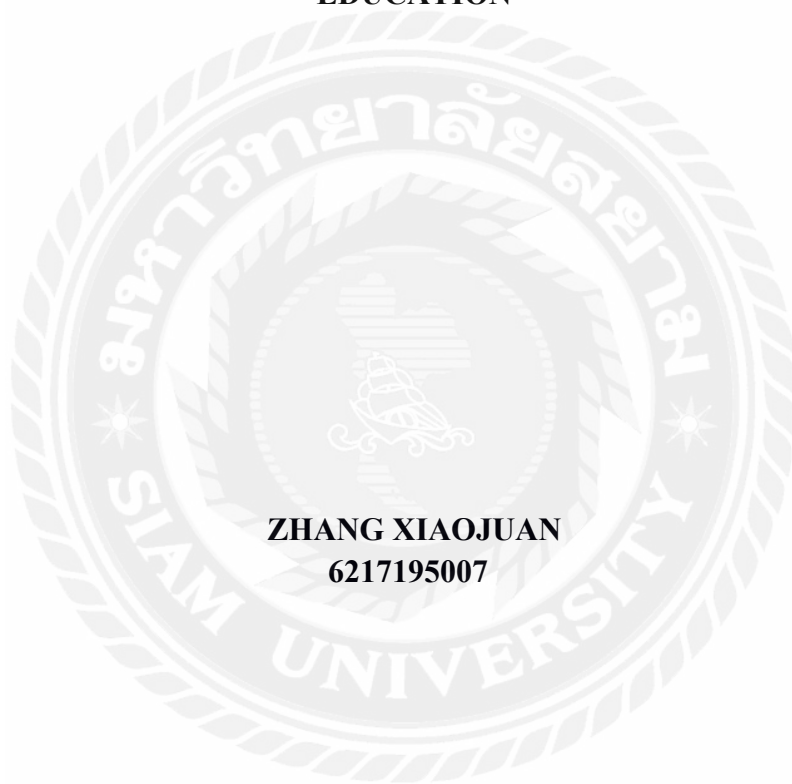**THE RESEARCH ON THE CORRELATIONSHIPS BETWEEN CUSTOMERS MANAGEMENT AND PERFORMANCE——A CASE STUDY OF XUE ER SI EDUCATION**

ZHANG XIAOJUAN
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An Independent Study Submitted in Partial Fulfillment
of The Requirements for
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2020

THE RESEARCH ON THE CORRELATIONSHIPS BETWEEN CUSTOMERS MANAGEMENT AND PERFORMANCE——A CASE STUDY OF XUE ER SI EDUCATION

Thematic Certificate
TO
ZHANG XIAOJUAN

This Independent Study has been Approved as a Partial Fulfillment of the Requirement of International Master of Business Administration in International Business Management

Advisor: _____ Date 29 / 1 / 2021

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Date 3 / 2 / 2021

ABTRACT

Title: Research on the Correlationships Between Customer Management and Performance ——A Case Study of Xue Er Si

By: Zhang Xiaojuan

Degree: Masters of Business Administration

Major: International Business Management

Advisor:

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The competition of the supplementary education industry is becoming increasingly fierce. In the face of the changes in the declining birthrate and education curriculum, in order to gain competitive advantage and retain existing students, each industry may have to abandon the past thinking of over-emphasizing curriculum planning and teaching quality. As a goal, identify the factors that influence the performance of the customer relationship, and analyze whether it is possible to reduce the sensitivity of the tutoring costs by allowing customers to have good customer relationship performance (length, depth and breadth) between the tutorials. The research will help to develop the competition strategy for the supplementary education industry. Therefore, this study explored its impact on satisfaction and trust from the perspective of word of mouth and after-sale service, and then explores how such satisfaction and trust affect the length, depth and breadth of relationships between customers and practitioners.

The samples of this study focused on the parents who participated in the cram school course. Data was collected by means of a paper questionnaire and a total of 268 questionnaires were obtained. Statistical analysis was performed using SPSS and CB-SEM with valid questionnaires. The statistical software and structural equation models were used to measure the effects of each path and to make hypothesis tests to analyze the antecedents and outcomes affecting the performance of the relationship between customers and supplementary education industry.

The results of the study showed that after-sales service had a positive and significant impact on customer satisfaction and trust; while after-sales service had a greater impact on trust than on satisfaction. Trust had a positive and significant impact on relationship performance (length, depth, breadth). The results of this study provided supplemental practitioners data on how to improve after-sales service to generate trust for parents, and build long-term trust with customers, thereby increasing the relationship between the supplementary education industry and parents, which will help strengthen the competitiveness of the supplementary education industry.

