in revolutionizing school counselling and guidance services. As educational institutions increasingly adopt AI technologies, it becomes imperative to explore how these innovations can enhance student support systems. The paper argues that AI can provide personalized, data-driven insights that enable counsellors to identify and address students' academic, emotional, and social needs more effectively. By leveraging AI tools, such as predictive analytics, Chatbots, and virtual counselling platforms, schools can offer timely interventions and support tailored to individual student profiles. Additionally, AI can streamline administrative tasks, allowing counsellors to focus more on direct student engagement. Despite the promising benefits, the paper also highlights ethical considerations, such as privacy concerns and the need for human oversight to ensure empathetic and context-sensitive interventions. By synthesizing current research and expert opinions, this paper aims to provide a comprehensive overview of AI's potential to enhance school counselling and guidance services, while advocating for a balanced integration that preserves the essential human element in student support. The paper concludes with recommendations for future research and practical implementation strategies to maximize the benefits of AI in educational settings.*
**Keywords**: *Artificial intelligence, Chatbots, ethical considerations, Predictive analytics, Virtual reality*

## Introduction

In the rapidly evolving landscape of education, Artificial Intelligence (AI) is emerging as a transformative force, offering new opportunities to enhance school counselling and guidance services. Traditional counselling methods, while effective, often struggle to meet the growing and diverse needs of students in an efficient and timely manner. With advancements in AI, schools now have the potential to provide more personalized and data-driven support, ensuring that each student's unique academic, emotional, and social needs are addressed with precision and care. This paper explores the multifaceted role of AI in school counselling, advocating for its thoughtful integration to enhance student support systems. AI technologies, such as predictive analytics and machine learning, can analyse vast amounts of data to identify patterns and predict student behaviours and outcomes. These capabilities allow counsellors to proactively address potential issues before they escalate, providing timely interventions that are tailored to individual student needs (Smith & Anderson, 2023). For example, AI can help identify students at risk of academic failure, mental health issues, or social challenges, enabling counsellors to develop targeted support plans that address these specific concerns (Johnson et al., 2022).

Furthermore, AI-powered tools like chatbots and virtual counselling platforms offer innovative ways to engage students. Chatbots can provide immediate, 24/7 support for students seeking information or assistance, thereby reducing the burden on human counsellors and ensuring that help is always available (Brown & Lee, 2023). Virtual counselling platforms can facilitate remote sessions, making it easier for students to access professional guidance regardless of their location. These tools can also support ongoing communication between students and counsellors, fostering a continuous and supportive relationship (Garcia & Miller, 2022). However, the integration of AI in school counselling is not without its challenges. Ethical considerations, particularly around privacy and data security, are paramount. The sensitive nature of student data necessitates stringent safeguards to protect against unauthorized access and misuse (Chen & Roberts, 2023). Additionally, there is a need to ensure that AI-

driven interventions do not replace the human touch that is crucial in counselling. Empathy, understanding, and personalized human interaction remain indispensable components of effective student support (Taylor, 2022).

Despite these concerns, the potential benefits of AI in school counselling are substantial. By automating routine administrative tasks, AI can free up counsellors to focus more on direct interactions with students. This increased efficiency can lead to more comprehensive and effective support services, ultimately contributing to better student outcomes (Wilson & Thompson, 2023). Moreover, AI can facilitate more data-driven decision-making, allowing schools to allocate resources more effectively and identify trends that may require systemic changes (Anderson & Kim, 2023). Moreso, the integration of AI in school counselling and guidance services holds significant promise for enhancing student support. While there are valid ethical and practical considerations, the potential for AI to provide personalized, timely, and effective interventions cannot be overlooked. This paper aims to provide a comprehensive exploration of the current landscape of AI in school counselling, highlighting both its potential and the critical factors that must be addressed to ensure its successful implementation. By doing so, it seeks to contribute to the ongoing discourse on how best to harness technology to support the well-being and success of students.

**Enhancing Student Support through Counselling**

The multifaceted challenges faced by students today—from academic pressures to mental health issues—demand robust and effective counselling services. Enhancing these services is essential to ensure that students receive the necessary support to thrive both academically and personally. Students today are under unprecedented stress, juggling academic responsibilities, social pressures, and often mental health issues. According to a study by the American Psychological Association (2023), approximately one in five students experience significant mental health challenges, including anxiety and depression. These issues can severely impact academic performance and overall well-being. Traditional counselling methods, while beneficial, often struggle to keep pace with the growing and diverse needs of the student population (Johnson, et al, 2022).

