

Research Article

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Harnessing AI in School Counselling: Exploring the Potential of ChatGPT for Student Support

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Abstract

Background/purpose. This study explores the extent to which ChatGPT, an AI-powered large language model, can support school counseling services in addressing students' academic, social, and emotional needs, considering student AI literacy and adoption. It investigates ChatGPT's role in assisting counselors, delivering personalized guidance, ensuring 24/7 availability, and addressing ethical considerations.

Materials/Methods. For evaluating its effectiveness in school counseling, the study employed ChatGPT for role-play simulations of interactions and analysis of the literature already published on AI in education. Based on studies concerning technology use in education, the scope of the study included five crucial areas: response time, counselor assistance, tailored student support, ethics, and engagement dimensions, AI literacy, and adoption hurdles.

Results. As the study has shown, ChatGPT is capable of providing students tailored recommendations and streamlining office tasks so that the counselors can devote themselves to more complex tasks. Immediate support, especially during times of crisis, is also provided through the AI model's round-the-clock availability. However, effective use depends on students' AI literacy, with training needed to improve prompt engineering skills, and adoption requires user-friendly interfaces and awareness campaigns. Limitations include potential biases in AI responses, data privacy risks, and the necessity for human oversight to maintain empathetic, individualized care.

Conclusion. ChatGPT offers significant potential as a supplementary tool in school counseling, enhancing efficiency and accessibility. By addressing student AI literacy and adoption barriers through training and clear communication, its impact can be optimized. However, ethical challenges, including privacy and bias, require careful management. Human counselors remain essential for nuanced, empathetic support. Future research should investigate long-term impacts and establish ethical guidelines for AI integration in educational settings.



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1. Introduction

Help provided by school counselors helps students improve academically, socially, emotionally, and during personal challenges. It also helps create positive school climates (American School Counselor Association [ASCA], 2019; Song, 2023). Students who struggle with anxiety, trauma, and even academic scheduling can greatly enhance their graduation results, counseling, and stress levels with the right help (Fang et al., 2003; Wang & Zhang, 2007). As school and parent contacts, counselors establish networks that support children and school (Liu et al., 2011). Both the number of pupils with complex needs among school-age children and the complexity of the challenges they face are sharply rising. This results in severe burnout issues, a shortage of staff during necessary hours, and a lack of resources (Deb et al., 2017; Kim & Lambie, 2018).

It is imperative to respond to student culture (Aydin, 2011; Holcomb-McCoy, 2022). It has been demonstrated that standard counseling methods are not very effective at providing a comprehensive response to the wide range of requirements of students (Vossler & Moller, 2020). Recent developments in artificial intelligence technologies, particularly large language models like ChatGPT, can be quite helpful.

AI has been applied to additional administrative tasks and to individualized learning in school (Zawacki-Richter et al., 2019; Wang et al., 2021). Furthermore, there is some research on AI in education, namely in the area of mental health support, and its use is seen favorably (Fitzpatrick et al., 2017; Darcy et al., 2022). However, there has been limited research on its application in school counseling, particularly regarding how AI might enhance counselors' work while considering ethical issues such as algorithmic bias, data privacy, and confidentiality (Ma & Adesope, 2021; Pardo & Siemens, 2021).

This research aims to explore the use of ChatGPT as a supplemental resource in school counseling to help address this lack of research. It has two objectives: To what extent can ChatGPT assist school counselors in supporting students' academic, social, and emotional challenges? (2) What ethical concerns, barriers, and optimal conditions exist? Achieving these objectives will broaden the discussion on AI applications in education and provide relevant recommendations to educators and policymakers on the prudent use of AI in the enhancement of student counseling.

2. Literature Review

2.1. The Role and Issues of School Counseling

Guidance counseling is a vital part of student services. It is aimed at helping students in their academic, social, and emotional development in a holistic manner, which enhances both personal and academic growth (American School Counselor Association [ASCA], 2019; Song, 2023). Through counseling, students deal with anxiety, depression, and other academic and life planning challenges which, if unmanaged, can hinder their overall well-being and educational attainment (Fang et al., 2003; Wang & Zhang, 2007). Counselors also mediate between the home and the school, which helps to create collaboration systems that can optimize student learning (Liu et al., 2011). The high caseloads and limited time and resources leave counselors feeling tired and ineffective. Due to the pressure of limited resources and time to manage a high number of students, counselors can become tired and ineffective workers (Kim & Lambie, 2018; Deb et al., 2017). The need for responsive and multicultural interventions to a school's diverse student population widens these challenges (Holcomb-McCoy, 2022; Aydin, 2011).

