



Enhancing Counselling Services Through ... Ijalé, M. & Wakeh, Y. A. (2026)

Enhancing Counselling Services Through Artificial Intelligence among Secondary School Students in Zaria Metropolis, Kaduna State, Nigeria

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Abstract

This study examined how artificial intelligence (AI) can enhance counselling services among secondary school students in Zaria Metropolis, Kaduna State. The study was guided by two research questions and two objectives with two corresponded hypotheses. Two null hypotheses were tested at the 0.05 level of significance. The study adopted a descriptive survey research design. The population consisted of all secondary school students in Zaria Metropolis, and a sample of 380 students was selected using the stratified random sampling technique. A structured questionnaire titled Artificial Intelligence and Counselling Services Questionnaire (AICSQ) was used as the instrument for data collection. The instrument was validated by experts in guidance and counselling as well as educational measurement, and a reliability coefficient of 0.84 was obtained using Cronbach's Alpha. The study revealed that artificial intelligence significantly enhances the efficiency, accessibility, and responsiveness of counselling services among secondary school students in Zaria Metropolis. It also found that challenges such as inadequate digital infrastructure, limited ICT literacy among counsellors, and insufficient training opportunities hinder effective AI integration into counselling services. The study therefore recommended that the Ministry of Education and school administrators should integrate AI tools into counselling practices and provide continuous digital training for counsellors to improve the quality-of-service delivery. Furthermore, adequate ICT infrastructure and policy frameworks should be developed to address implementation challenges and ensure equitable access to AI-assisted counselling services across secondary schools in Zaria Metropolis.

Keywords: Artificial Intelligence, Counselling Services, ICT Integration

Introduction

Counselling services form an integral component of the educational system, designed to assist students in achieving optimal academic, vocational, personal, and social development (Makinde, 2020). In Nigeria, the inclusion of guidance and counselling in secondary schools is aimed at addressing students' diverse developmental needs, helping them make informed career decisions, and promoting psychological well-being (Okeke & Ugwoke, 2019). However, despite its recognized importance, counselling services in Nigerian secondary schools remain underdeveloped and underutilized due to inadequate professional counsellors, lack of modern facilities, and insufficient government attention (Olayemi & Yusuf, 2024). Within Zaria Metropolis of Kaduna State, many secondary schools operate with only one trained counsellor or none at all serving hundreds of students. This imbalance contrasts sharply with UNESCO's recommendation of one counsellor to every 300 students (UNESCO, 2022). As a result, counsellors are often overwhelmed by large caseloads, making it difficult to provide individualized attention or follow up on students' emotional, academic, and behavioural challenges. Furthermore, traditional counselling methods that depend solely on face-to-face interaction are often constrained by time, physical space, and privacy concerns (Adeyemo & Adeleke, 2023). Consequently, many students in need of counselling services either experience long waiting periods or fail to seek help altogether. In the 21st century, the integration of Artificial Intelligence (AI) into education has introduced new opportunities to enhance counselling practice. AI, defined as the ability of computer systems to perform tasks that normally require human intelligence, such as learning, reasoning, and problem-solving (Russell & Norvig, 2021), is increasingly applied across diverse sectors of education. In counselling, AI technologies such as chatbots, predictive analytics, and emotion-recognition software can support counsellors by providing automated responses, identifying at-risk students, and recommending personalized interventions (Amadi, 2022). For example, AI-powered chatbots can offer 24-hour counselling support, especially in cases where counsellors are unavailable, while predictive analytics can analyze student data to detect early signs of academic decline or psychological



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distress (Choudhury, 2023). AI-assisted counselling systems can also improve efficiency by automating repetitive administrative tasks such as scheduling, data recording, and follow-up reminders, allowing counsellors to focus on complex human issues (Eze & Nwachukwu, 2023). Similarly, virtual counselling environments can provide safe, anonymous spaces for students to share personal problems, particularly in conservative societies where stigma around emotional or psychological counselling persists (Ogunyemi & Aremu, 2021). These applications demonstrate that AI can complement human counsellors rather than replace them, thus expanding the reach and accessibility of counselling services in schools.

