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## **A REVIEW OF LITERATURE ON THE INFLUENCE OF TEACHER AUTONOMY OVER THE USAGE OF STATE MANDATED CURRICULUM MATERIALS IN SCHOOLS**

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This paper was written based on a theme that emerged while reviewing literature for a larger research that investigated English literature teachers' usages and attitudes towards a state mandated teachers' guide issued targeting a benchmark examination in Sri Lanka. This review has attempted to incorporate several significant studies that observed connections between teachers, teaching materials and classroom instruction.

This review has mainly incorporated research articles and conference papers published between 1988 and 2015 that have investigated the use of curriculum materials in the classroom among teachers of different subjects; however, the majority of the research has been conducted in the United States targeting teachers of mathematics and sciences. They have appeared mainly in online journals, namely SAGE Journals, ERIC, Educational Researcher, JSTOR, Harvard Educational Review, and Elementary School Journal. The findings of the literature review suggest that there is a significant connection between teacher autonomy and the use of curriculum materials. As the literature advocates, teacher autonomy is seen as an integral part of good teaching and supports the perception that good and experienced teachers need not be told what to teach and how to teach. Hence, mandating the use of highly structured and detailed curriculum materials and teachers' guides has created negativity among some teachers. This review further points out, although the teachers are expected to use the teachers' guides in classrooms, the developers seem to be frequently overlooking the variances within the targeted teacher population and the differences in the classroom context. This situation can force teachers to disregard the use of previously set instructions and function autonomously. Drawing on the previous literature, this paper attempts to point out the need of conducting a sufficient number of exploratory workshops in order to incorporate teachers' perspectives and also to consider theories on teacher autonomy before designing and publishing curriculum materials.

**Keywords:** Classroom instruction, Teacher autonomy, Teachers' guides, Usage of curriculum materials

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