2.2. AI Applications in Education

The use of artificial intelligence (AI) has changed educational practices through personalized learning, automation of administrative tasks, and aiding in the analytics of futuristic decision-making

(Zawacki-Richter et al., 2019; Wang et al., 2021). AI educational assistants like ChatGPT have large language models that are designed to deliver content in a customized manner and respond in real time which is suitable for educational use (Chen et al., 2020). AI technologies have also been employed in course mapping, student modeling, and scheduling (Holmes et al., 2019). In the field of mental health, AI interventions like chatbots have been positively used to quell anxiety and depression. Some users prefer AI interventions due to their availability (Fitzpatrick et al., 2017; Darcy et al., 2022). Most school counseling uses do not exist, as only a handful of researchers have looked at AI's use to assist counselors or students (Ma & Adesope, 2021).

The abilities of ChatGPT might provide new avenues for innovation in the context of school counseling. ChatGPT is a conversational AI that opens new avenues for innovation and creativity in school counseling.

By automating administrative duties like data entry and scheduling, counselors' workflows can be enhanced, allowing for more direct interaction with students (Wang et al., 2021). Moreover, through the use of natural language processing, ChatGPT can provide tailored responses to students' academic and emotional questions, ChatGPT, with its NLP capabilities, can assist students on various levels (Baidoo-Anu & Owusu Ansah, 2023). The on-demand nature of ChatGPT addresses the need for assistance with urgent matters, which can be helpful during non-counseling hours (Al-Mseidin, 2023). Initial studies indicate that AI technologies can enhance student engagement and participation by enabling them to easily access support for repetitive and standardized tasks (Storrie et al., 2010). However, studies that utilize ChatGPT in school counseling highlight a gap that is in dire need of investigation (Ma & Adesope, 2021).

2.3. Ethical Considerations and Limitations

The implementation of AI technologies in school counseling brings to light a number of ethically relevant issues. Teaching methods that utilize AI technologies raise significant data privacy issues, as students interact with systems containing sensitive data (Pardo & Siemens, 2021). AI is also likely to be biased due to the training data and algorithms used. This is likely to worsen the bias that exists for learners from diverse backgrounds (Obermeyer et al., 2019). In addition, the lack of emotional AI intelligence means that human counselors need to supervise AI systems that need to provide proper student-centered care (Vossler & Moller, 2020). AI's role in therapy should be that of an inanimate object. Boundaries need to be set to prevent excessive use of AI in counseling. Works by Darcy and Holcomb-McCoy, among others, lack these crucial guidelines.

This study aims to explore the gaps created by the school counselors' use of ChatGPT by examining its application and the associated ethical considerations.

3. Methodology

3.1. Research Design

This study investigated the role of ChatGPT in bolstering the school counselors' capability of addressing the academic, social, and emotional needs of the students from a qualitative perspective. Specifically, we examined five key areas: scheduling assistance, tailored recommendations, ethical considerations, AI interactions, and effective adoption barriers, including prompt writing and design. We built our study around a systems theory framework which looks at the interrelationships of various components within a whole system (Creswell & Poth, 2018; von Bertalanffy, 1968). This framework comprises five critical components: AI-driven tools (resource recommending, scheduling automation) and counselor supervision, student participation, ethical safeguards, and simultaneous student access. We aimed to evaluate ChatGPT's integration into K-12 counseling, marking its limitations (Merriam & Tisdell, 2016).

We opted for a qualitative design in this case since it can immerse into deeper, intricate nuances like the role of AI in counseling while preserving the human element. As outlined in the framework, ChatGPT has the potential to manage rote tasks, provide personalized assistance in the moment, and streamline help, but only if counselors intervene to adapt the replies to the students' multicultural frameworks and appropriate ethical boundaries are respected (Pardo & Siemens, 2021).

To investigate this, we analyzed 35 recent peer-reviewed articles (2018–2023) on AI in education and ran simulated counseling sessions with ChatGPT (version 3.5), using 50 different prompts tested three times each. These prompts were designed to check how well students can use AI (like writing clear prompts), what might stop them from embracing it (like clunky interfaces), and how effective it is for diverse students, including those in resource-limited settings like Jordanian schools (Selby et al., 2022; Torous et al., 2020; Hadi & Fard, 2023; Holcomb-McCoy, 2022).