Counselling is a professional process that assists individuals in understanding themselves and their environment to make informed decisions and adjustments (Makinde, 2020). Within the school system, counselling services are an integral component of the educational process, designed to facilitate students' academic, vocational, and personal-social development. According to Okeke and Ugwoke (2019), school counselling helps students acquire coping skills, resolve emotional conflicts, and prepare for future careers. In Nigeria, school counselling services are provided through three major dimensions: educational counselling, which assists students in managing learning challenges and study habits; vocational counselling, which focuses on career selection and preparation; and personal-social counselling, which helps students build interpersonal relationships and emotional stability (Eze & Nwachukwu, 2023). Despite the presence of guidance counsellors in many schools, the level of service delivery remains low, largely due to the shortage of qualified personnel, limited resources, and lack of access to modern counselling tools (Adebayo, 2022). In Zaria Metropolis, where many public schools are overcrowded and under-resourced, counsellors struggle to meet the demands of increasing student populations. Consequently, students' emotional and academic problems are often unattended or poorly managed, which may lead to school maladjustment, absenteeism, and poor academic performance (Usman, 2022). These limitations have made it imperative to explore modern technologies such as Artificial Intelligence that can complement the counsellor's work and enhance efficiency. Artificial Intelligence (AI) is a branch of computer science concerned with creating systems capable of performing tasks that would normally require human intelligence, such as problem-solving, reasoning, perception, and learning (Russell & Norvig, 2021). AI systems can process large amounts of data, identify patterns, and generate solutions with minimal human intervention. In the educational context, AI applications include adaptive learning systems, intelligent tutoring programs, predictive analytics for academic performance, and virtual guidance assistants (Choudhury, 2023). AI operates through several subfields such as machine learning, natural language processing, and expert systems. These technologies have made it possible for computers to simulate human interaction, understand emotions, and provide personalized recommendations. According to Amadi (2022), AI offers a promising approach to improving access, quality, and efficiency in educational and psychological service delivery across Africa.

The application of AI in counselling represents an emerging field that seeks to integrate intelligent technologies into traditional guidance and counselling practices. AI tools such as chatbots, virtual counselling systems, and emotion recognition software are increasingly being developed to assist counsellors in providing timely and personalized support to students (Eze & Nwachukwu, 2023). For instance, AI-powered chatbots can respond to students' academic and emotional inquiries instantly, while machine learning algorithms can analyze behavioural data to identify those at risk of depression, anxiety, or academic failure (Choudhury, 2023). Ogunyemi and Aremu (2021) noted that virtual counselling systems provide a confidential and non-judgmental space for students to share personal challenges without fear of stigma. These systems can also record interactions, track progress, and generate insights for counsellors to design appropriate interventions. Furthermore, Adeyemo and Adeleke (2023) reported that AI enhances counselling efficiency by automating administrative functions such as student profiling, appointment scheduling, and data management. This allows counsellors to dedicate more time to complex emotional cases that require human empathy and intuition. However, Olayemi and Yusuf (2024) cautioned that while AI can support counselling functions, it should not replace human counsellors, as emotional intelligence and ethical judgment remain crucial in handling sensitive psychological issues. Empirical research on AI in counselling is gradually expanding across Africa. Amadi (2022) found that AI-driven educational tools improved students' engagement and academic counselling outcomes in selected Nigerian schools. Similarly, Adeyemo and Adeleke (2023) demonstrated that digital innovations enhanced counsellors' efficiency and increased students' access to psychological support. In a study conducted by Olayemi and Yusuf (2024), AI applications were found to provide predictive insights that helped counsellors identify early signs of emotional distress among secondary school students. Choudhury (2023)



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reported that AI-based counselling chatbots achieved 83% accuracy in identifying student anxiety symptoms through text analysis. Despite these promising results, most of these studies emphasized the need for contextual research focusing on specific educational settings such as Zaria Metropolis, where cultural, infrastructural, and educational realities differ significantly.

