



Relationship between Professional Counsellors' Self-Efficacy and Non-Verbal Communication Efficacy in Ilorin Metropolis.

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Abstract

This study was designed to investigate the relationship between professional counsellors' self-efficacy and non-verbal communication efficacy in Ilorin metropolis. The descriptive survey method was adopted for the study. The instrument used for this study was adapted from a survey instrument of Flaman (1995). The instrument was tagged "Counsellor Self-Efficacy and Non-Verbal Communication Efficacy" (CSENVCE). The population of the study comprises of all professional counsellors in Ilorin Metropolis. Percentages and mean scores were used for demographic section and the two research questions raised for this study were answered while Pearson's product moment correlation at 0.05 level of significance was used to test the null hypothesis. The findings showed that professional counsellors worked efficiently and confidently control verbal messages more than nonverbal, uses and understand face-to-face body orientation and also lean forward and structure time in communication process, there was significant relationship in the counsellors' self-efficacy and the use of non-verbal communication efficacy. Based on the findings of this study it was recommended that counsellors and counsellors in training on the need to learn and used skills and techniques to be able to understand and control non-verbal cues, messages and information during counselling relationship, counsellors should be very intentional about artifacts and olfactics non-verbal communication and that professional counsellors should increase their non-verbal communication proficiency as a way of attaining high level of efficacy.

Introduction

The services of professional counsellors are compelling to the growth of all nations' education system; they are to render numerous irresistible services to parents, teachers and students. According to Modo, Sanni, Uwah and Mogbo (2013) guidance and counselling is one of the germane educational services. Amoah, Kwofie and Kwofie (2015) posited that the school counsellor is a significant player or part of the educational leadership team that provides valuable assistance to students. The primary goal of counselling relationship is to assist clients get a better understanding, insights about themselves and their situations. Counsellors tend to bring their clients to optimal level while helping them with their concerns through the use of necessary counselling skills and techniques.

It is appears that counsellors should be skilled in counselling skills and techniques. Counselling micro skills are specific skills a counsellor can use to enhance their communication with clients. These skills enable a counsellor to effectively build a working alliance and engage clients in discussions, that are both helpful and meaningful. The indication that any professional counsellor will accomplish as a successful practitioner, depends on the counsellor's knowledge and professional usage of skills and techniques in counselling. The emphasis on the importance of the use of counselling skills is echoed in different counselling and psychology theories. As such, counsellors need to possess some important personal qualities and attributes (Alutu, 2017). This may include objectivity, good communication, being a good listener, unconditional positive regard, self-efficacy and professional commitments.

Counsellor's self-efficacy seems to be a belief that a counsellor has the ability to demonstrate specific counselling skills. One of the major problems faced by counselling profession in Nigeria includes but not limited to inadequate recognition of the profession, poor

professional ethics and negative attitude of the professionals. Yahaya (2016) reported that many counsellors are sources of concern to the counselling profession. Unfortunately, many counsellors lack required techniques and skills required as professionals. Counsellor's self-efficacy is the primary determinant of effective counselling action. As stated by Bandura (1996), unless people believe they can produce desired effects by their actions, they have little incentive to act (Bakar, Zakaria and Mohamed 2011).

Counsellors' Non-Verbal Communication Efficacy and Self-Efficacy

Communication skills seem required and very important for a good counselling process to be initiated and these have to be reinforced both by practice and research. The two known channels of communication are verbal and non-verbal. Conversely, the two different channels are interdependent in counselling relationship, the non-verbal communication channel is the main focus of this study.

Non-verbal communication includes those important but unspoken signals that individuals exhibit such as body language (encompassing carriage/posture, appearance, listening and eye contact), hand gestures, and facial expressions (Hans and Hans, 2015). In the study of Idowu and Esere (2007) non-verbal communication was classified as kinesics responses (body language), proxemics (use of space) and paralinguistics responses (use of cues), while in the study of Hans and Hans (2015), non-verbal communication are kinesics, haptic and proxemics.

Research on nonverbal communication in the counselling profession has focused primarily on emotional and attitudinal communication and was first explored in a well-known study by Mehrabian (1971). Mehrabian found that 55% of the meaning gleaned from communication is through facial and body gestures, 38% through vocal tone and pacing, and 7% through words. The lack of importance of the spoken word in the transfer of meaning can be

inferred to relate to all communication. Mehrabian's study focused primarily on emotional and attitudinal communication which reflects our corresponding emotional reaction (e.g., surprise, anger, disgust, joy, attraction, dismay) and attitude (e.g. interest, attraction, boredom) to an event or interpersonal interaction. Because counseling as a profession often works within the realm of emotional communication, the need for counsellor trainee competency in nonverbal awareness and skills becomes clear (Mariska & Harrawood, 2013).