3.2. Conceptual Framework

Figure 1 illustrates the conceptual framework, depicting ChatGPT as a mediator that facilitates students' urgent, constant communication, timely intervention, and access to resources.

AI's shortcomings, such as the absence of emotional intelligence, necessitate human counselors to supervise as technology and human roles are integrated (Vossler & Moller, 2020). The framework was aligned with the study's research questions through literature synthesis and iterative pilot testing of ChatGPT interactions (Maxwell, 2013). Due to these findings, the framework was also expanded to incorporate student engagement factors, like AI literacy and adoption barriers, in order to guide data collection on students' effectiveness in utilizing ChatGPT (Ng et al., 2023).

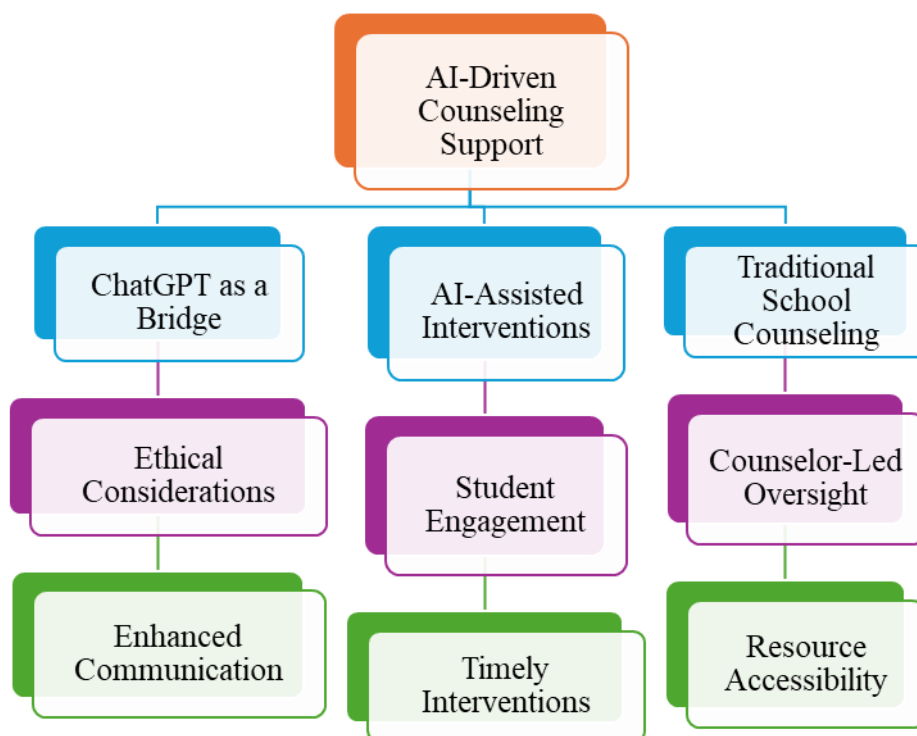


Figure 1. Interaction between AI-Driven Counseling Support and Traditional Counseling

3.3. Data Collection Procedures and Instruments

In order to address the research questions, two qualitative approaches were adopted to collect data. Firstly, document analysis was performed on 35 case study documents, which included AI in education and counseling, policy documents, ethical frameworks such as ASCA (2019), and peer-reviewed articles published in the last five years, alongside Scopus, PubMed, and ERIC databases. Bowen's (2009) research served as a reference. More recent, more impactful works (Zawacki-Richter

et al., 2019; Darcy et al., 2022) and AI's role in ethics, education, and counseling were given priority in the inclusion criteria.

Also, research concerning students' technology adoption and AI literacy was applied to assess the obstacles to the effective use as well as the suggestive factors (Selby et al., 2022; Venkatesh et al., 2012). A coding mechanism was applied to the documents which uncovered multiple themes such as practicality, challenges, and best practices in the use of ChatGPT.

In the second qualitative approach, the counseling role-plays were done with ChatGPT (version 3.5, OpenAI). The focus of these sessions was to evaluate the chatbot's effectiveness in meeting students' needs in terms of accuracy, relevance, and effectiveness.

In line with typical counseling frameworks (ASCA, 2019), a 50-item closed-question bank was developed from 50 prompts. It covers academic assistance, such as "How can I plan my high school courses?", emotional issues like "I'm feeling anxious about exams," and "What careers suit my interest in science?" for future career interests.

