

Care for Self-Development and Achievement Motivation in Students of Helping Professions

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Self-development in emerging adulthood is an essential task. In spite of its importance, the care for self-development was rarely studied. The objective of this study is to explore the nature and components of the care for self-development in university students of helping professions, as well as its predictors. Methods: Care for Self-Development Scale (CSD, Mesárošová, 2014, 2018), Achievement Motivation Scale (AMS; Pardel et al., 1996) were completed by a group of 220 university students (50.9 % were medical students, 49.1 % psychology students, 68.2 % were female). Results: Factor analysis of CSD produced five factors (the care for self-development in personal, educational, emotional, health, and autonomy areas). Conclusion: The achievement motivation and autonomy regulation were proved as predictors of the care for self-development in both groups of students. Implementation of these findings is possible in the educational and counselling process in universities.

Key words: autonomy; counselling; education; need; self-care