Personalized counselling approaches have shown significant promise in addressing individual student needs. Techniques such as Cognitive Behavioral Therapy (CBT) and Solution-Focused Brief Therapy (SFBT) are tailored to help students develop coping mechanisms and problem-solving skills (Smith & Brown, 2023). Research indicates that personalized interventions can lead to improved mental health outcomes and academic performance. For instance, a study by Lee, Jones & Williams (2023) found that students who received individualized counselling showed a 30% improvement in their academic grades compared to those who did not receive such support. The integration of technology in counselling services is revolutionizing student support. Artificial Intelligence (AI) and machine learning can analyze vast amounts of data to identify students at risk and provide targeted interventions (Anderson & Kim, 2023). AI-powered chatbots, for example, can offer immediate support and resources to students, acting as a first point of contact before human intervention is required (Brown & Lee, 2023). Additionally, virtual counselling platforms allow for remote sessions, ensuring that students have access to support regardless of their geographical location (Garcia & Miller, 2022).

While the benefits of integrating AI in counselling are substantial, it is crucial to address ethical considerations, particularly around data privacy and security. Student data is highly sensitive, and its protection is paramount. According to Chen and Roberts (2023), robust data security measures must be in place to prevent unauthorized access and misuse of information. Moreover, ethical guidelines must ensure that AI-driven interventions maintain the human element essential in counselling, emphasizing empathy and personal connection (Taylor, 2022). Several educational institutions have successfully integrated advanced counselling approaches to enhance student support. For example, the University of California implemented an AI-driven predictive analytics system to identify students at risk of dropping out. The system successfully reduced dropout rates by 15% within the first year of implementation (Wilson & Thompson, 2023). Similarly, high schools using virtual counselling platforms reported increased student engagement and satisfaction with the support services provided (Johnson et al., 2022). The future of student counselling lies in the continued integration of technology with personalized, empathetic human interaction. Future advancements may include more sophisticated AI algorithms capable of detecting subtle changes in student behavior, advanced virtual reality (VR) environments for immersive counselling sessions, and enhanced data analytics for more precise intervention strategies (Smith & Anderson, 2023). Additionally, ongoing training for counsellors on the use of these technologies will be essential to maximize their

potential benefits. Enhancing student support through counselling is a multifaceted endeavor that requires a combination of personalized approaches, technological integration, and ethical considerations. As educational institutions continue to evolve, the adoption of innovative counselling methods will be crucial in addressing the diverse and growing needs of students. By leveraging technology while maintaining the essential human touch, schools can provide comprehensive and effective support systems that foster student well-being and academic success.

**Exploration of Artificial Intelligence in School Guidance and Counselling Services**

The integration of artificial intelligence (AI) in school counselling and guidance services is revolutionizing the way students receive support. AI-powered tools and systems are enhancing the efficiency, personalization, and effectiveness of support services, enabling school counsellors and educators to provide data-driven guidance and interventions. From chatbots and virtual assistants to predictive analytics and virtual reality exposure therapy, AI is transforming the landscape of student support. As AI continues to evolve, it is essential to explore its applications, benefits, and ethical considerations in school counselling and guidance services', ensuring that technology is leveraged to promote student well-being, academic success, and equitable support.

**Chatbots and Virtual Assistants**

The introduction of ChatGPT (to date one of the most powerful AI chatbots by Open AI) in November 2022 is significantly transforming the landscape of education, marking a new era in how learning is approached and delivered. This advanced AI tool has redefined educational paradigms, offering a level of personalization in learning that was previously unattainable. ChatGPT, with its sophisticated language processing capabilities, is quickly becoming a game-changer in classrooms, to provide tailored educational experiences that cater to the unique needs, strengths, and weaknesses of each student. This shift from traditional, uniform teaching methods to highly individualized learning strategies will most likely signify a major advancement in educational practices (Aristanto et al., 2023). AI-powered chatbots and virtual assistants are revolutionizing the way students access support services in schools. These virtual helpers provide 24/7 support, answering students' queries, and offering guidance on academic and personal issues. By leveraging natural language processing (NLP) and machine learning algorithms, chatbots can understand student concerns, provide relevant resources, and even triage issues to ensure timely interventions. Chatbots and Virtual Assistants are AI-powered tools that provide 24/7 support to students, offering instant responses to their queries and concerns. These virtual helpers are designed to simulate human-like conversations, using natural language processing (NLP) and machine learning algorithms to understand and respond to student inputs (Aristanto et al., 2023).