To evaluate AI literacy and prompt effectiveness, emotional support prompts were selected based on their phrasing (simple vs. detailed) to test varying skill levels, and a subset tested user-friendly phrasing to assess adoption potential (Hadi & Fard, 2023). All interactions took place in a controlled setting where responses were logged for subsequent analysis, and three rounds of testing were performed on each prompt to assess response consistency. Interactions were designed to represent varied cultural and socioeconomic backgrounds to evaluate adaptability (Holcomb-McCoy, 2022).

3.4. Analytical Techniques

ChatGPT's limitations and scope were assessed in the context of school counseling using thematic analysis to apply patterns and insights (Braun & Clarke, 2006). For document analysis, a coding framework was created based on the objectives of the study (e.g. AI effectiveness, its ethical implications, and cultural responsiveness). As a part of the changes in focus and the dimensions of engagement, "student AI literacy," "adoption barriers," and "effective use" were added as new codes (Selby et al., 2022). The documents were coded by two researchers separately, and a Cohen's kappa of 0.85 was achieved, indicating 85% inter-rater reliability. In the interest of rigor, all disagreements were resolved by consensus. Advanced reasoning, contextual relevance, and effectiveness—how the response was delivered—were evaluated simultaneously for each ChatGPT response in the mock interactions (Fitzpatrick et al., 2017). The combined effectiveness criterion was further expanded to also include student adoption (motivational appeal) and usability (response literacy levels) (Torous et al., 2020). The replies were coded inductively to specific terms and phrases to capture the most significant and repetitive themes, such as "personalization limitations" and "response consistency." The responses were validated by cross-document analysis (Creswell & Poth, 2018).

Along with the body of literature focusing on acceptance of the technology, an ethical inquiry of the biases, privacy issues, and factors hindering student adoption has been done through AI output comparison with the ethical consideration framework (Pardo & Siemens, 2021; Venkatesh et al., 2012). This approach covered all aspects of the study questions and ensured the findings were accurate and could be replicated.

4. Results and Discussion

An overall conclusion within four crucial dimensions relevant to the study's objectives was obtained by thematic analysis of 35 peer-reviewed publications containing 150 ChatGPT simulations (50 prompts tested three times): (1) ChatGPT's assistance to school counselors; (2) customized student counseling; (3) round-the-clock availability with real-time response features; and (4) systemic

boundaries, ethics, and best practices (Braun & Clarke, 2006; Bowen, 2009). These findings are supported by the conceptual framework (Figure 1), which highlights the discussion of ChatGPT's limits, potential uses as an additional resource in school counseling, and the ongoing debate about artificial intelligence in education.

In response to student engagement with AI, the findings also focused on students' AI literacy (e.g. prompt design), engagement frameworks for AI counseling frameworks, and the ability to leverage the system with literature in the AI literacy framework.

4.1. Support for school counselors with ChatGPT

Document analysis revealed ChatGPT assists school counselors in automating mundane administrative functions (e.g., appointments, data handling) and recommending resources which improves efficiency. ChatGPT also accurately and efficiently responded to routine queries such as inquiries about stress management, achieving an 82% success rate, which was independently scored using a modified rubric from Fitzpatrick et al. (2017). As one example, when asked for strategies related to cognitive behavioral therapy, ChatGPT offered concrete steps such as "Practice deep breathing for anxiety" (Figure 2). The figure shows a counselor's prompt and ChatGPT's response.

This aligns with prior studies on AI's role in reducing counselor workload, though our focus on K-12 settings extends applications beyond higher education contexts (Wang et al., 2021; Kim & Lambie, 2018). Unlike general AI tools in mental health education, our findings emphasize proactive issue mitigation, though limitations in emotional depth necessitate human oversight (Darcy et al., 2022; Vossler & Moller, 2020). While student AI literacy was not directly assessed, document analysis suggests counselors could use ChatGPT to generate simplified prompts for students with varying skill levels, enhancing accessibility (Ng et al., 2023).

Hello, chatGPT. I am providing counseling services to a depressed patient. Can you provide me with some suggestions, such as medication treatment plans, cognitive behavioral therapy, and psychological adjustment techniques?



