

## **School Autonomy in the United Kingdom: A Correlational Study Applied to English Principals**

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**Abstract :** Recently, there has been a renewed interest in school autonomy in the United Kingdom and its impact on students' outcomes. English principals have a pivotal role in decision-making. The aim of this paper is to explore the correlation between the type of school (public or private) and the considerable responsibilities of English principals which participated in PISA 2015. The final sample consisted of 419 principals. Descriptive data (percentages and means) were generated for the variables related to professional autonomy. Pearson's chi-square test was used to determine if there is an association between the type of school and principals' responsibilities for relevant tasks. Statistical analysis was performed using SPSS software, version 22. Findings suggest a significant correlation between the type of school and principals' responsibility for firing teachers and formulating the school budget. This study confirms that the type of school is not associated with principals' responsibility for choosing which textbooks are used at school. The present study establishes a quantitative framework for defining four models of professional autonomy and some proposals to improve school autonomy in the United Kingdom.

**Keywords :** decision making, principals, professional autonomy, school autonomy

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