Statement of the Problem

The delivery of effective counselling services in Nigerian secondary schools faces numerous challenges. These include inadequate funding, poor awareness among students, large counsellor-to-student ratios, and lack of training in digital counselling methods (Okonkwo & Odo, 2022). Olayemi and Yusuf (2024) observed that counsellors often rely on outdated methods that are unable to address the dynamic psychological and emotional needs of today's adolescents. Similarly, Adeyemo and Adeleke (2023) emphasized that the absence of digital tools and limited ICT infrastructure further weaken the efficiency of counselling delivery in Nigerian schools. Despite these potential benefits, the adoption of AI in counselling within Nigerian secondary schools is still in its infancy. Factors such as inadequate digital infrastructure, limited technical skills among counsellors, and lack of policy frameworks continue to hinder the integration of AI tools in school guidance and counselling (Usman, 2022). Moreover, there is little empirical evidence regarding how AI could be effectively used to enhance counselling services in secondary schools in Northern Nigeria, particularly in Zaria Metropolis, which remains one of the region's educational centers. Given these realities, it becomes imperative to investigate how AI can improve counselling service delivery among secondary school students in Zaria Metropolis. The increasing psychological, academic, and social pressures faced by adolescents including career uncertainty, examination anxiety, peer influence, cyberbullying, and mental health concerns necessitate innovative technological solutions (Okonkwo & Odo, 2022). Therefore, this study empirically examines the extent to which Artificial Intelligence can enhance counselling services among secondary school students in Zaria Metropolis, Kaduna State. Specifically, it assesses the impact of AI tools on the effectiveness of counselling service delivery and explores the perceptions of both counsellors and students toward the use of AI in improving counselling services. Findings from this study are expected to provide valuable insights for school administrators, policymakers, and counsellors on how technology can be harnessed to strengthen student support systems and promote holistic educational development.

Research Questions

1. What is the impact of Artificial Intelligence tools on the effectiveness of counselling service delivery among secondary school students in Zaria Metropolis?
2. What are the perceptions of counsellors and students toward the use of Artificial Intelligence in improving counselling services in secondary schools?

Objectives of the Study

The main objective of this study is to examine how Artificial Intelligence can enhance counselling services among secondary school students in Zaria Metropolis, Kaduna State. The specific objectives are to:

1. Examine the impact of Artificial Intelligence tools on the effectiveness of counselling service delivery among secondary school students in Zaria Metropolis.
2. Assess the perceptions of counsellors and students toward the use of Artificial Intelligence in improving counselling services in secondary schools.

Research Hypotheses

The following null hypotheses were formulated for the study:

H₀₁: There is no significant impact of Artificial Intelligence tools on the effectiveness of counselling service delivery among secondary school students in Zaria Metropolis.

H₀₂: There is no significant difference in the perceptions of counsellors and students toward the use of Artificial Intelligence in improving counselling services in secondary schools.

Methodology

The study adopted a descriptive survey research design. This design was considered appropriate because it allows the researcher to collect data from a sample of respondents and describe the existing conditions, attitudes, and opinions about the use of Artificial Intelligence (AI) to enhance counselling services among secondary school students in Zaria Metropolis. According to Nworgu (2015), a descriptive survey design is suitable for studies that aim to obtain information that describes



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existing phenomena and conditions without manipulation of variables. The target population for this study comprised all counsellors and secondary school students in public and private secondary schools within Zaria Metropolis, Kaduna State. Based on data obtained from the Zaria Educational Zone (2025), the population was 4,512 students and 42 counsellors across selected schools in the metropolis. A stratified random sampling technique was used to ensure that both public and private secondary schools were adequately represented. From the population, a sample of 380 respondents was selected, consisting of 350 students and 30 counsellors. This sample size was determined using the Krejcie and Morgan (1970) sample size determination table, which provides a reliable basis for determining adequate representation in social science research. The sample was drawn from ten secondary schools randomly selected from different districts within the metropolis to reflect diversity in school ownership and location.

Table 1: Population and Sample Size Distribution

S/N	Name of School	Type	Student Population	Counsellors	Sampled Students	Sampled Counsellors
1	Government Secondary School, Zaria	Public	680	4	60	4
2	Government Girls' Secondary School, Kongo	Public	520	3	50	3
3	Kufena College, Zaria	Public	430	3	40	3
4	Gaskiya Secondary School, Samaru	Public	420	3	40	3
5	Science Secondary School, Muchia	Public	370	3	35	3
6	Federal Government College, Zaria	Federal	460	4	45	3
7	Alhudahuda Secondary School, Sabon Gari	Public	390	3	35	2
8	Graceland International College, Zaria	Private	360	3	30	2
9	Glory Secondary School, Zaria	Private	440	3	40	3
10	Sunrise Comprehensive College, Zaria	Private	442	3	35	2
Total			4,512	42	350	30

Source: Zaria Educational Zone Records (2025).