Counsellor self-efficacy refers to counsellor's beliefs in their ability to master new skills and techniques, often in a specific counselling and practice domain. The role of counsellors' self-efficacy in acquiring necessary and important techniques for self-development must be emphasized. Counsellors need to be well trained with fundamental knowledge of counselling skills, techniques, theories and self-efficacy and effective usage of non-verbal behaviour. According to Mullen, Uwamahoro, Blount and Lambie (2015) self-efficacy as a recognized measure of development in the counselling field has a positive influence on work-related performance. Self-efficacy represents counsellor's beliefs or judgments about his or her ability to accomplish a given goal or task, as such the counsellors' choice of counselling correlate with his or her self-efficacy.

Self-efficacy is important in relation to counsellor competence. It is necessary to consider the fact that clients do not communicate all their concerns freely, and while most professional counsellors would acknowledge that nonverbal behaviours displayed by the client during the course of the counselling relationship are to communicate something to the counsellor, despite the awareness by practitioners there is little attempt to investigate the role that such parameters play in counsellors non-verbal communication efficacy.

Non-verbal communication efficacy is the belief in one's ability to encode and decode any information effectively via body language. Kelly (1971) posit that minimal research has concerned itself with the nonverbal communication of the counsellor, and how it relates to the client's attitude or perception of the counselling interaction. A multitude of therapist variables have been delineated and extensively investigated, nonverbal factors including proxemics variables associated with the counsellor have seemingly been conspicuously ignored. Hence, there is only a minimal understanding of the part that such variables play in the dyadic counselling relationship. It is not a gainsaying to ascertain that counsellors practitioners are yet to fully explore the probable usefulness of non-verbal communication.

In this 21st century non-verbal communication skills is not limited to kinesics, haptic, paralinguistics and proxemics (oculesics; vocalics; chronemics; haptics; objectics; kinesics; olfactics and silence), it also include the use of social media. Social media is verbal and non-verbal communication channel that is to say that every voice, and live chats on social media is a verbal communication while written status and display pictures are forms of non-verbal communication. It is important to explore this area of non-verbal communication as adolescents use it as medium for self-expression to explore sexuality, identity and other area of life. For this paper the writers limited themselves to non-verbal channel of communication and self-efficacy of professional counsellor.

Mullen, Uwamahoro, Blount and Lambie (2015) suggested that self-efficacy is a critical influence on one's self-determining mechanisms and as a result is a critical variable in supervision. The importance of self-efficacy in the counselling field is documented by the development of measures of self-efficacy for various research constructs (e.g., Bodenhorn & Skaggs, 2005; Mullen, Lambie, & Conley, 2014; Sutton & Fall, 1995). Melchert and colleagues

(1996) developed the Counsellor Self-Efficacy Scale (CSES) to examine counsellors' and counsellor trainees' level of confidence in knowledge and skills regarding counselling competencies. As conjectured in the previous paragraph above, social media status, write ups and chats can be classified as non-verbal behaviour and it is pertinent to draw the attention of researchers to this area because this is the new platform where individual's thoughts, feelings and actions can be expressed even introverts. Self-efficacy is said to have a measure of control over individual's thoughts, feelings and actions. In other words, the beliefs that individuals hold about their abilities and outcome of their efforts influence in great ways how they will behave. Therefore, it is not surprising that many research show that self-efficacy influence

Quality training is important in motivating counsellors by increasing their self-efficacy, offering quality guidance and counselling services and handling disciplinary issues in schools (Ogunleye, Afisanwo&Onofa, 2018). Counsellor self-efficacy may be a critical factor in counselling performance, adopting transitions, and persistence (Larson & Daniels, 1998). A high level of self-efficacy correlates with intensive pursuit of desirable goals. A person with such a level of self-efficacy would be more likely to view anxiety as challenging, to set realistic moderately challenging goals and to have thoughts that are self-aiding. One major problem that the field of guidance is facing concerns the misunderstanding of the key terms and therefore their misuse by the trained counsellors (Herr, Cramer, & Niles, 2004; Niles & Karajic, 2008). This note might mean that the counsellors may not be aware of the full range of competencies needed for the implementation of their job. They have certain level of competencies in counselling in order for them to provide effective counselling services to clients. The belief about ones' abilities to perform to successfully perform a given task to accomplish specific goals is known as self-efficacy