One of the primary benefits of Chatbots and Virtual Assistants is their ability to provide immediate support to students, helping to reduce anxiety and stress. By leveraging AI-powered chatbots, schools can offer round-the-clock support, ensuring that students receive timely interventions and guidance. Additionally, chatbots can help alleviate the workload of school counsellors and educators, enabling them to focus on high-touch, high-impact support. Chatbots and Virtual Assistants can also be integrated into various aspects of school counselling and guidance services, including academic support, mental health resources, and career guidance. For instance, AI-powered chatbots can help students navigate academic course selection, provide resources for mental health and wellness, and even offer career guidance and exploration tools (Aristanto et al., 2023). Moreover, Chatbots and Virtual Assistants can be tailored to meet the specific needs of individual schools and students. By leveraging data analytics and machine learning algorithms, chatbots can be trained to recognize patterns and provide personalized support to students. This personalized approach enables chatbots to develop a deeper understanding of student needs, providing more effective support and guidance.

**Predictive Analytics**

AI-driven predictive analytics is a game-changer in identifying at-risk students and enabling early interventions. By analyzing vast amounts of data, including academic performance, attendance, and behavioural patterns, AI algorithms can predict student outcomes, such as dropout risk or mental health concerns. This enables school counsellors and educators to provide targeted support, ensuring students receive the help they need to succeed (Rakap, 2023). By analyzing vast amounts of data, including academic performance, attendance, and behavioural patterns, AI algorithms can identify early warning signs of student struggles, such as mental health concerns, academic difficulties, and dropout risk. This enables school counsellors and educators to provide targeted interventions and support, helping students overcome challenges and achieve success (Steele, 2023). AI-driven

predictive models can analyze student data from various sources, including student information systems, learning management systems, and assessment scores. These models can identify patterns and correlations that may not be apparent to human counsellors, enabling AI to make predictions about student outcomes and provide personalized recommendations for support. For instance, AI can predict a student's likelihood of struggling with a particular subject or assignment, allowing counsellors to provide targeted academic support and resources.

One of the significant benefits of AI in school counselling is its ability to help counsellors identify at-risk students who may not have been visible otherwise. AI can analyze data from multiple sources to identify subtle patterns and warning signs that may indicate a student is struggling, such as changes in attendance or academic performance. This enables counsellors to provide early interventions and support, helping to prevent more severe problems from developing (Rakap, 2023). AI can also help school counsellors evaluate the effectiveness of their support services and make data-driven decisions about program development and resource allocation. By analyzing student outcomes and program effectiveness, AI can provide insights into what works and what doesn't, enabling counsellors to refine their approaches and make informed decisions about how to best support their students (Fullan, Azorin, Harris & Jones, 2023).

**Personalized Guidance**

AI-driven systems provide personalized guidance, considering individual students' strengths, weaknesses, and interests. By analyzing student data and learning patterns, AI can suggest tailored academic and career paths, helping students make informed decisions about their future. This personalized approach also enables school counsellors to focus on high-touch, high-impact support, rather than generic guidance (Dever & Bach, 2020). According to Adiguzel, Kya, & Cansu, (2023) AI in schools offers a revolutionary approach to supporting students' academic, social, and emotional development. By leveraging machine learning algorithms and natural language processing, AI can analyze individual student data, learning patterns, and interests to provide tailored guidance and recommendations. This personalized approach enables students to receive support that is uniquely suited to their needs, abilities, and goals.

As a result, AI-driven guidance systems can analyze vast amounts of data, including academic performance, learning behaviours, and career aspirations, to provide students with personalized academic and career guidance. For instance, AI can suggest customized learning pathways, recommend relevant courses or extracurricular activities, and even provide guidance on college and career options (Adiguzel et al., 2023). This personalized support helps students make informed decisions about their academic and professional futures. Moreover, AI as Personalized Guidance offers real-time support and feedback to students. AI-driven chatbots and virtual assistants can provide instant guidance and answers to student queries, helping them navigate academic and personal challenges. Additionally, AI can facilitate communication between students, teachers, and counsellors, ensuring that all stakeholders are informed and involved in the guidance process. Furthermore, AI in Personalized Guidance helps schools address the unique needs of diverse student populations. By analyzing individual student data and learning patterns, AI can identify areas where students may require additional support, such as English language learners or students with disabilities. This enables schools to provide targeted interventions and accommodations, ensuring that all students receive equitable access to guidance and support.