A structured questionnaire titled “Artificial Intelligence and Counselling Services Questionnaire (AICSQ)” was developed by the researcher to collect relevant data. The instrument consisted of two sections: Section A: Demographic information of respondents (gender, school type, and experience). Section B: Items based on the research objectives and hypotheses focusing on the impact of AI tools on counselling effectiveness, accessibility, and students’ attitudes. The items were structured on a 4-point Likert scale ranging from *Strongly Agree (4)* to *Strongly Disagree (1)*. To ensure validity, the questionnaire was subjected to expert review by three specialists – one in Measurement and Evaluation and two in Guidance and Counselling at Ahmadu Bello University, Zaria. Their comments and suggestions led to necessary modifications before the final version was administered. The reliability of the instrument was established through a pilot study conducted in two schools outside the study area. Data from 30 respondents were analyzed using the Cronbach Alpha method, yielding a coefficient of 0.87, indicating high internal consistency (George & Mallery, 2019). The researcher, with the assistance of trained research assistants, administered the questionnaires personally to ensure a high response rate. Respondents were assured of confidentiality, and participation was voluntary. Data collected were analyzed using descriptive statistics (mean and standard deviation) to answer the research questions, while inferential statistics such as the t-test and Analysis of Variance (ANOVA) were employed to test the null hypotheses at 0.05 level of significance using the Statistical Package for Social Sciences (SPSS) version 25.

Presentation of Results

Research Question One

What is the effect of Artificial Intelligence tools on the effectiveness of counselling service delivery among secondary school students in Zaria Metropolis?

S/N	Item Statements	SA	A	D	SD	Total	Mean	Remark
1	AI tools can help counsellors manage students’ information more efficiently.	150 (40.5%)	130 (35.1%)	60 (16.2%)	30 (8.1%)	370	3.08	Agreed
2	AI-powered chatbots can provide immediate responses to students’ counselling needs.	120 (32.4%)	140 (37.8%)	70 (18.9%)	40 (10.8%)	370	2.92	Agreed



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3	The use of AI can enhance the accuracy of student behavioural assessments.	140 (37.8%)	120 (32.4%)	70 (18.9%)	40 (10.8%)	370	2.98	Agreed
4	AI-based systems can help identify students who need urgent counselling attention.	160 (43.2%)	120 (32.4%)	55 (14.9%)	35 (9.5%)	370	3.09	Agreed
5	AI improves communication between counsellors and students.	130 (35.1%)	130 (35.1%)	60 (16.2%)	50 (13.5%)	370	2.92	Agreed
6	AI enables counsellors to deliver personalized guidance based on students' data.	155 (41.9%)	125 (33.8%)	55 (14.9%)	35 (9.5%)	370	3.08	Agreed
7	The use of AI saves time in the counselling process.	145 (39.2%)	125 (33.8%)	60 (16.2%)	40 (10.8%)	370	3.01	Agreed
8	AI-based counselling improves decision-making in student career guidance.	135 (36.5%)	130 (35.1%)	65 (17.6%)	40 (10.8%)	370	2.97	Agreed
9	The introduction of AI will make counselling services more reliable and consistent.	150 (40.5%)	130 (35.1%)	55 (14.9%)	35 (9.5%)	370	3.07	Agreed
10	AI technology enhances counsellors' ability to monitor students' emotional wellbeing.	145 (39.2%)	120 (32.4%)	65 (17.6%)	40 (10.8%)	370	2.99	Agreed

The results presented in Table 1 revealed that the respondents generally agreed that Artificial Intelligence (AI) tools significantly enhance the effectiveness of counselling service delivery in secondary schools within Zaria Metropolis. The mean responses of all ten items ranged between 2.92 and 3.09, with a grand mean score of 3.01, indicating a strong consensus among the respondents that the use of AI positively influences counselling activities. Specifically, the majority of respondents (75.6%) agreed or strongly agreed that AI tools can help counsellors manage students' information more efficiently, while 70.2% believed that AI-based systems can help identify students who need urgent counselling attention. Similarly, over 72% agreed that AI enables counsellors to deliver personalized guidance based on students' data and saves time in the counselling process. Therefore, the implication is that when properly implemented, AI tools can serve as a reliable support system for counsellors by streamlining administrative tasks, enhancing efficiency, and promoting evidence-based counselling practices in schools within Zaria Metropolis.

Research Question 2:

What is the perception of secondary school students and counsellors on the adoption of Artificial Intelligence in counselling services in Zaria Metropolis?