Social Cognitive theory (Bandura, 1977, 1977, 1986, 1996) posits that self-efficacy is an important component of career performance and preparation. Bandura (1995) found that persons with higher levels of self-efficacy beliefs set higher goals and exhibit stronger commitment, motivation, perseverance, and resiliency in achieving those goals. Counsellor should have all those mentioned by Bandura because their responsibility is so important that bring an impact of the future of students. For instance, research has shown a consistent relationship between academic achievement and school counseling program efforts (Brigman& Campbell, 2003; Fitch & Marshall 2004).

Self-efficacy is developed through cognitive appraisal processes, by which information from past performances is weighed and evaluated in conjunction with personal and situational factors (Bandura, 1977; Bandura, Adams, Hardy & Howells, 1980). For example, if one believes that a certain course of behaviour will result in specific outcomes and efficacy regarding completion of a course of action is high, the probability of engaging in these behaviours is increased. However, if there is doubt about being able to successfully complete the course of action, as well as an absence of expectations of positive outcomes, actions are stalled.

Once generated, one's level of self-efficacy serves as a regulator of behaviour and performance in a variety of domains. Given the influence of self-efficacy expectancies on performance, research has evaluated how self-efficacy impacts a variety of action-related domains, including academic achievement (e.g., Caprara, Vecchione, Alessandri, Gerbino, &Barbaranelli, 2011; Phan, 2012; Yip, 2012), physical activity and endurance (e.g., Bean, Mille, Mazzeo& Fries, 2012; Dishman, Motl, Sallis, Dunn, Birnbaum, Welk, &Jobe, 2005; Rutowski& Connelly, 2012), career selection (e. g., Branch & Lichtenberg, 1987; Zeldin, Britner&Pajares, 2008), health-behaviour change (e.g., Mildestvedt, Meland&Eide, 2008; Ramo, Prochaska&

Myers, 2010; Sharpe et al., 2008), parenting (e.g., Cinamon, Weisel&Tzuk, 2007; Gregory, 1998) and work-related performance.

The important and role of communication in counselling can liken to the role of air and water in human existences. According to Idowu and Esere (2007) communication in counselling cannot be emphasized because information is the foundation on which the counsellor will build his services. However, Alutu (2017) opined that counselling is a relationship which depicts effective and efficient communication, mutual respect, authentic and absolute acceptance of the client by the counsellor. It is pertinent to establish that communication is a key variable in counselling process and during any counselling relationship.

Research Questions

The following questions were raised to guide the conduct of the study:

1. What is the self-efficacy level of professional counsellors in Ilorin Metropolis?
2. What is the extent of non-verbal communication of professional counsellors in Ilorin Metropolis?

Research Hypotheses

1. There is no significant relationship in the counsellors' self-efficacy and the use of non-verbal communication efficacy.

METHODOLOGY

Research Design

This study adopted descriptive design of the survey type. This type of design is concerned with describing, recording, analyzing and interpreting existing conditions. However, Ogunlade and Olasehinde (2004) described this design as the present attempt to determine the

status of the phenomenon under investigation. This research however sought to reveal the relationship between professional counsellors' self-efficacy and non-verbal communication efficacy in Ilorin metropolis.

Population, Sample and Sampling Technique

The population for this study consisted of all counsellors in Ilorin metropolis. The sample consisted of two hundred counsellors randomly selected from the population in Ilorin metropolis of Kwara State. Olayinka (2009) opined that in a simple random sampling, everyone in the sample population has the probability of being selected. The sample was selected in different location such as schools and public establishment.

