STAFF NURSES, WILAIPORN MANEEPAN : RELATIONSHIPS BETWEEN PERSONAL FACTORS, WORK ENVIRONMENT AND SELF-DIRECTED LEARNING READINESS OF STAFF NURSES IN GOVERNMENTAL HOSPITALS, BANGKOK METROPOLIS. THESIS ADVISOR : ASST. PROF. POLICE MAJOR PAUNGPHEN CHOONHAPRAN, Ph.D. 167 pp.

The purposes of this study were to study the self-directed learning readiness of staff nurses in governmental hospitals, Bangkok Metropolis, to compare self-directed learning readiness classified by age, education, experience, marital status and organizations and to investigate the relationships between personal factors and work environment with self-directed learning readiness of staff nurses, and to determine variables which predict self-directed learning readiness of staff nurses. The samples consisted of 470 staff nurses working in governmental hospitals, Bangkok Metropolis, selected by systematic random sampling techinque. The research instruments developed by the researcher were work environment and self-directed learning readiness questionnaires. The reliability of the two questionnairs were 0.94 and 0.96 consecutively. The data was analyzed by using stepwise multiple regression analysis. The major findings were as follows :

1. Overall scores of self-directed learning readiness, and only of the items on openess to learning opportunities, positive orientation to the future, love of learning and informed acceptance of responsibity for one's own learning of staff nurses were at high level. Other aspects as of self concept as an effective learner, creativity, ability to use basic study skills and problem solving skills, and initiative and independence in learning were at moderate level.

2. There was statistically significant different at the .05 between the mean score of self-directed learning readiness and education background. The mean scores of those with higher degree background was higher than those with bachalor level. However, there was no significant different at the .05 when classified by age , experience, marital status and organizations.

3. There were positively significant relationships between education, work environment and self-directed learning readiness of staff nurses (r = .16 and .46 respectively) at .05 level. There were no significant relationship between age, experience , marital status and self-directed learning readiness of staff nurses.

4. The varibles that could predict self-directed learning readiness of staff nurses were self development, autonomy, support, relationship and education and their effects were significant at .05 level. The predictors accounted for 43.96 percent (R^2 = .4396) of the variences. The function derived from the analysis was as follows :

$$Z = .5906 \text{ SELF} + .2025 \text{ AUTO} + .2021 \text{ SUPP} + .1405 \text{ RELA} + .0693 \text{ EDU}$$

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