S/N	Item Statements	SA	A	D	SD	Total	Mean	Remark
11	AI use in counselling would make students more comfortable discussing their issues.	130 (35.1%)	140 (37.8%)	60 (16.2%)	40 (10.8%)	370	2.97	Agreed
12	Students are likely to trust AI-based counselling platforms.	120 (32.4%)	135 (36.5%)	70 (18.9%)	45 (12.2%)	370	2.89	Agreed
13	Most students have the technological skills to use AI-based counselling platforms.	110 (29.7%)	125 (33.8%)	80 (21.6%)	55 (14.9%)	370	2.78	Agreed
14	Counsellors are ready to adopt AI tools for counselling purposes.	130 (35.1%)	130 (35.1%)	60 (16.2%)	50 (13.5%)	370	2.92	Agreed
15	Schools have the technological infrastructure needed to support AI in counselling.	115 (31.1%)	125 (33.8%)	75 (20.3%)	55 (14.9%)	370	2.81	Agreed
16	The use of AI in counselling could improve students' academic motivation.	145 (39.2%)	130 (35.1%)	55 (14.9%)	40 (10.8%)	370	3.03	Agreed



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17	AI counselling tools can reduce stigma associated with seeking counselling help.	150 (40.5%)	120 (32.4%)	60 (16.2%)	40 (10.8%)	370	3.03	Agreed
18	Counsellors require training to effectively use AI tools in counselling sessions.	160 (43.2%)	130 (35.1%)	50 (13.5%)	30 (8.1%)	370	3.13	Agreed
19	AI could complement rather than replace human counsellors in schools.	155 (41.9%)	130 (35.1%)	50 (13.5%)	35 (9.5%)	370	3.09	Agreed
20	The introduction of AI in counselling will improve overall student wellbeing.	145 (39.2%)	130 (35.1%)	60 (16.2%)	35 (9.5%)	370	3.04	Agreed

Source: Field Survey, 2025

The analysis presented in Table 2 revealed that the respondents also had a generally positive perception of adopting AI in school counselling services. The mean scores of the items ranged from 2.78 to 3.13, with a grand mean of 2.97, which falls within the “Agree” category on the four-point Likert scale. A high proportion (78.3%) of respondents agreed or strongly agreed that AI use in counselling would make students more comfortable discussing their issues, while 76.5% agreed that AI counselling tools can reduce stigma associated with seeking counselling help. Moreover, 78.3% affirmed that counsellors require training to effectively use AI tools, and 77% agreed that AI could complement rather than replace human counsellors. However, a relatively lower percentage (64.9%) agreed that schools currently have the technological infrastructure to support AI in counselling, suggesting that infrastructural readiness remains a challenge. In summary, the data suggests that while attitudes toward AI adoption are positive, practical readiness such as infrastructure, training, and awareness must be strengthened to fully realize the benefits of AI-enhanced counselling services among secondary schools in Zaria Metropolis.

Test of Hypotheses

H₀₁: There is no significant difference between the mean responses of counsellors and students on the effect of Artificial Intelligence tools on the effectiveness of counselling service delivery among secondary school students in Zaria Metropolis.

Hypothesis One

Test of Difference between Counsellors and Students on the Effect of AI Tools on Counselling Service Delivery

Group	N	Mean	SD	df	t-cal	t-crit	Sig. (p-value)	Decision
Counsellors	70	3.23	0.41	368	2.97	1.96	0.003	Reject H ₀
Students	300	2.96	0.52					

The result of the independent sample t-test presented above shows that the calculated t-value (t-cal = 2.97) is greater than the critical value (t-crit = 1.96) at 0.05 level of significance. Since the p-value (0.003) is less than 0.05, the null hypothesis is rejected. This implies that there is a significant difference between the mean responses of counsellors and students on the effect of Artificial Intelligence tools on the effectiveness of counselling service delivery. Counsellors rated AI tools as more effective than students did. This suggests that counsellors, being directly involved in service delivery, better understand AI's operational benefits for improving record keeping, response time, and personalized student guidance.

Hypothesis Two

Test of Difference between Counsellors and Students on their Perception of the Adoption of AI in Counselling Services

Source of Variation	Sum of Squares (SS)	df	Mean Square (MS)	F-cal	F-crit	Sig. (p-value)	Decision
Between Groups	3.42	1	3.42	5.67	3.02	0.018	Reject H ₀
Within Groups	221.75	368	0.60				
Total	225.17	369					

The result of the Analysis of Variance (ANOVA) shows that the calculated F-value (F-cal = 5.67) is greater than the critical F-value (F-crit = 3.02) at 0.05 significance level. Similarly, the p-value (0.018) is less than 0.05, leading to the rejection of



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the null hypothesis. This indicates that there is a statistically significant difference between counsellors and students in their perception of adopting Artificial Intelligence in counselling services. Counsellors perceived AI adoption more positively than students, likely because of their professional awareness of how technology could streamline counselling processes.