**Mental Health Support**

Artificial Intelligence (AI) is modernizing mental health support in school counselling and guidance services. AI-powered tools and platforms are enabling schools to provide more accessible, personalized, and effective mental health support to students. AI-driven chatbots and virtual assistants are offering students instant support and guidance, helping them navigate mental health concerns, such as anxiety, depression, and stress. Virtual mental health platforms, such as crisis chatbots and online counselling services, provide students with safe and confidential spaces to discuss their concerns which can also analyse student feedback, identifying early warning signs of mental health issues and enabling proactive interventions (Winkler-Schwartz & Chen, 2019). According to Yoshija (2024), AI provide mental health support platforms which enable schools to identify at-risk students and provide early interventions. By analysing student data and behaviour patterns, AI algorithms can detect early warning signs of mental health concerns, allowing school counsellors and mental health professionals to provide targeted support and interventions. This proactive approach will help schools reduce the stigma associated with mental health and ensure that students receive the support they need to thrive.

*ISSN 2384-7662*
*E-ISSN 2705-2508*

One of the significant benefits of AI in mental health support is its ability to provide personalized support and resources to students. AI platforms can analyse individual student needs and preferences, providing tailored guidance and support. For instance, AI can suggest coping strategies, mindfulness exercises, and relaxation techniques to help students manage stress and anxiety (Yoshija, 2024). Additionally, AI can connect students with mental health professionals and support groups, ensuring they receive the help they need. AI is also enhancing the effectiveness of mental health support services in schools. By analyzing student outcomes and program effectiveness, AI can provide insights into what works and what doesn't, enabling school counsellors and mental health professionals to refine their approaches and make data-driven decisions. This data-driven approach is helping schools optimize their mental health support services, ensuring that students receive the most effective support possible (Winkler-Schwartz & Chen, 2019).

**Virtual Reality Exposure Therapy**

Virtual reality (VR) is another AI application that holds promise for school counselling. VR environments can simulate challenging social situations or provide relaxation exercises, offering students a safe space to practice coping strategies and build resilience (Oliveira, Prada & Paiva, 2021). Moreover, AI can facilitate data-driven decision-making in counselling, enabling counsellors to track student progress and tailor interventions to individual needs more effectively (Schwarz et al., 2020). AI-powered VR exposure therapy supports students with anxiety disorders, PTSD, and phobias, enhancing counselling outcomes. Immersive VR experiences can simulate real-world scenarios, helping students confront and overcome their fears in a safe and controlled environment. AI-driven VR systems can also adapt to individual student needs, ensuring personalized support (Zawacki-Richter & Jung, 2019).

AI algorithms can tailor VR Exposure Therapy to individual students' needs and progress. AI can analyze student data, such as heart rate and skin conductance, to measure their emotional response to VR simulations. This data informs the AI system, which adjusts the VR experience to optimize the student's exposure therapy. AI can also provide personalized feedback and encouragement to students, enhancing their motivation and engagement in the therapy process. VR Exposure Therapy is particularly effective in schools because it overcomes barriers to traditional therapy, such as stigma and access. Students can participate in VR Exposure Therapy in the comfort of their own schools, without the need for expensive hardware or transportation to external therapy sessions. AI-powered VR Exposure Therapy also provides schools with a cost-effective solution, reducing the need for lengthy and resource-intensive therapy sessions.

Moreover, AI-powered VR Exposure Therapy can address a range of mental health concerns, from social anxiety to specific phobias. For instance, VR simulations can help students overcome fears of public speaking, heights, or enclosed spaces. AI can also tailor VR experiences to address specific student needs, such as anxiety related to bullying or academic performance (Gorriz & Medina, 2020). However, AI and VR Exposure Therapy are transforming school counselling and guidance services. By providing personalized, accessible, and effective treatment, AI-powered VR Exposure Therapy is helping schools promote student mental health, well-being, and resilience. As AI technology continues to evolve, it is likely to play an increasingly important role in shaping the future of school counselling and guidance services.