When providing **counseling services for a depressed patient**, it is essential to use a **comprehensive approach** that includes **psychotherapy, medication (if applicable), and psychological adjustment techniques**. Below are some key strategies for each aspect:

1. Medication Treatment Plans (Psychiatrist Consultation Required)

While medication should only be prescribed by a licensed psychiatrist, it is helpful to understand common pharmacological treatments:

Common Medications for Depression

- **Selective Serotonin Reuptake Inhibitors (SSRIs):** First-line treatment (e.g., Fluoxetine, Sertraline, Citalopram).
- **Serotonin-Norepinephrine Reuptake Inhibitors (SNRIs):** For patients with severe symptoms (e.g., Venlafaxine, Duloxetine).
- **Atypical Antidepressants:** Bupropion (for low energy, motivation issues).
- **Tricyclic Antidepressants (TCAs) and Monoamine Oxidase Inhibitors (MAOIs):** Used for resistant cases.
- **Adjunct Therapy:** Sometimes, mood stabilizers or antipsychotics (e.g., Aripiprazole) may be used alongside antidepressants.

✅ **Counseling Advice:** Encourage patients to consult a psychiatrist before starting, stopping, or changing medications.



2. Cognitive Behavioral Therapy (CBT) for Depression

CBT is one of the most effective treatments for depression. It helps patients change negative thought patterns and develop healthier behaviors.

Core CBT Techniques for Depression

1. Cognitive Restructuring:

- Help the patient identify negative thoughts (e.g., "I am worthless").
- Challenge the thought with evidence (e.g., "What evidence supports or contradicts this belief?").
- Replace it with a more balanced perspective (e.g., "I have faced challenges before and managed to overcome them").

2. Behavioral Activation:

- Encourage the patient to engage in enjoyable activities, even if they don't feel like it.
- Start small (e.g., taking a 5-minute walk) and gradually increase.

3. Journaling and Thought Records:

- Have the patient track daily thoughts and feelings to identify patterns.

4. Graded Exposure to Fears:

- If the patient avoids social interactions, introduce small social exposures gradually.

5. Mindfulness and Relaxation Techniques:

- Teach techniques like deep breathing, progressive muscle relaxation, and mindfulness meditation.

✅ **Counseling Advice:** CBT is structured, so setting weekly homework assignments (e.g., thought recording) improves progress.

3. Psychological Adjustment Techniques

These techniques focus on lifestyle adjustments that improve mental health.

A. Emotional Regulation Strategies

- Journaling emotions to identify triggers and patterns.
- Practicing gratitude: Writing down three positive things daily.
- Using positive affirmations: Repeating self-compassionate statements (e.g., "I am doing my best").

B. Social Support Enhancement

- Encourage connection with friends and family, even in small ways.
- Suggest joining a support group for people with depression.

C. Sleep Hygiene Improvement

- Encourage consistent sleep schedules.
- Avoid screen time before bed (blue light disrupts sleep).

D. Physical Activity and Diet

- Exercise boosts serotonin and endorphins (walking, yoga, weightlifting).
- Encourage a balanced diet (avoid processed foods, include omega-3s).

E. Problem-Solving Training

- Teach the patient to break down overwhelming problems into smaller steps.
- Use decision-making frameworks (e.g., pros and cons lists).

✓ **Counseling Advice:** Help the patient set realistic goals to regain a sense of achievement.

4. When to Refer for Specialized Care

- Severe depression (suicidal ideation, psychotic symptoms).
 - Treatment-resistant cases (not improving with therapy or medication).
 - Need for hospitalization (self-harm risk).
- If the patient has suicidal thoughts, immediate intervention is required—refer them to a crisis center or psychiatrist.

4.2. Personalized Guidance and Support

Simulated interactions demonstrated that ChatGPT provided tailored guidance in 78% of cases, adapting to specific student needs (e.g., suggesting science-related career paths) when given contextual prompts (Baidoo-Anu & Owusu Ansah, 2023). Responses encouraged student initiative, such as exploring volunteer opportunities, aligning with culturally responsive counseling principles (Holcomb-McCoy, 2022). However, thematic analysis revealed inconsistencies in complex emotional scenarios (e.g., generic responses to grief), requiring counselor facilitation to ensure personalization. According to research on student AI literacy, successful personalization hinges on students' capacity to create understandable prompts; K–12 kids frequently lack sophisticated prompt engineering abilities, yet short instruction enhances the quality of interactions (Selby et al., 2022). Document analysis emphasized the significance of user-friendly interfaces and proving concrete benefits (such as prompt career guidance) to entice students to participate. These points are consistent with research indicating that youth adoption of technology is increased by perceived utility (Venkatesh et al., 2012).