Keywords: After-Sale Service, Satisfaction, Trust, Customer Relationship Performance

摘要

题目： 客户管理与绩效的关系研究——以学而思为例

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　　课外补习班的竞争日益激烈，面对少子化与教育课纲的改变，各培训业者为了取得竞争优势并留住现有学生，可能必须抛弃过去过度重视课程规划和教学质量的思维，应以长期服务为目标，找出影响顾客关系绩效的因素，并分析若能让顾客与补习班间产生良好的顾客关系绩效，是否就能降低其对补习费用的敏感度，这样的研究将有助于培训业者竞争策略的制定。因此，本研究从口碑、售后服务的观点出发，以探讨其对满意度、信任的影响，并进而探讨这样的满意度、信任如何影响顾客和课外辅导从业者间的关系长度、深度及广度。

　　本研究的研究对象是有孩子参加补习班课程的家长，使用纸本问卷的方式进行收集，经过两个半月的问卷回收，共得问卷 232 份，扣除无效问卷 22 份后，有效问卷 210 份。并以回收之有效问卷再以 SPSS 与 CB-SEM 进行统计分析，统计软件及结构方程模式被使用来衡量各路径的效果并进行假说检定以分析影响顾客与培训行业关系绩效的前因及结果。

　　研究结果显示：售后服务对顾客满意度、信任有正向显著的影响；而售后服务对于信任的影响程度大于对于满意度的影响。且信任对于关系绩效(长度、深度、广度)皆有正向显著的影响。本研究的结果能提供培训业者关于如何提升售后服务来使家长产生信任，并与顾客建立长期信任，进而增加培训业者与家长间的关系绩效，将有助于强化培训业者的竞争力。

关键字：口碑、售后服务、满意度、信任、顾客关系绩效

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CONTENTS

CHAPTER 1. INTRODUCTION

1.1 Research Background

National economic development, So that people pay more attention to the quality of education than ever. In addition to regular schooling, Most parents choose to send their children to cram schools to strengthen their strength or improve their grades, In order to improve the admission rate of the entrance examination. cram school education is a link in social education, The implementation of education and training is most common in the form of remedial classes, The Board estimated in 2013 that, Guangzhou training industry annual output value of about 35.7 billion. Four years later, The number of remedial classes increased by 2 per cent over the year, 000, The output value may rise to a new high, 2017). According to the Ministry of Education, Training cram school information management system shows, The number of cram schools in the country has peaked at 18% in 2012, 222, With the impact of oligomerization in recent years, The number of cram schools is decreasing year by year; So how do you train crammers to get parental approval and students to attend, And more resources to improve operational effectiveness, Is the training cram school urgent important topic (Xu Shiwang, 2002).

With the advent of the era of knowledge economy, domestic educational policies and examination methods have also changed. In order to adjust the different educational policies and syllabus, most parents expect to strengthen their children's knowledge and ability, and to demand more education outside the formal education system. Then choose after-school remedial education to make up for the shortcomings of school education and enhance the competitiveness of children. Liao Chenxin (2017) pointed out that due to the change of school education policy, the trend of minority children and the low threshold of starting a business in cram schools, cram schools in Guangzhou are constantly emerging, and the enrollment methods, teacher lineup and curriculum planning of each cram school are different. With the improvement of parents' education, more attention is paid to children's academic courses, and there are more expectations and needs in the selection of cram schools.

Because of the change of economic environment, the family structure also changes. Today, most families are double-paid families, parents work to live, do not have time to take care of and educate their children, so they have to send their children to cram schools (Wu Qiurong 2016). Most double-paid families are willing to spend more on their children's studies, after-school.

The sending of children to cram schools is a normal phenomenon and a trend, so the demand for cram schools is becoming higher and higher. In contrast, in order to attract students to enroll, the training class uses every means to recruit students :" let the child win at the starting point "has become the best slogan for cram school enrollment. With the improvement of consumer consciousness, people's demand for after-sales service is becoming higher and higher. Only by doing a good job of caring for students and improving the quality

of after-sales service can parents give their children to you at ease. At the same time, improve the satisfaction of cram school, which is the key to continuous tutoring and achieve the goal of sustainable management.

1.2 Research Motivation

In recent years, the competition of training and coaching classes has become more and more intense, and the shortage of children makes the workers more and more interested in how to stay.

The existing students and their enrollment methods have changed. Xu Yuzhen (2006) pointed out that the management of supplementary teachers depends on teachers and teaching results to establish a good reputation. Since ancient times, people have transmitted messages through word of mouth, which is a common phenomenon in training classes. Word of mouth plays an important role in influencing the change of consumer attitude and behavior (Bristor,1990). For those who want to make a profit, they must establish a good reputation, let the registered students and parents introduce the satisfactory experience and good results to their friends and relatives in the way of recommendation and sharing. In order to attract potential customers to choose cram school, the first time to ask and listen to the course. Xu Xiulan (2016) pointed out that the conditions for parents to choose cram schools for their children include brand, word of mouth and environmental and cost factors.For most parents, it is hoped that their children will be among the best or meet the requirements of basic scores. In addition to providing complete course teaching and pre-examination review, the after-sales service includes performance tracking, school tutoring and parent contact. Encourage and guide students with excellent grades. Students with poor grades will use individual tutoring to strengthen practice or holiday tutoring after class, to remedy backward subjects, to track progress and return to parents. Provide self-study classroom for students to review their lessons before examination, and arrange tutoring teachers to ask students questions and solve students' doubts in time. Chen Hongyu (2017) pointed out that the training and tutoring classes provide items including bright teaching environment, ordering handouts and reviewing key points, ordering meals on behalf of students, using self-study classrooms, etc. Some large cram schools also use post-examination holidays to take students out, arrange a day or two day and night travel activities, so that students can relieve their body and mind, release pressure, and thus make teachers and students feel more harmonious. It is also an important consideration for parents to choose cram schools by providing perfect after-sales service so that parents can safely send their children to the workers to study. After-sales service for the product after the purchase of follow-up services to provide different after-sales service content to increase the value of products for customers (Huang Meiyi 2008). For supplementary education, we should not only establish good after-sales service.