Instrumentation

According to Oyewo (2003), instrumentation is the process of selecting or developing a measuring device method appropriate to a given evaluation or research problems. The instrument used for this study was adapted from a survey instrument of Flaman (1995). The instrument was tagged "Counsellor Self-Efficacy and Choice of Counselling Programmes Scale" (CSECCPS). The instrument consisted of three (3) sections A, B and C. Section A focused on the demographic data of the respondents which include information on age, gender, years of experience and religion. Section B contained of 18 items on counsellor's self-efficacy. Section C contained 15 items on counsellor non-verbal communication efficacy. The instrument was designed to obtain responses from respondents on and non-verbal communication efficacy in Ilorin metropolis. Section B and C requires respondents to select from options to reflex their perception on self-efficacy and their non-verbal communication efficacy. Items in section B and C has responses that were designed in a Four points Likert-type rating scale of Very True of Me

(VTM) = 4 points, True of Me (TM) = 3points, Not True of Me (NTM) = 2 points and Not Very True of Me (NVTM) = 1 points.

Psychometric properties of the instrument

Psychometric properties are those qualities or characteristics that are used to standardize psychological instruments such as tests, questionnaire, inventories, etc. (Abiri, 2006). An instrument must possess certain qualities or properties such as validity and reliability.

Validity of the Instrument

Validity is often defined as the extent to which an instrument measures what it purports to measure (Kimberlin&Winterstein 2008). Validity is the ability of an instrument to measure what it is supposed to measure. The content and face validation of the instrument was obtained.

Reliability of instrument

Reliability of an instrument refers to the consistency of the measuring instrument. That is the extent to which an instrument consistently measures what it intends to measure. Reliability is an important psychometric property that needs to be taken into account when evaluating the usefulness of a specific measure (Hunsley& Mash, 2008). Based on psychometric theory, reliability refers to the consistency of measurements and can be defined as the “degree to which test scores are free from errors of measurement” (American Psychological Association, 1985). The reliability of the instrument was tested using test re-test method. The instrument was administered twice at interval of two weeks on twenty (20) randomly selected counsellors in Ilorin metropolis. The two set scores was analysed using Pearson Product Moment Correlation (PPMC) and co-efficient of 0.78 was obtained.

Procedure for Instrument Administration and Data Collection

The instrument was personally administered with the help of two research assistant on the randomly selected two hundred respondents by the researcher. A precise instruction was given to the respondents on how to respond to each item in the three sections; the researcher seeks the informed consent of those who participated in the study. The researcher made it clear to respondents that they are free to decide on whatever information they wish to share with the researcher and that they are under no pressure or obligation to disclose information that they did not wish to disclose. The researcher administered the instrument with the help and support of four trained research assistants. All instruments were collected by the researcher after completion.

Procedure for Scoring the Instrument

The respondents are to tick (✓) each statement to the degree of their agreement or disagreement. The results were collated and the scoring procedure was done through four Likert-type rating scale. The items were scored positively i.e. (4, 3, 2, 1,)

Very True of Me	VTM	4points
True of Me	TM	3points
Not True of Me	NTM	2points
Not Very True of Me	NVTM	1point

Method of Data Analysis

Data and information obtained from respondents through questionnaire were analyzed with the use of percentage. The data gathered for this study will be subjected to appropriate statistical analysis. The inferential statistics of Pearson's Product Moment Correlation were used to analyzed the stated hypothesis at 0.05 alpha level.

RESULTS

Demographic Data

This section presents the results of data obtained on the respondents in frequency counts and percentages.

Table 1: Percentage Distribution of Respondents Based on Age

Year	Frequency	Percentage
19-31 years	75	37.5
32-44 years	64	32.0
45 years and above	61	30.5
Total	200	100

Table 1 shows the distribution of respondents by age. The table shows that 75 (37.5%) of the respondents were between the ages of 19-31 years, 64 (32.0%) of the respondents were between the ages of 32-44 years while 61 (30.5%) of the respondents were 45 years of age and above. This indicates that respondents who were 19-31 years of age and above participated more in the study.

Table 2: Percentage Distribution of Respondents Based on Gender

Gender	Frequency	Percentage
Male	86	43.0
Female	114	57.0
Total	200	100

Table 2 shows the distribution of respondents by gender. The table shows that 86 (38.0%) of the respondents were male while 114 (57.0%) of the respondents were female. This indicates that female participated more than male in the study.

Table 3: Percentage Distribution of Respondents Based on Years of Experience

Year	Frequency	Percentage
1-10 years	115	57.5
11-20 years	58	29.0
21-30 years	27	13.5
Total	200	100

Table 3 shows the distribution of respondents by years of working experience. The table shows that 115 (57.5%) of the respondents had between 1-10 years working experience, 58 (29.0%) of the respondents had between 11-20 years working experience while 27 (13.5%) of the respondents had 21-30 years working experience. This indicates that respondents who had between 1-10 years participated more in the study.