**Teacher Support**

Artificial Intelligence (AI) is another modernizing teacher support in school counselling and guidance services which enable teachers to identify students' emotional and academic needs more effectively, providing personalized support and interventions. AI as teacher support can analyze student data, such as academic performance, attendance, and behaviour, to identify early warning signs of struggles and provide teachers with actionable insights. AI assists teachers in identifying students' emotional and academic needs, enabling targeted support and interventions. AI-driven systems can analyze student data, providing teachers with actionable insights to inform their instruction and support. This collaboration between AI and teachers ensures students receive comprehensive support, both in and out of the classroom (Hrastinski & Stenbom, 2019). AI-powered teacher support tools are also enhancing teacher-student relationships, enabling teachers to provide more empathetic and supportive guidance. AI-driven chatbots and virtual assistants can facilitate communication between teachers and students,

providing a safe and anonymous space for students to share their concerns and receive feedback. Additionally, AI can provide teachers with resources and strategies to support students' social-emotional learning, promoting a more inclusive and supportive classroom environment.

Moreover, AI is helping teachers manage their workload and reduce burnout. AI-powered tools can automate administrative tasks, such as data entry and progress tracking, freeing up teachers to focus on what they do best: supporting their students. AI can also provide teachers with personalized coaching and development resources, helping them enhance their teaching practices and stay updated on best practices in education (Ouyang & Wang, 2022). AI-powered teacher support is also fostering collaboration and community among teachers. AI-driven platforms can connect teachers across schools and districts, enabling them to share resources, expertise, and support. This collective approach to teacher support is promoting a culture of collaboration and innovation in education, ultimately benefiting students and schools (Akgun, & Greenhow, 2022).

**Ethical Considerations**

Ethical considerations are a crucial aspect of school counselling and guidance services. School counsellors and guidance professionals have a responsibility to ensure that their practice is guided by ethical principles and standards (Salawu & Abdulkadir, 2011). Ethical considerations are essential in school counselling and guidance services. School counsellors must prioritize confidentiality, informed consent, cultural responsiveness, professional boundaries, technological responsibility, and social justice advocacy to ensure that their practice is ethical, effective, and student-centered. The American School Counsellor Association (ASCA) National Model and the American Counselling Association (ACA) Code of Ethics provide a framework for ethical practice in school counselling. Ensuring AI systems prioritize student privacy, consent, and bias-free support is crucial. Schools must implement robust data protection policies, ensure transparent AI decision-making processes, and address potential biases in AI-driven support. By prioritizing ethical AI development and deployment, schools can promote trustworthy and effective support services (Yoshija, 2024).

One of the key ethical considerations in school counselling is confidentiality. School counsellors must ensure that student information and records are kept confidential and secure, with limited exceptions for mandatory reporting and collaboration with parents and school personnel. Another important ethical consideration is informed consent, which requires school counsellors to obtain students' and parents' consent before providing services or sharing information. School counsellors must also be aware of their own biases and cultural limitations, and strive to provide culturally responsive and inclusive services. They must respect students' diversity and individuality, and avoid imposing their own values and beliefs on students. Additionally, school counsellors must maintain professional boundaries and avoid dual relationships with students, such as counselling a student with whom they have a personal relationship.

Technological advancements also raise ethical considerations in school counselling. School counsellors must ensure that they use technology in a way that is secure, transparent, and respectful of students' privacy. They must also be aware of the potential risks and benefits of using technology in counselling, such as online counselling and virtual reality exposure therapy. As AI becomes increasingly integrated into school counselling and guidance services, ethical considerations are more important than ever. AI systems must be designed and trained to prioritize student well-being, privacy, and autonomy. School counsellors must ensure that AI-driven tools and platforms are aligned with ethical principles and standards, such as transparency, accountability, and fairness.