Students should also be stable learning, performance progress, and then improve the willingness to stay in class.

Su Yaqin (2011) pointed out that in the service process of the training institutions of the Ministry of Education, the teaching products provided by the teaching units, the overall service, and even the relationship between the teaching service providers and the students will affect the students' satisfaction. basket yuwen (2018) pointed out that the satisfaction of teachers' accomplishment, environmental equipment, teaching curriculum, administration and so on is an important index for parents to evaluate cram schools. Xu Xiulan (2009) thinks that parents' choice of cram school, in addition to considering teaching materials and teachers, is an important reason for students to study happily and in a comfortable environment.

Element, to the student overall study effect enhancement, has the related influence. According to the above, the training and guidance practitioners must make a strict examination of the teachers and teaching quality provided. In addition to hiring qualified teachers, there must be strict standards for the evaluation and teaching quality of teachers. The physical environment of teaching should conform to the regulations of the Bureau of Education, and obtain registration, provide safe and comfortable learning space, so that parents can rest assured. For the performance of students' grades, their willingness to learn and the arrangement of tutors, they should be carried out to provide students with good learning methods and improve their grades, and then improve their satisfaction. The improvement of satisfaction will have a positive effect on parents, so that parents can interact well with the training aids and keep their children in class.

Pavlou (2003) indicates that trust is the willingness of customers to have confidence in service providers and to rely on them.The most important service provided by extracurricular tutoring practitioners is to solve the problems in students' homework. From teaching, examination to after-school tutoring, students can show good results and establish long-term good interaction with parents to generate trust. In this way, parents are willing to let their children stay in class for a long time and steadily. A relationship between service personnel and customers is not only a short-term interaction, but also a long-term interaction, transaction and trust partnership (Palmatier ,Dant ,Grewal ,and Evans,2006;Srinivasan and Moorman,2005).Extracurricular tutoring is an educational service industry, and it also needs marketing strategies to retain customers. The marketing strategy of enterprises no longer only attaches importance to single transactions, and sales and profits are no longer important considerations. Instead, they focus on long-term transactions. Plus service quality and customer response (Dai Liqing 2006). Therefore, to let parents trust you and willing to give your children to you, it is necessary to pay attention to continuing classes in cram schools. In addition to providing a safe and comfortable environment, supplementary teachers must have professional training for employees, strict examination of teachers, and good results for students' management and performance. Let parents see his children here after the top results, and then admitted to the ideal school. Many extracurricular tutoring practitioners will post certificates and lists on the front of the cram school in order to let parents see the effectiveness of the cram school, so that parents have more confidence to give their children to you and enhance their trust in the cram school.

In order to gain competitive advantage, extracurricular tutoring practitioners may have

to abandon the thinking of paying too much attention to curriculum planning and teaching quality. Xu Yuzhen (2006) pointed out that supplementary education is a highly contact service industry, and the strengthening of after-sales service will bring about changes in customer satisfaction, profit, reputation and image.Magnini ,Crotts ,and Zehrer (2011) think that when the satisfaction reaches a certain level, the customer loyalty will begin to enter a stable stage, and when the customer receives the service, the satisfaction will increase rapidly, which can also bring more positive word of mouth. In this way, a long-term relationship with customers can be established so that parents can keep their children in cram schools. Crosby ,Evans ,and Cowles (1990) points out that if salespeople can reduce customer anxiety and uncertainty, and increase customer trust and continuous satisfaction, it will affect their future interaction with manufacturers.The attention of extracurricular tutoring practitioners to students' achievements and their care in life, coupled with good interaction with parents, make parents willing to communicate with supplementary educators for a long time (relationship length).

Kotler and keller (2008) customers who are highly satisfied will have a longer-term relationship, and when manufacturers introduce new products and services or upgrade existing services or products, customers will buy more (depth of relationship). For example, when a child is in good condition, it is possible to increase from one subject to two subjects, or only take arts and science courses, because the cram school adds other talents or Chinese courses, thus increasing the registration of other courses.Fecikova (2004) think loyal customers will spend more money on the company's products or services; in other words, with the increase in student tutoring, the industry will be more able to grasp the needs of customers and provide better services.

Under the pressure of competition, extracurricular tutoring practitioners must build customer trust in addition to improving customer satisfaction. Ke Peicheng (2012) pointed out that customers who are satisfied with their hearts and trust their products and services will introduce them to enterprises, do marketing for brands and enterprises, and bring more customers and business opportunities.Extracurricular tutoring practitioners should aim at long-term service, build trust in order to allow customers to continue and stable return, and then help you introduce relatives and friends to sign up for classes, so that parents and cram schools have a good interaction, Establish good relationships and create a high degree of connection (relationship breadth). Liu Jixiong (2012) also mentioned that using professional teaching, sincere heart to interact with children, maintain close relationship with parents, and open your heart at any time.

