The purpose of this study were 1) to synthesize concepts and theories regarding institutonal environments which affect educational outcomes of nurses students; 2) to develop a linear structural relationships model explaining educational outcomes of nurse students; and 3) to propose the arrangements of the institutional environments for educational outcomes development of nurse students. The model used in this study was developed from theories and researches relating student development. The model was a LISREL model consisting of 9 latent variables and 25 observed variables. Six questionnaires and four tests were developed for data collection. The samples were randomly selected from 14 nursing colleges in Bangkok including 467 nurse students who were studying in the final semester of academic year 1995. Basics statistics were used to analyze the background of the samples. The LISREL program version 8.1 was used in testing the measurement and the structural models. The results, although the parameter estimation was incomplete, indicated that the developed model was not consistent with empirical data, with chi-square = 2445.45, degree of freedom = 253, and GFI= 0.65. The model accounted for 5 % of the variance in knowledge outcome, 10 % for skill outcome and 1 % for affective outcome. The largest direct positive effect to knowledge outcome, skill outcome and affective outcome came from teaching-learning method, with non significant standardized effects of 0.21, 0.16 and 0.11. The suggest model and programs for nurse student development were accepted by experts to be used for enhancing institutional environments to develop educational outcomes of nurse students.

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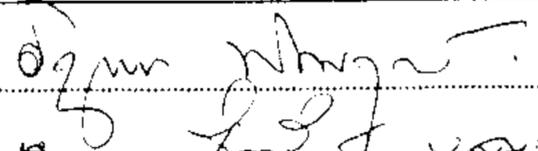
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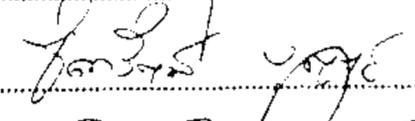
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