One key ethical consideration is bias in AI decision-making (Youshija, 2014). AI algorithms can perpetuate existing biases and discrimination if they are trained on biased data or designed with a particular worldview. School counsellors must be aware of these potential biases and take steps to address them, such as using diverse and representative data sets and testing AI systems for bias. Another ethical consideration is the use of AI for student surveillance and monitoring. While AI can help identify students at risk of mental health concerns or academic struggles, it must be used in a way that respects students' privacy and autonomy. School counsellors must ensure that AI-driven monitoring systems are transparent, opt-in, and respectful of students' boundaries. Additionally, AI raises questions about accountability and transparency in school counselling. As AI systems make decisions about student support and interventions, it can be difficult to determine who is responsible for those decisions. School counsellors must ensure that AI systems are designed with accountability and transparency

in mind, such as through audit trails and explainable AI.Finally, AI has the potential to exacerbate existing disparities in school counselling, such as unequal access to technology and internet connectivity. School counsellors must prioritize equity and access in AI-driven services, ensuring that all students have equal opportunities to benefit from AI-supported counselling and guidance.

**Recommendation for the Future Direction of Counselling and Guidance Services in the Age of Artificial Intelligence**

As Artificial Intelligence (AI) continues to permeate various aspects of education, its potential to enhance counselling and guidance services in schools becomes increasingly evident. To fully harness the benefits of AI while addressing its challenges, a comprehensive strategy must be developed. This recommendation outlines key areas for future development, focusing on the integration of AI to improve personalized support, enhance administrative efficiency, ensure ethical use, and foster continuous professional development.

**1. Embrace Personalized AI-Driven Counselling:** Schools should invest in AI platforms that analyze student data to provide tailored guidance and support. By leveraging predictive analytics, counsellors can identify students at risk and intervene proactively.

**2. Automate Administrative Tasks for Greater Efficiency:** To maximize the time counsellors spend on direct student interactions, schools should implement AI systems to automate routine administrative tasks. AI-powered chatbots and virtual assistants can handle scheduling, track student progress, and provide instant responses to common inquiries. This automation will allow counsellors to focus on more complex and nuanced student needs.

**3. Enhance Student Engagement with Interactive AI Technologies:** Schools should invest in VR (Virtual reality) and AR (Augmented reality) platforms that are specifically designed for educational and counselling purposes, ensuring that they are accessible and user-friendly. These tools can help students explore career options, understand mental health concepts, and develop social skills in a virtual environment.

**4. Foster Continuous Professional Development for Counsellors:** To effectively integrate AI into counselling services, counsellors need ongoing training and professional development. Schools should provide comprehensive training programs that cover AI technologies, data analytics, and ethical considerations. Partnerships with universities and tech companies can facilitate the development of specialized training modules. Additionally, creating a community of practice where counsellors can share experiences and best practices will foster a culture of continuous learning and improvement.

**5. Promote Collaboration and Stakeholder Engagement:** Successful implementation of AI in school counselling requires collaboration among various stakeholders, including educators, administrators, parents, and students. Schools should establish advisory committees that include representatives from these groups to guide the integration of AI technologies. Regular feedback sessions and surveys should be conducted to gather input and assess the effectiveness of AI-driven initiatives. Engaging stakeholders in the decision-making process will ensure that the solutions developed meet the needs and expectations of the entire school community.

**Conclusion**

The future of counselling and guidance services in schools is poised for transformation through the integration of AI. By embracing personalized AI-driven counselling, automating administrative tasks, enhancing student engagement, utilizing data-driven insights, addressing ethical considerations, fostering continuous professional development, and promoting collaboration, schools can create more effective, efficient, and equitable support systems for students. Implementing these recommendations will ensure that AI serves as a powerful tool in enhancing the well-being and academic success of students, preparing them for a bright future.

**References**

Abdulkadir, O. R; Issa, G. A & I. Gafar (2015). *Counselling: A sustainable tool for youth development in Nigeria*. In Alfred A. Adegoke, Oyaziwo Aluede & George Eweniyi (Ed) Issues in the helping profession for Nigerian counsellors. 79-83. ISBN 978-978-948-998-5

Adiguzel, T., Kaya, M. H., & Cansu, F. K. (2023). Revolutionizing education with AI: Exploring the transformative potential of ChatGPT. *Contemporary Educational Technology*, 15(3), 429. https://doi.org/10.30935/cedtech/13152

Akgun, S., & Greenhow, C. (2022). Artifcial intelligence in education: Addressing ethical challenges in K-12 settings. *AI and Ethics*, 2(3), 431–440. https://doi.org/10.1007/s43681- 021- 00096-7

American School Counselor Association (ASCA). (2020). The Role of the Professional School Counselor. Retrieved from https://www.schoolcounselor.org/parents-public/counselling-role

American Psychological Association. (2023). Stress in America: Generation Z. Retrieved from APA Website

Anderson, J., & Kim, S. (2023). Data-Driven Decision Making in Education: The Role of Artificial Intelligence. *Educational Research Review*, 25(3), 112-130.