To build mutual trust. In this way, when relatives and friends have remedial needs, parents will help promote, other children have remedial needs will also make you the first choice.

Therefore, in the process of service, it is necessary to establish a good relationship with customers to increase parents' satisfaction and trust in their children's learning. Therefore, this study will help to develop competitive strategies for extracurricular tutoring practitioners.

It is worth noting that in the past, most of the research on extracurricular tutoring practitioners in Guangzhou has focused on the aspects of minority, business transformation strategy, teachers and teaching quality. For example, Li Guoqing (2015) studies the management strategy of extracurricular tutoring practitioners in the market competition of minority. Xu Xiulan (2016) studied the management strategy of small and medium-sized extracurricular tutoring practitioners in Guangzhou, and advocated that the domestic extracurricular tutoring practitioners should improve their teachers and learning environment in order to enhance the competitiveness of cram schools. Wu Zhirong (2015) discusses the influencing factors of the students' learning effect, and its main axis is the influence degree of teachers, teaching, curriculum and remedial environment on the learning effect to provide reference for the supplementary teachers. Chen Mingchang (2015) applied the method of quality function development to explore the service quality of Guangzhou extracurricular tutoring practitioners under the impact of minority children, and mainly discussed how to improve the service quality and competitiveness of extracurricular tutoring practitioners to increase customer satisfaction. However, from the point of view of parents, the research on the relationship between extracurricular tutoring practitioners and their customers is almost out of reach. Therefore, this study aims to make up for the shortcomings of this research. This study aims to explore the impact of word-of-mouth and after-sales service on satisfaction and trust, and then how such satisfaction and trust affect the length, depth and breadth of the relationship between customers and supplementary practitioners.

1.3 Research objectives

According to the above research background and motivation, this study expects to let the operators of extracurricular tutoring practitioners understand the relative influence of word of mouth and after-sales service on consumer satisfaction and trust.In the process of service, whether parents' word of mouth and after-sales service to students will cause differences in parents' satisfaction and trust, and then understand the influence degree of relationship performance (relationship length, relationship depth, relationship breadth) with parents and students.

The objectives of this study are as follows:

(1)This paper analyzes the influence of word of mouth on the satisfaction and trust of extracurricular tutoring practitioners and customers.

(2) This paper analyzes the influence of after-sales service on the satisfaction and trust of extracurricular tutoring practitioners and customers.

(3) To explore the impact of satisfaction and trust on customer relationship performance (relationship length, relationship depth, relationship breadth) of extracurricular tutoring practitioners.

(4) according to the above analysis results, put forward the relevant suggestions for extracurricular tutoring practitioners management reference.

1.4 Research Flow

The research process of this study is divided into five chapters:

Chapter 1 introduction: The research background, research motivation, research purpose and research process of this research are described.

The second chapter is literature discussion: it explains the literature related to word-of-mouth, after-sales service and the information related to after-class counseling practitioners, so as to serve as the basis for establishing the research framework and compiling the questionnaire.

Chapter three research methods: This chapter mainly explains the research framework of this study, the derivation of research hypotheses, questionnaire design, data collection and data analysis methods.

Chapter iv data analysis and Results: The questionnaire was integrated and the structural model was analyzed using The Statistical software S P SS and Amos 21. Besides the demographic variables of the respondents, the structural equation model is used to analyze the data and verify the research hypothesis, so as to verify the validity of the research hypothesis.

Chapter 5 Conclusions and Suggestions: Based on the results of this study, important conclusions and findings are summarized, and relevant implications and suggestions are proposed.

CHAPTER2.LITERATURE REVIEW

2.1 Word of mouth

Walker and Jean (2001) defines word of mouth as a brand, product, organization or service, Formal, human-to-human communication between cognitive non-profit communicators and recipients. word-of-mouth, word of mouth WOM between the receiver and the transmitter, Oral (o ra l), person-to-person (p er sonto-person) communication involving products, services or brands, And for the receiver, "(Anderson,) the sender has less business intent " 1998; Harr i son -W a l k e r, 2001).B r o w n,B arr y ,D a c i n,a nd G uns t (2005) all believe that word of mouth is that customers transmit information about products, services, stores or companies to another customer; in a broad sense, the object of information dissemination is not limited to individuals, but even contains some media.Ghorban and Tahernejad (2012) The definition of word of mouth is through informal sharing of purchase or use experience among consumers. Lin Jianhuang (2015) believes that word of mouth is an informal transmission of product or service information between people, but no one must belong to the marketing staff between the two or more people who transmit the message.

