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Abstract
Impression Management indicates when individual interacts within a group, who protects or creates personal image with or without intention by controlling the situation or influence other's impression. Impression Management is often used to increase the credit when doing interview and also applied within organization between management and employees to control impression(Chen, 2003). Teachers and students also use all kinds of impression management in school but rarely been researched. Until the 90's, the impression management in education has been paid for higher attention gradually. Lin (2007) indicated that English teacher in professional school can efficiently increase students' satisfaction and effects toward learning by applying impression management strategy.
After "Nine-Year Compulsory Curriculum", there are still many students who do not like math and with low achievement. Therefore, it is associated that to increase students' satisfaction and effects toward learning maybe we can not only pay attention to modifying the content of lessons. If math teacher can make good use of impression management strategy, it might be a path to increase students' satisfaction and effects toward learning dramatically.
This research is based on impression management strategy brought up by Schlenker(1980), categorized by student's gender, grades and scores to discuss the influences to students' satisfaction and effects toward learning when math teacher applies impression management strategy. This research targets Shin Hua junior high school students and issues 620 questionnaires to find out the influences to students' satisfaction and effects toward learning when math teacher applies impression management strategy. According to the analysis, there are differences shown between math teachers with different gender and experience applying impression management strategy.
This research generates the results below:
1. Junior math teacher understands better of how to apply impression management strategy than senior one.
2. Female math teacher understands better of how to apply impression management strategy than male one.
3. Math teacher can indeed increase students' satisfaction and effects toward learning by applying impression management strategy.
4. Math teacher, who applies impression management strategy, influences greater on students'

learning satisfaction than effects.
5. Math teacher, who applies impression management strategy, will have different influences on students' learning satisfaction and effects when those students have different backgrounds.
6. For math teacher, the more use of the non-oral interact strategy in IM, the higher student learning satisfaction is. However, there occurs higher negative result for learning effects.
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