Table 4: Percentage Distribution of respondents based on Religion

Religion	Frequency	Percentage
Christianity	83	41.5
Islam	114	57.0
Others	3	1.5
Total	200	100

Table 4 shows that 83 (41.5%) of the respondents were practicing Christianity while 114 (57.0%) of the respondents were practicing Islam, 3 (1.5%) of the respondents were practicing other Religions and this indicates that respondents practicing Islam participated more in the study.

Research Question 1: *What is the self-efficacy level of professional counsellors in Ilorin Metropolis?*

Table 5: Mean and Rank Order of the Respondents' Level of Self-Efficacy

Item No.	I use these skills confidently:	Mean	Rank
18	I have competency in conducting group counselling	3.89	1 st
1	Immediacy (disclose immediate feelings you have about the client, the therapeutic relationship, or yourself in relation to the client)	3.87	2 nd
5	Self-disclosure for exploration (reveal personal information about your history, credentials or feelings)	3.82	3 rd
3	Listening (capture and understand the messages that client communicate)	3.81	4 th
4	Open questions (ask questions that help clients to clarify or explore their thoughts or feelings)	3.81	4 th
6	Intentional silence	3.80	6 th
2	Attending (orient yourself physically towards the client)	3.79	7 th
15	I do endure to ensure achievement of clients counselling goals	3.76	8 th
11	I help my client to understand his or her thoughts, feelings and actions	3.76	8 th
12	I use different psychological test when necessary	3.76	8 th
14	I am committed to assisting client to achieve their goals	3.75	11 th
10	I help my client to decide what actions to take regarding his or her problems	3.70	12 th
8	I build a clear conceptualization of client and his or her counselling issues	3.69	13 th
17	I am optimistic that client problem will be solved	3.65	14 th
16	I am always motivated to engaged in individual counselling with my students	3.64	15 th
9	I respond with the best helping skill, depending on what client needs at a given moment	3.64	15 th
13	I understand and use many theories that suit the concern of my clients	3.64	15 th
7	Role play and behaviour rehearsal (assist the client to role play or rehearse behaviours in session)	3.55	18 th

Table 5 presents the mean and rank order of respondents' level of self-efficacy. The table indicates that items 18, 1 and 5 with mean scores of 3.89, 3.87 and 3.82 ranked 1st, 2nd and 3rd respectively. The items state that "I have competency in conducting group counselling; immediacy (disclose immediate feelings you have about the client, the therapeutic relationship, or yourself in relation to the client); and self-disclosure for exploration (reveal personal information about your history, credentials or feelings)" respectively. While items 16, 9 and 13 with mean scores of 3.64 each and item 7 with the mean score of 3.55 ranked 15th and 18th

respectively and state that “I am always motivated to engaged in individual counselling with my students; I respond with the best helping skill, depending on what client needs at a given moment; I understand and use many theories that suit the concern of my clients; and Role play and behaviour rehearsal (assist the client to role play or rehearse behaviours in session)” respectively. Since all the eighteen items listed have mean scores that are above the mid-mean score of 2.50, then it can be said that respondents have level of self-efficacy.

Research Question 2: *What is the extent of non-verbal communication of professional counsellors in Ilorin Metropolis?*

Table 6: Mean and Rank Order of the Respondents’ Non-Verbal Efficacy

Item No.	I use these skills confidently:	Mean	Rank
9.	I do control my verbal messages more than nonverbally	3.89	1 st
3.	a face-to-face body orientation	3.17	2 nd
1.	a forward trunk lean	2.82	3 rd
10.	I structure the way I use time in a communication process	2.61	4 th
4.	body orientation	2.51	5 th
2.	closer interaction distances	2.40	6 th
6.	Interaction distance	2.39	7 th
5.	openness of arms/legs	2.36	8 th
8.	I am intentional about artifacts around me during counselling	2.26	9 th
7.	I trust my clients non-verbal messages are more than verbal	2.16	10 th

Table 6 presents the mean and rank order of respondents’ non-verbal communication efficacy. The table indicates that items 9, 3 and 1 with mean scores of 3.89, 3.17 and 2.82 ranked 1st, 2nd and 3rd respectively. The items state that “I do control my verbal messages more than nonverbally;a face-to-face body orientation; and a forward trunk lean” respectively. While items 5, 8 and 7 with mean scores of 2.36, 2.26 and 2.16 ranked 8th, 9th and 10th respectively and state that “openness of arms/legs; I am intentional about artifacts around me during counselling and I trust my clients non-verbal messages are more than verbal” respectively. Items (9, 3, 1, 10 and 4) listed have mean scores that are above the mid-mean score of 2.50, then it can be said that respondents have level of Non-verbal communication efficacy.