In the consumer's daily consumption behavior, it will rely on word of mouth to some extent, through various inquiries about the use and consumption experience related to the product or service, or refer to the recommendations, opinions, opinions and information and experience shared from the heart of friends and relatives, before deciding to buy (Fan Yanzhen ,2016). The importance of word of mouth will be manifested in the behavior of consumers searching for information. When consumers can not make purchase decisions only on internal information, they will look for many external information to help make decisions. One of them is word of mouth (Wu Wenwei 2006). Most of the general arts and science cram schools belong to the regional type, that is, near the school or around the community, and the object of service is the students of the school district. Parents naturally refer to relatives and friends' opinions or past experiences when choosing cram schools.Silverman (2001) also advocates that word of mouth communication is independent of manufacturers and that consumers exchange information and share experiences related to products and services through non-marketing channels. It can be seen that word of mouth mainly comes from people, through spoken language or other media Communication. By the transmission of word of mouth, consumers can have a more specific understanding of information, and then affect the purchase decision and consumption will (Ch e ung,A ni t s a l ,a nd A ni t s a l ,2007). Li Yajing and Wu Zhonghan (2011) believe that word of mouth is an informal transmission of information about products or services between people, free discussion and communication of phenomena or consumption-related matters in the market, with non-commercial, two-way communication, experience-oriented and timely. When parents send their children to cram school, it is easy to form a positive word of mouth among parents because their grades improve or their performance meets their requirements. If other parents ask, they will share their good experience. By word of mouth to infect other parents, other

parents are willing to go to cram school to ask and sign up.

Pan,MacLaurin,and Crotts (2007) that word of mouth brings information value, often more influential than corporate advertising. Many successful cram schools, which do not require media advertising or the delivery of publicity products, attract most students to sign up because they have established a good reputation and have produced amazing marketing benefits. If extracurricular tutoring practitioners can give parents a positive evaluation and pass on the positive word of mouth, they can get more parents' favor.Balter and Butman (2010) believe that the effect of word-of-mouth marketing is far greater than that of other traditional media, and customers are not the goal of the word-of-mouth marketing process, but part of the process.

Lin Yijie (2012) wrote in Community effect that word-of-mouth marketing is becoming more and more important because people seek advice from friends in a world full of too much information. Enterprises can no longer push information to people, and expect people to receive it all, and the information from friends is more acceptable. In addition to our trust in friends, friends talk about the tone of things, but also more than official marketing messages to our taste ".

Word of mouth information is mostly a narrative of personal stories or personal experience, if this word of mouth has a high credibility, and most people agree, it can improve the persuasion effect, and then change the purchase behavior of the message recipient (Wang Ruyu, Wang Renhong, Zhuang Jiren ,2012). Fan Yanzhen (2016) pointed out the emergence of word of mouth and said that consumer experience sharing of products or services has been used to provide potential customers as a reference to simplify the purchase decision process, reduce purchase risk and uncertainty, and reduce the time to collect information in the purchase decision process. When more people support the same word of mouth As a message, it is more likely to become effective, especially when those who support the same opinion are from different individuals, which can enhance the persuasion effect (Weiner,2000). Therefore, word of mouth is based on parents' cognition and emotion of cram school. It can also reduce decision-making time. When more and more parents are willing to help you spread good word of mouth, the greater the chance of other parents receiving positive messages, which is a very effective marketing method for extracurricular tutoring practitioners.

2.2 After-sales Service
Cohen and Lee (1990) define after-sales service as a support product activity after the product is passed to the customer.Sharma and Patterson (1999) define the satisfaction of after-sales service results as: the degree of customer satisfaction with what kind of core after-sales service (what is delivered) and actual output quality (the quality of the service output) transmitted by the company; that is, whether the problem of customers turning to after-sales service units has been fully solved.Anell and Wilson (2002) points out that

after-sales service has the importance of establishing competitive advantage and maintaining profit. Whether before or after the purchase of the product, the follow-up service will be considered as a key point. For building relationships with customers, it is necessary to provide excellent customer service (Zeithaml ,Bitner ,and Gremler ,2006). Huang Meiyi (2014) believes that after-sales service is the follow-up service after the product is purchased to provide different after-sales service content to increase the value of the product for customers.

Ye Meilan (2015) pointed out that in the small profit sales market, enterprises have begun to carry out cost control and strategy adjustment. After-sales service is the experience and service impression that enterprises give to consumers in the face of terminal consumer service. It will directly affect the brand image of the enterprise. In recent years, the extracurricular tutoring market has become saturated, the surrounding chain brand cram schools, there are countless regional cram schools, plus parents' increasing requirements for teaching quality and service quality. Promote extracurricular tutoring practitioners to establish good after-sales service to attract students to sign up, good after-sales service to let parents send their children to cram schools, thereby increasing competitive advantage.

With the increasing service quality and fierce competition, after-sales service quality has become the key to win the competition (Lin Longyi 2009). After-school tutoring is a kind of after-sales service provided by most cram schools for children's learning conditions, so that children can strengthen the deficiencies, through the tutoring teacher's individual guidance or topic practice, so that the results can be improved to meet the requirements of parents. In the face of the white-hot market, after-sales service can be regarded as an important key to maintain the competitive advantage of enterprises. The quality of after-sales service is related to whether parents can agree with the cram school, and let the children continue to sign up for class. Lin Junguang (2017) pointed out that practitioners provide different types of multiple services, among which active after-sales service is the most important link, and active after-sales service means that suppliers can actively contact customers to provide follow-up related services after the completion of sales. Instead of simply providing, selling products and services.In order to meet the needs of parents, improve the learning efficiency of children, test better results, the relative level of after-sales service is also improved. Li Dasheng (2006) believes that good after-sales service is the key to attract and retain customers.

