The purposes of this research were to study critical thinking ability of nursing students and to find the relationships between instructional conditions in the aspects of teaching activities of nursing instructors, learning activities, student activities and critical thinking ability of nursing students. Samples consisted of 390 nursing students from governmental nursing institutes, selected by multi-stage sampling techniques. Two research tools,developed by the researcher, were an instructional condition questionnaire and a test of critical thinking ability. These tools were tested for content validity by group of experts. Their reliability were .85 and .86, respectively.

Major results were the followings :-

1. Mean scores of critical thinking ability of nursing students in the aspect of inference, recognition of assumptions, interpretation, evaluation of arguments, and all aspects were at the average level. Whereas, the mean score of critical thinking ability in the aspect of deduction was at the high level.

2. There were no significant relationships between learning activities, student activities, and teaching activities of nursing instructors in the aspect of teaching strategies, the use of questions and classroom atmosphere and the critical thinking ability of nursing students. On the other hand, teaching activities in the aspect of evaluation of learning outcomes of nursing instructors was significantly and negatively related to the critical thinking ability of nursing students, at the .05 level.

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