Summary of Major Findings

This study examined the enhancement of counselling services through Artificial Intelligence (AI) among secondary school students in Zaria Metropolis, Kaduna State. The following major findings were obtained:

1. The study revealed that counsellors rated AI tools as more effective in improving counselling services than students did. This indicates that counsellors recognize the practical utility of AI in simplifying counselling tasks, enhancing communication, and improving decision-making in student guidance.
2. The study also revealed that counsellors had a more positive perception of AI adoption compared to students. This implies that counsellors are more optimistic about integrating AI into counselling practice, while students may still have reservations due to limited exposure and awareness.

Discussion of Findings

1. The analysis of responses to the first research question revealed that AI tools significantly enhance counselling service delivery in secondary schools. The majority of respondents agreed that AI can help counsellors manage student information efficiently, provide immediate responses through chatbots, and enhance the accuracy of behavioural assessment. The grand mean of 3.01 indicates that most participants perceived AI as a valuable innovation capable of transforming counselling into a more efficient, data-driven, and responsive practice. This finding agrees with Adegboye and Yusuf (2022) who argued that AI technologies such as predictive analytics and virtual counselling assistants have improved counsellors' ability to identify students' psychological needs and provide timely support. Similarly, Okonkwo (2023) affirmed that AI-based counselling platforms can automate administrative duties and allow counsellors to focus more on the human aspect of emotional and career guidance. Therefore, the discussion underscores that AI, when properly deployed, can facilitate timely communication, efficient record management, and personalized interventions that enhance the overall quality of school counselling services.
2. The result of the second research question indicated that both counsellors and students have a positive perception of adopting AI in counselling services, as shown by a grand mean of 2.97. The majority agreed that AI use would make students more comfortable discussing their issues, reduce stigma, and complement rather than replace human counsellors. However, responses also highlighted concerns over technological infrastructure and the need for specialized training to use AI tools effectively. This finding supports Eze and Ibrahim (2021), who found that acceptance of AI in educational counselling largely depends on users' awareness, institutional readiness, and digital competence. Onuoha and Hassan (2023) also emphasized that while attitudes toward AI in schools are generally positive, challenges such as inadequate training and limited resources hinder effective implementation. Hence, the study's findings imply that although counsellors and students acknowledge AI's potential, its successful adoption requires structured training programs, school infrastructural development, and supportive policy frameworks to ensure sustainability and inclusiveness in AI-driven counselling practice.

Conclusion

This study investigated the enhancement of counselling services through Artificial Intelligence (AI) among secondary school students in Zaria Metropolis, Kaduna State. The study revealed that AI tools significantly improve the efficiency and effectiveness of counselling service delivery in secondary schools. Counsellors agreed that AI technologies can help manage student information more effectively, provide timely feedback through chatbots, enhance decision-making, and enable personalized guidance. Students also expressed positive perceptions, acknowledging that AI could make counselling more accessible and comfortable, though concerns about infrastructure and training were evident. The findings further showed that counsellors had a stronger belief in AI's potential than students, reflecting their deeper understanding of its relevance to professional counselling practice. This difference underscores the need for continuous sensitization and digital literacy development among students to ensure effective participation in AI-based counselling environments. In conclusion, the study established that AI has the potential to revolutionize counselling service delivery in Nigerian secondary schools



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by improving efficiency, accessibility, and personalization. However, its success depends largely on adequate infrastructure, stakeholder awareness, and consistent capacity-building for counsellors and school administrators.

Recommendations

1. Secondary schools in Zaria Metropolis should integrate AI-based tools such as chatbots, predictive analytics, and digital record systems into counselling units to enhance the efficiency and responsiveness of counselling service delivery. The Ministry of Education and school management boards should provide adequate technological infrastructure including computers, internet access, and AI-compatible software to facilitate the smooth adoption of AI in counselling practices. Regular workshops and training programs should be organized to equip school counsellors with the necessary digital and AI competencies required to effectively use AI systems in counselling service delivery.
2. Awareness programs should be introduced to educate both students and counsellors about the benefits, ethical considerations, and limitations of AI in counselling. This will improve acceptance and confidence in AI-assisted counselling. Counsellors, ICT experts, and policymakers should collaborate to develop a clear implementation framework that outlines how AI can complement human counsellors rather than replace them, ensuring ethical and psychological safety in student interactions. Educational authorities should develop policies guiding the use of AI in school counselling to ensure data privacy, professional accountability, and equitable access across schools within Zaria Metropolis.

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