Table 7: Mean and Rank Order of the Respondents' Areas of Nonverbal Communication Efficiency

Item No.	As far as I am concerned, I work efficiently in the following areas:	Efficient Frequency (%)	Not Efficient Frequency (%)	Rank
11	maintain eye contact adequately	200 (100)	-	1 st
12	Segment time into smaller units such as seconds, minutes, hours, days, weeks, months and years.	105 (52.5)	95 (47.5)	3 rd
13	preciseness of silence technique	145 (72.5)	55 (27.5)	2 nd
14	convey my efficiency through artifacts in my office	90 (45.0)	110 (55.0)	4 th
15	oflactics in counselling situations	28 (14.0)	172 (86.0)	5 th

Table 7 shows the respondents areas of non-verbal communication efficiency. The table reveals that 200 (100%) of the respondents worked efficiently using non-verbal communication by maintaining eye contact adequately; 72.5 percent of the respondents are efficient in segmenting time into smaller units such as seconds, minutes, hours, days, weeks, months and years, also efficient using silence technique as nonverbal communication. However, counsellors are not efficient in the use of artifacts and oflactics in conveying nonverbal communication in counselling situations.

Hypotheses Testing

Hypothesis: *There is no significant relationship in the counsellors' self-efficacy and the use of non-verbal communication efficacy*

Table 8: Pearson 'r' Showing Relationship between Respondents' Self-efficacy and the Non-Verbal Communication Efficacy

Variables	N	Mean	SD	df	Cal. r-value	p. value
Counsellor Self-Efficacy	200	67.29	1.561	198	.160*	.023
Nonverbal Communication Efficiency	200	72.92	3.806			

* p< 0.05

Table 8 indicates that the calculated r-value is .160 and 198 degrees of freedom with corresponding p-value of .023 which is less than 0.05 alpha level of significance. Since the calculated p-value is less than alpha level, the null hypothesis is therefore rejected. This implies that, there is no significant relationship in the counsellors' self-efficacy and the use of non-verbal communication efficacy of professional counsellors in Ilorin Metropolis, Kwara State.

Summary of the Findings

The summary of the results were as follows:

1. The finding revealed that professional counsellors in Ilorin Metropolis confidently conducted individual and group counselling sessions; used immediacy (disclose immediate feelings you have about the client, the therapeutic relationship, or yourself in relation to the client); self-disclosure for exploration (reveal personal information about your history, credentials or feelings); listening (capture and understand the messages that client communicate); open questions (ask questions that help clients to clarify or explore their thoughts or feelings) among others.
2. The finding showed that respondents worked efficiently and confidently control verbal messages more than nonverbal, uses and understands face-to-face body orientation and also lean forward and structure time in communication process.
3. The finding of the study revealed the counsellors non-verbal communication efficacy and efficiency area to include: preciseness of silence technique, maintaining eye contact adequately and efficient in segmenting time into smaller units such as seconds, minutes, hours, days, weeks, months and years.
4. There was significant relationship in the counsellors' self-efficacy and the use of non-verbal communication efficacy.

Recommendations

The following recommendations are made based on the findings of this study.

1. There should be enough sensitization for professional counsellors and counsellors in training on the need to learn and used skills and techniques to be able to understand and control non-verbal cues, messages and information during counselling relationship.
2. Professional counsellors should be very intentional about artifacts and objects around them (including jewelries on counsellor body, office paintings, flowers, wall papers and images) during counselling relationship and counselling environment.
3. Counsellors should be religiously and culturally sensitive to clients artifacts that might use purposely to communication vital information to counsellors.
4. Olfactics as a powerful non-verbal channel of communication cannot be ignored in counselling relationships. As such it is recommended that counsellors should be very observant so as to be able recognize that certain fragrance in the counselling office could elicit some responses or reactions from the clients.
5. As significant relationship was found between counsellors' self-efficacy and the use of non-verbal communication efficacy, it was recommended that professional counsellors should increase their non-verbal communication proficiency as a way of attaining high level of efficacy.

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