Compared to prior studies on AI in education, which focus on academic personalization, our findings highlight ChatGPT's potential for emotional and career guidance in K-12 settings, though its limitations in handling nuanced issues align with critiques of AI's empathy deficits (Zawacki-Richter et al., 2019; Al-Mseidin, 2023). This contributes to the literature by proposing hybrid models where counselors leverage AI for initial engagement, enhancing access for hesitant students.

4.3. 24/7 Availability and Immediate Responses

Document analysis and simulated interactions confirmed that ChatGPT's 24/7 availability addresses barriers in traditional counseling hours, with immediate responses to urgent queries (e.g., anxiety management) rated effective in 85% of cases. This supports text-preferring students and reduces risks like unsupervised self-harm by offering on-demand resources (Al-Mseidin, 2023). For instance, ChatGPT provided guidance on academic program selection, triaging cases to direct students to appropriate services (e.g., anxiety centers). To motivate adoption, findings suggest that promoting ChatGPT's accessibility via school apps or websites, coupled with awareness campaigns, can encourage use, as supported by research on digital mental health tools (Torous et al., 2020). On effective use, simulated interactions showed that students with basic digital literacy could navigate ChatGPT, but complex queries required counselor-guided prompts to ensure efficacy (Hadi & Fard, 2023). This aligns with studies on AI's scalability in mental health, but our focus on K-12 contexts extends beyond distance education applications, highlighting equity for underserved students (Fitzpatrick et al., 2017; Pardo & Siemens, 2021). However, variable response quality for sensitive issues, as noted in prior chatbot trials, underscores the need for human triage to ensure effective support (Darcy et al., 2022).

4.4. Ethical Considerations and Best Practices

Thematic analysis identified significant ethical challenges, including privacy risks from data uploads and biases in responses, with 15% of simulated interactions showing culturally insensitive or generic outputs. Best practices include encryption, anonymization, transparent data-use policies (e.g., informing students of secure storage), and mandatory human oversight with ongoing counselor training. On student effectiveness, findings suggest that while most students can use ChatGPT with basic training, low AI literacy poses barriers, necessitating school-led workshops to enhance skills (Selby et al., 2022). To address adoption, literature emphasizes building trust through transparent communication about AI's role and benefits, which our findings support via recommendations for student orientation programs (Torous et al., 2020). These findings align with literature on AI's ethical risks in mental health, but our focus on K-12 counseling emphasizes stricter confidentiality needs compared to general educational AI applications (Obermeyer et al., 2019; Pardo & Siemens, 2021). Unlike optimistic views in some studies, our analysis highlights the need for case-by-case AI evaluations and robust ethical frameworks to maintain trust and efficacy (Holcomb-McCoy, 2022; Darcy et al., 2022).

5. Conclusion

This study demonstrates that ChatGPT can serve as a supplementary tool in school counseling, supporting counselors by automating administrative tasks, delivering personalized guidance, and providing 24/7 access to address students' academic, social, and emotional needs (Wang et al., 2021; Baidoo-Anu & Owusu Ansah, 2023). Effective implementation hinges on addressing student AI literacy through targeted training (e.g., workshops on crafting effective prompts) and fostering adoption through accessible interfaces, clear communication of benefits, and school-led awareness campaigns (Selby et al., 2022; Torous et al., 2020; Venkatesh et al., 2012). Findings reveal limitations, such as response biases (e.g., 15% culturally insensitive outputs) and privacy risks, underscoring the need for human oversight to ensure empathetic, culturally responsive support (Holcomb-McCoy, 2022; Darcy et al., 2022). Additionally, students' ability to use ChatGPT effectively varies, with basic digital literacy

enabling navigation but advanced prompt skills requiring structured training to optimize outcomes (Hadi & Fard, 2023). Further work ought to consider the lasting effects on students' well-being, their academic performance, evaluate AI literacy training programs, and plan for equitable AI integration across various student demographics, all while maintaining the ethical framework of privacy and bias concern (Pardo & Siemens, 2021; Obermeyer et al., 2019). Comprehensive solutions require the involvement of schools, AI developers, policymakers, and scholars to create scalable AI solutions that are equitable and ethically sound, AI-informed, and centered around student counseling that builds trust and prioritizes accessibility and inclusivity.