Aristanto, A., Supriatna, E., Panggabean, H. M., Apriyanti, E., Hartini, H., Sari, N. I., & Kurniawati, W. (2023). The role of Artifcial Intelligence (AI) at school learning. *Education and Counseling Journal*, 3(2), 2. https://doi.org/10. 36841/consilium.v3i2.3437Attai, 2019

Brown, L., & Lee, H. (2023). Chatbots in Education: Enhancing Student Support through AI. *Journal of Educational Technology*, 40(2), 145-162.

Chan, C. K. Y. (2023). A Comprehensive AI Policy Education Framework for University Teaching and Learning (arXiv:2305. 00280). arXiv. https://doi.org/10.48550/arXiv.2305.00280

Chen, Y., & Roberts, M. (2023). Privacy and Ethics in Educational AI: Balancing Innovation and Student Protection. *Technology and Education*, 35(1), 23-40.

Chu, P., Chen, Y., & Chan, T. (2022). Artificial intelligence in higher education: A systematic review. *IEEE Transactions on Learning Technologies*, 15(2), 243-255. DOI: 10.1109/TLT.2022.3157506Dever & Bach, 2020)

Dever, J., & Bach, L. (2020). Using artificial intelligence to provide personalized feedback to students. *TechTrends*, 70(1), 22-29. DOI: 10.1007/s11528-019-00431-6

Egbo, A. E. (2015). The challenges of guidance and counselling practices as perceived by secondary school Counsellors in Enugu State Nigeria. *International Journal of Education and Research* 3 (5) 376-386.

Farhi, F., Jeljeli, R., Aburezeq, I., Dweikat, F. F., Al-shami, S. A., & Slamene, R. (2023). Analyzing the students' views, concerns, and perceived ethics about chat GPT usage. *Computers and Education: Artifcial Intelligence*, 5, 100180. https://doi. org/10.1016/j.caeai.2023.100180

Fitzpatrick, K. K., Darcy, A., & Vierhile, M. (2017). Delivering cognitive behavior therapy to young adults with symptoms of depression and anxiety using a fully automated conversational agent (Woebot): A randomized controlled trial. *JMIR Mental Health*, 4(2), 111-125

Fullan, M., Azorín, C., Harris, A., & Jones, M. (2023). Artifcial intelligence and school leadership: Challenges, opportunities and implications. *School Leadership & Management*, 1–8. https://doi.org/10.1080/13632434.2023.2246856

Garcia, M., & Miller, P. (2022). Virtual Counselling Platforms: Expanding Access to Mental Health Support. *Journal of School Counselling*, 39 (4), 205-222.

Garg, S., & Sharma, S. (2020). Impact of artifcial intelligence in special need education to promote inclusive pedagogy. *International Journal of Information and Education Technology*, 10(7), 523–527. https://doi.org/10.18178/ijiet.2020. 10.7.1418

Górriz, C., & Medina, S. (2020). Artificial intelligence in education: A review of the current state and future prospects. *Journal of Educational Technology Development and Exchange*, 13(1), 1-22.

Hawking, S., Russell, S., Tegmark, M., & Wilczek, F. (2014, May 1). Stephen Hawking: "Transcendence looks at the implications of artificial intelligence—but are we taking AI seriously enough?". *The Independent*. Retrieved from https://www.independent.co.uk/news/science/stephen-hawking- transcendence-looks-at-the-implications-of-artificial-intelligencebut-are-we-taking- 9313474.html

Hrastinski, S., & Stenbom, S. (2019). The role of artificial intelligence in education: A review of the literature. *Journal of Educational Technology Development and Exchange*, 12(1), 1-18.

Johnson, R., Smith, T., & Anderson, K. (2023). Predictive Analytics in School Counselling: A New Frontier. *Educational Data Science*, 33(2), 78-95.

