

Abstract

This bachelor's thesis deals with the topic of nurses' motivation for lifelong learning and their awareness of this topic. **Target:** The aim of the bachelor's thesis is to find out whether nurses have an overview of the individual forms of lifelong education of non-medical healthcare workers, whether and how they are motivated to participate in them, and what factors prevent them from participating in lifelong education programs. **Methods:** A questionnaire containing 22 questions was distributed electronically to the nurses. A total of 493 questionnaires were processed of which 348 general nurses, 70 children's nurses, 58 practical nurses, 8 midwives and 8 paramedics participated in the survey. The non-parametric statistical method Pearson's Chi-square was used for statistical data processing. **Results:** The results show that nurses' knowledge of individual programs and forms of lifelong learning varies depending on their age, length of professional practice and educational attainment. Nurses' interest in participating in lifelong learning programs decreases with increasing age and length of practice and is influenced by workload resulting from staff shortages. The biggest motivating factor turned out to be a higher financial reward. The most important demotivating factor is lack of time. **Conclusions:** Nurses are relatively well informed about individual forms and programs of lifelong education. They consider lifelong education necessary for the application of high-quality and safe nursing care. Availability of time plays a key role in choosing an educational program. For nurses, the internal motivation to participate in lifelong learning programs is primarily to gain new knowledge and improve the quality of work. Nurses feel little or no support from their employer