

***Geometrical Proof Skills and Their Relationship with
Mathematical Connections in The Light of Self-Regulated
Strategies among Secondary Stage Students***

Abstract

This research aimed at investigating the correlation between the geometric proof skills and the mathematical correlations in light of the self-regulated learning strategies of secondary stage students. The research followed the descriptive approach, which was used as a guide while surveying the previous studies related to the research variables and hypotheses, preparing the research tools and building the theoretical framework. The research also followed the experimental approach. The research participants were a group of (32) students in the second grade of the secondary stage. The tests were administered to this group of participants who studied the unit of "geometry and measurement" using self-regulated learning strategies. The research results revealed that there was a statistically significant correlation between the geometric proof skills and the mathematical correlation skills in light of self-regulated learning strategies