In the past, after-sales service has played a role in supporting products for a long time, but with the rise of global enterprise competition and consumer awareness, after-sales service is no longer just an additional act. Consumer demand for after-sales service is no longer satisfied as in the past by providing standardized after-sales service to product manufacturers (Xu Junting 2006). With the development of information and the rise of consumption consciousness, consumers care not only about the function and price of products, but also the quality of after-sales service is one of the factors that consumers decide to buy goods, so enterprises are willing to provide different after-sales service to increase the added value of their products (Chen Yuli ,2018). Hu Zhengyuan (2016) believes that good after-sales service can not only reduce customer dissatisfaction with products, further retain customers, increase

customer loyalty, and promote the opportunity of repeated purchase. In addition to the high competition in the market, the price and function of the product are no longer the main determinants of the consumer's decision to buy the product, and the after-sale service is the important or most important consideration when many consumers buy the product (Chen Jianmin 2004). Qiu Yuwei (2014) pointed out that if manufacturers try to occupy a place in the competitive market and even stand out, in addition to the competitive specifications and prices of products, good after-sales service is also one of the considerations for dealers or users to adopt products. Hong Zhihong (2014) pointed out that the original factory provides lower after-sales service price, and the closer the after-sales service is to the ideal after-sales service, the higher the customer will get. Guo Zhenghui (2010) believes that consumers are not only commodity-based Functional requirements, but also began to pay more attention to the "after-sales service" content. Therefore, all kinds of after-sales service behavior and attitude, and the same industry competition weapon, can stand firm in the market. According to the above scholars, after-sales service aims to meet the needs of customers, understand the real needs of parents, respond to the problems reflected by parents in real time, let parents feel the pay of cram school to their children, children have good learning results.

2.3 Satisfaction

Flott(2002) defines satisfaction as the psychological state in which customers hold expectations in the process of products or services.Jamal and Nasser (2003) points out that customer satisfaction is the feeling or attitude of the customer after using the product or service, reflecting the degree to which the consumer likes or dislikes after using experience.Phillip,Gus ,Rodney,and John (2003) It is pointed out that customer satisfaction is the degree of customer satisfaction and satisfaction with the service process as a whole, and the company should be able to complete the service expected by the customer.Tsiros and Mittal (2000) it is pointed out that "customer satisfaction" is an emotional response to compare expected performance with actual performance, which is a realistic response for consumers, and customer satisfaction is a feeling, which has a threshold between high and low degree.Kotler (2003) it is believed that the key to maintain customers is to improve customer satisfaction, and customers with high satisfaction can maintain a long relationship, and then propagate the advantages of the company to others and improve loyalty. Wei Mingtang (2002) believes that satisfaction is both an attitude and a feeling and an abstract and vague noun.Cho,Hyenmi ,Wonyong,and Yoon (2004) definition of customer satisfaction refers to the response of a customer to compare expected expectations with actual experience after consumption, that is, after a customer buys, A response to assess the gap between his pre-purchase expectations and the actual performance of the product after purchase.Grisaffe and Nguyen (2011) Define satisfaction as a positive evaluation of the product or service, consumption experience accumulated by consumers with the increasing competition and rapid increase of extracurricular tutoring practitioners market, consumer awareness is rising, so how to make customers feel satisfied is very important. Lin Congzhe (2008) pointed out that satisfaction is a comprehensive judgment made by consumers on the performance of products or services and their original expectations after purchasing products or enjoying

services. Hu Yucui (2013) also pointed out that in the current customer-oriented era, customer satisfaction is a feeling that can create customer pleasure and happiness, and can also make customers moved. In contrast, it can also make customers angry or angry, or depressed, so satisfaction or dissatisfaction will affect customers' impression of products or services or enterprises. Cai Jiarui (2002) pointed out that customer satisfaction is the importance of customer's expectation of product attribute before purchase and the degree of satisfaction with the actual feeling of product attribute after purchase. Multiply each other and add up, is a kind of experience-based overall attitude. Zheng Xicong (2003) put forward that customer satisfaction is the happy feeling that customers feel satisfied or have value for money in the process of purchasing products or receiving services. The measure of satisfaction is the customer's cognition and expectation before purchasing products, compared with the actual use effect after purchase. If the latter is greater than or equal to the former, the satisfaction is relatively high.

