

This study investigated roles of Hopra School administrators in developing institution curriculum, including its problems and suggestions. Population under study comprised 87 teachers from the above School who were in active duty during the 2002 academic year. Instrument used in this study was a questionnaire with items covering essential of the topic under examination. Whereupon, collected data were analyzed through applications of frequency and percentage.

The findings indicated that Hopra School administrators performed the followings: supported personnel/teachers in obtaining knowledge for the making of institution curriculum by arranging for workshops and inviting guest lecturers to explain the know how with the necessary documents to study; coordinated with responsible personnel for the curriculum development discontinuously; supported the use of educational materials, innovation and technology; partially gave encouragement for environment and learning resources development suitable for instruction; and carried out supervision with no evaluation for curriculum development. As for coordination between school and community, it did not affect the curriculum development to a successful completion. Moreover, most personnel/teachers needed administrators to participate in thinking and working together, and giving encouragement along the process of curriculum development.