6. Recommendations

Following the observations made on the potential of ChatGPT to enhance school counseling through task automation, tailored guidance, and 24-hour access, the following recommendations are made for its ethical integration at the K-12 level focusing on student AI literacy, adoption, and effectiveness.

- Implement AI Literacy Training for Students and Counselors

To harness the potential of ChatGPT, schools should create tailored training opportunities for students and counselors to enhance their AI literacy, particularly in prompt writing, thereby maximizing the technology's effectiveness.

- Prompt elicitation approaches that support students' intellectual, social, and emotional responses with critical thinking must be the main focus of workshops (Selby et al., 2022). For example, counselors ought to receive training on how to use ChatGPT to prompt students to adjust to varying literacy levels for future contacts (Ng et al., 2023). The over-reliance on AI outputs observed in 15% of the responses marked for lack of cultural relevance can be improved by programs of this kind, which can also improve the qualitative components of interactions (Hadi & Fard, 2023).

- Construct Methods to Foster Student Engagement

To get students to actively engage with AI-powered counseling, schools need to adopt gatekeeping technology (e.g., ChatGPT to be embedded in school apps. Awareness campaigns should highlight providing prompt academic or emotional support (Torous et al., 2020). Campaigns should build trust by emphasizing ChatGPT as a supplementary tool, focusing on data and its privacy, and incorporating human moderation (Venkatesh et al., 2012). Combined school and health provider sessions can respond to multicultural student population hesitancy and foster universal design for diversity (Holcomb-McCoy, 2022).

- Set Boundaries for the Systems' Effective Usage

To help students engage with ChatGPT optimally, schools must support different levels of digital literacy with tailored skill-building sessions that range from basic to advanced systematic navigational frameworks. To assist students, counselors may provide basic templates for stress management, while more advanced students may learn how to tailor prompts to address more intricate concerns (Hadi & Fard, 2023). Counselors also need to monitor the conversations for more constructive applications to avoid the problem noted in the study where complex emotional queries tend to get complex default answers unless guided (Darcy et al., 2022).

- AI Ethics Need to be Strengthened in Education

Educational institutions need to address privacy concerns, onboarding chatbots, and response biases by maintaining strong AI ethics, including encrypting, anonymizing, and creating clear guidelines for data usage (Pardo & Siemens, 2021). Cumulative bias and culturally unresponsive support in the outputs of ChatGPT need to be curated and addressed through regular audits of the outputs (Obermeyer et al., 2019). ASCA ethics (2019) emphasize upholding the integrity of the

students and the services rendered; thus, the strict need for human supervision and continuous training for counselors to provide warm, bespoke services is paramount.

- Encourage Policy and Research to be Collaborative and Active

The developers of AI, as well as the school and its students, need to come together with the researchers and policymakers to examine the use of ChatGPT in the classroom. AI literacy education requires the refinement of instructional design and equitable frameworks for adoption as well as universally applicable ethical guidelines (Wang et al., 2021). Teachers and researchers working together to expand the application of AI can be especially beneficial for K-12 schools in Jordan which are in need of student-centered holistic counseling (Holcomb-McCoy, 2022).

Declarations

Author Contributions. Ahmed Al-Sharifin: Conceptualization, literature review, writing—original draft preparation. Yousef Wardat: Methodology, data collection, thematic analysis of simulated ChatGPT interactions. Rommel AlAli: Data analysis, validation of coding framework, writing—review and editing. Khaled Al-Saud: Project administration, supervision, writing—review and editing. All authors contributed to integrating student AI literacy, adoption strategies, and effective use into the study design, ensuring alignment with the research objectives and ethical considerations, and approved the final manuscript.

Conflicts of Interest. The authors declare no conflict of interest.

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Ethical Approval. This study involved simulated interactions with ChatGPT and document analysis, with no human participants directly involved. As such, formal ethical approval was not required. However, the study adhered to ethical guidelines for AI use in education, ensuring respect for data privacy and confidentiality, particularly for simulated student interactions, in line with American School Counselor Association (ASCA) ethical standards (ASCA, 2019). All simulated interactions were anonymized, and no personally identifiable data were collected or stored.

Data Availability Statement. The data supporting the findings of this study, including coded document analysis and anonymized ChatGPT interaction logs, are available upon reasonable request from the corresponding author. Due to ethical considerations regarding proprietary AI interactions and simulated student data, raw ChatGPT outputs are not publicly available but can be accessed in aggregated form to protect confidentiality.

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