Lin Zhiwei (2010)'s customer satisfaction is the gap cognition of the customer's actual experience before and after receiving the service or using the product. The expectation is consistent with the actual experience, and the customer is satisfied. If the customer is satisfied with the selected enterprise, it will increase the opportunity to consume again, attract the new customer to join, on the contrary, it will cause the loss of the customer. Hong Xuehua (2011) pointed out that satisfaction is the performance of the customer's overall attitude after using the product or consumption, and an immediate emotional response can reflect the degree to which the customer likes or dislikes after consumption. That is to say, customer satisfaction is limited to the evaluation after a particular purchase behavior.Bai Shengwen (2011) pointed out whether the degree of feeling produced by consumers after purchasing products or services is consistent with their expected expectations, and whether the degree of satisfaction is more than moderate or even more, and the customer will feel dissatisfied if it does not match. Li Jiawei (2014)'s satisfaction is the overall attitude of consumers after consuming a product or service, the degree of dissatisfaction, and whether it is in line with expectations.Caruana (2002) indicates that consumer satisfaction involves a product or service provided by a customer after a consumer behavior occurs in a particular enterprise, receiving an after-sale visit or facing a competitor of the enterprise.

The overall emotional expression when comparing each other. In extracurricular tutoring practitioners, if parents are satisfied with the teachers, environment and teaching quality provided by the cram school after signing up; if they are helpful to their children's homework, they will let their children continue to study, and if they do not get the desired results, they will consider transferring their children to other cram schools.

Baker and Crompton (2000) it is considered that satisfaction is the psychological and emotional condition of the individual after experience. If the expectation before use exceeds the actual result, it produces satisfaction; conversely, it produces dissatisfaction. Customer satisfaction is the subjective idea of consumers. To think bad is to be dissatisfied; on the contrary, to think good is to be satisfied; and to be an emotional immediate response. Reflect the overall feeling of dislike or liking (Yu Danning 2005). Satisfaction is to explain the

concept of whether the product or service can meet the internal needs and expectations of the customer, so customer satisfaction is very important to the management of the enterprise (Pappu and Quester,2006). Lai (2013) points out that after using the product or receiving the service, the psychological evaluation is compared with the expected goal, and the overall quality cognition is called satisfaction. Experts and scholars have different views on the definition of satisfaction, but it is not difficult to find that the definition of satisfaction lies in the degree of psychological satisfaction that the customer feels for the service.

Synthesizing the above definition of customer satisfaction, we can see that the degree of consumer satisfaction is determined by the comparison of customer expectation and actual function, and from the gap between the two, we can know whether the customer is satisfied with the product. If it meets the needs of the customer or exceeds the expected level, the customer will feel satisfied or very satisfied; conversely, the customer will feel dissatisfied or very dissatisfied. It is summed up as the cognitive gap between consumers' expectations before buying goods or services and the results after the actual purchase of goods or services, while satisfaction will be affected by the characteristics of a particular product or service, and also by the customer's emotions. It can be seen that customer satisfaction is an important index affecting the enrollment and management of cram schools, and is also the key factor for parents to let their children sign up for classes.

2.4 Trust

Garbarino and Johnson (1999) defines trust as customer confidence in the quality and reliability of the services provided by the organization.Walter ,Mueller ,and Helfert (2000) believe that trust is the expression of good faith, honesty and ability of customers to believe suppliers in this relationship. Trust is customer confidence in the quality and reliability of the services provided by the organization (Singh and Sirdeshmukh,2000).Pavlou (2003) trust is the willingness of customers to trust and rely on the enterprise.Jacobs ,Hyman,and Mcquitty (2001) put forward that the customer's trust in the salesperson means that in the exchange relationship, the words or promises of the salesperson can be trusted, and he will practice his belief in responsibility.Shamdasani and Balakrishnan (2000) believe that trust is the confidence that the service provided by the manufacturer and the resources provided can meet the psychological needs and preferences of the customer.Chaudhuri and Holbrook (2001) trust in the industry is defined as the willingness of consumers to rely on the industry to perform specific functions. Trust is the customer's perception of the ability and goodwill of the supplier to provide service, and the intention to take risks to establish a relationship with it (Kim and Tadisina ,2007).

Trust is the basis of mutual trust, loyalty and behavior response and participation in future interaction. Trust will affect consumers' attitude towards enterprises. If enterprises establish a relationship of mutual trust with customers, It will reduce the risk of injury to customers (Corbitt ,Thanasankit ,and Yi ,2003). Therefore, if the customer's cognitive value is greater than the value provided by the enterprise, the degree of customer trust and

willingness to interact in the future will be higher.Shneiderman(2000) believe that trust is one person's positive expectations of another person or organization based on their past performance and real assurance.Gulbahar (2017) It is stated that trust is an attitude of confidence in the actions, words and decisions of others, and therefore is willing to follow the instructions of others, while in a trust relationship, the trusted person will have a superior interactive position because he wants others to be willing to give or abide by the promise. Chen Zhirou, Wu Rujuan and Wu You-heng (2014) pointed out that trust is a belief that it is reliable to others and the whole organization. Students' transcripts or certificates will be posted on the outside wall or door of the cram school to show the effectiveness of students' learning, so that parents think the tutorial is reliable and gain parental trust. It can be seen that the services provided by cram schools can meet the needs of parents to generate confidence and attract customers to sign up.