Kim, S., Lee, S., & Lee, Y. (2021). Ethical Challenges of Artificial Intelligence in Education: Bias, Surveillance, and Privacy. *Educational Technology & Society, 24(2), 104-117.*

Ng, D. T. K., Leung, J. K. L., Chu, S. K. W., & Qiao, M. S. (2021). Conceptualizing AI literacy: An exploratory review. *Computers and Education: Artifcial Intelligence*, 2, 100041. https://doi.org/10.1016/j.caeai.2021.100041

Ng, D. T. K., Wu, W., Lok Leung, J. K., & Wah Chu, S. K. (2022). Artifcial intelligence (AI) literacy questionnaire with confrmatory factor analysis. *IEEE International Conference on Advanced Learning Technologies (ICALT)*, 2023, 233–235. https:// doi.org/10.1109/ICALT58122.2023.00074

Lee, A., Jones, M., & Williams, R. (2023). Personalized Counselling: Benefits and Outcomes. *Journal of Educational Psychology*, 44(1), 34-50.

Oberleitner, L., Kovacs, L., & Siller, H. (2019). Artificial Intelligence in School Counselling: Usage, Ethical Considerations, and Opportunities. *International Journal for Cross-Disciplinary Subjects in Education*, 10(3), 3724-3730.

Oliveira, D., Prada, R., & Paiva, A. (2021). Virtual Reality for Social Skills Training: A Study with Autism Spectrum Disorder Individuals in Schools. *In Proceedings of the 20th International Conference on Autonomous Agents and Multiagent Systems (AAMAS)*187-195.

Ouyang, F., & Wang, X. (2022). AI in online higher education: A systematic review. *Online Learning*, 26(1), 22-41. DOI: 10.24059/olj.v26i1.3069

Pisani, A. R., Muratori, M. C., & Muratori, L. M. (2020). School Counselling in the 21st Century: Challenges and Opportunities. *Journal of School Counselling*, 18(4), 1-19.

Rakap, S. (2023). Chatting with GPT: Enhancing individualized education program goal development for novice special education teachers. *Journal of Special Education Technology*, 01626434231211295. https://doi.org/10.1177/01626 434231211295

Russell, F. (2019). Artificial intelligence and counseling: Four levels of implementation. *Theory & Psychology 7(2)*1–13

Salawu, A. A. & Abdulkadir, O. R. (2011). *Introduction to the theory and practice of guidance and counselling*. Ilorin. Integrity Publication

Schwartz, R., Dodge, J., & Chiang, A. (2021). Predictive Analytics in K-12 Education: Approaches, Best Practices, and Ethical Considerations. *Educational Technology & Society*, 24(3), 128-142.

Schwarz, L., Calvo, R., & Baños, R. (2020). Artificial Intelligence in School Mental Health Care: A Systematic Review. *Journal of Technology in Human Services*, 38(3), 167- 181.

Smith, T., & Anderson, K. (2023). The Future of School Counselling: Integrating AI and Human Expertise. *Counselling Today*, 38(1), 12-27.

Smith, T., & Brown, L. (2023). Cognitive Behavioral Therapy in Schools: Implementation and Impact. *Educational Psychology Review*, 41(2), 89-104.

Steele, J. L. (2023). To GPT or not GPT? Empowering our students to learn with AI. *Computers and Education: Artifcial Intelligence*, 5, 100160. https://doi.org/10.1016/j.caeai.2023.100160

Taylor, S. (2022). The Human Element in AI-Driven Counselling: Ensuring Empathy and Understanding. *Counselling Quarterly*, 34(3), 56-72.

Tegmark, M. (2017). *Life 3.0: Being human in the age of artificial intelligence*. New York, Random House.

Wilson, A., & Thompson, R. (2023). Efficiency and Effectiveness: The Impact of AI on School Counselling Services. *Educational Management Review*, 27(2), 189-208.

Winkler-Schwartz, A., & Chen, Y. (2019). Artificial intelligence in medical education: A systematic review. *Medical Teacher*, 41(5), 539-547. DOI: 10.1080/0142159X.2019.1609866

Yoshija, W. (2024). Embracing the future of Artifcial Intelligence in the classroom: The relevance of AI literacy, prompt engineering, and critical thinking in modern education. *International Journal of Educational Technology in Higher Education*, 21(15), 12-29

Zawacki-Richter, O., & Jung, I. (2019). Artificial intelligence in higher education: A systematic review. *International Journal of Artificial Intelligence in Education*, 29(2), 633-655. DOI: 10.1007/s40593-019-00176-6