Xu Jiahong (2010) pointed out that trust is a psychological state of willingness to interact further among trading partners. Ke Peicheng (2012)'s research shows that customers have a sense of trust in service personnel or companies after interaction with service personnel and satisfaction with their overall service.Berry (2000) the belief that trust is the willingness of a trading party to have confidence in its partners and to rely on it is regarded as an indispensable and important factor in successful customer relationship marketing.Guo and Zhou (2013) believe that customers and enterprises cultivate trust on the basis of long-term social exchange, so both sides can build trust when exchanging information. With the increase of frequency, customers and enterprises will gradually deepen their trust. And the trust relationship between the two sides will be accompanied by the behavior of return.Gefen (2002) It is pointed out that different trust will reflect different customer behavior intentions, one of which contains purchase intention. Wang Youpeng (2003) thinks that the trusted person will think and measure whether he should believe in the trusted person from a rational point of view, so he needs more information from the trusted person or evidence to prove his ability to increase his reliability. In frequent interaction, the trusted person is willing to trust the other person because of the reliable evidence or experience accumulated by the trusted person.Shaw(2001) points out that most successful and profitable businesses are based on a group of loyal customers, and this loyal customer is based on trust.

Zheng Yating, Xu Weixiang and Qiu Xianyi (2015) pointed out that trust is an abstract interpersonal relationship, based on mutual understanding and recognition of each other's values and needs, is the most important element of interpersonal interaction and interpersonal communication, is also a sense of dependence on others, and can bear the risks of this sense of dependence. It is also an important key to determining whether to give each other commitments. Therefore, while serving customers, extracurricular tutoring practitioners are also assessing whether the services you provide meet the needs. If parents have a sense of dependence on cram schools, they will rest assured that their children will be entrusted to you. Therefore, building mutual trust is the key to determining whether parents let their children sign up.

2.5 Customer Relationship Performance

Jayachandran,Sharma,Kaufman,and Pushkala (2005) defines customer relationship performance as the ability to enhance consumer satisfaction by providing a quick and efficient response to customers, including after purchasing goods or services, Overall satisfaction with the benefits they receive and willingness to consume repeatedly for a product or service. Relationship performance is a broad structure that contains the ideas of partners and measures the performance generated by a variety of enterprise relationship activities (O'Toole and Donaldson,2002).Selnes and Sallis (2003) believe that a good relationship performance will make both buyers and sellers satisfied with the effectiveness and efficiency of the relationship, the most important purpose is to link the customer's purchase activities with the supplier's products, services sales activities. Applying relationship marketing strategy to help manufacturers make customers feel satisfied and willing to stay is the strategy for manufacturers to maintain competitive advantage (Barnes ,King,and Breen,2004).Extracurricular tutoring classes belong to the educational service industry. In addition to responding quickly to parents' problems, the performance of students' achievements should also make parents feel satisfied, let parents have a sense of trust and establish good customer relationship performance in the process of service.

Any enterprise is aimed at profit, but extracurricular tutoring classes not only pursue surplus, but also have the function of educational service. Therefore, how to successfully attract parents to sign up and establish long-term and good interaction with customers is the most important direction in operation. Analysis of customer behavior intention and creation of customer relationship performance is very important. As for customer relationship performance, Bolton,Lemon,and Verhoef (2004) put forward the structure of the length, depth and breadth of the relationship between customer and manufacturer. It can measure the interaction between enterprises and customers, further understand the needs and expectations of customers, and enable the supplementary education industry to provide better services to meet the needs of parents.In the competitive supplementary education market, each operator hopes to maintain a long-term relationship with customers through relationship marketing and cultivate customer loyalty to enhance sales performance and market share. Therefore, relationship length is a very important key to relationship marketing. Relationship length refers to the number of years in which customers and manufacturers trade (Coulter and Coulter ,2002). From the point of view of the cram school, we hope that the students will have a long and stable class. The cram school is called a retention class in the students' continued purchase, that is, the end of the semester, and continue to pay the tuition fees for the next semester.Dwyer (1997) believe that the length of the relationship refers to the willingness of the buyer and seller to maintain the relationship.

In order for students to stay in class smoothly and parents are willing to pay fees, they must have good interaction with parents, increase the length of relationship and reduce the willingness of parents to change classes. As long as the relationship between the two sides of the transaction remains, the two sides will feel trust in each other (Verhoef,Franses,and Hoekstra,2002).

Depth of relationship refers to the frequency of transactions between customers and manufacturers or the purchase of products with high contribution to manufacturers to strengthen their relationship (Liang and Chen,2009). The frequency of trading is that the customer agrees with the product and brand of a manufacturer, so the number of times the manufacturer trades in a period of time, the higher the frequency, the more the customer agrees with the manufacturer (Liao Hanwei 2010). The higher the frequency of trading with customers, the more understanding of customer needs, but also easy to establish customer loyalty, so that customers continue to return. Because parents communicate frequently with cram schools, children's remedial subjects will also increase relatively, from one subject to two or more, and because of their trust and satisfaction with the cram school, they will have remedial needs for other subjects. Children are also advised to attend the courses arranged.

Relationship breadth is the number of products and services traded between customers and the same manufacturer in a certain period of time, which will also be reflected in cross-purchase (Blattberg,Getz,and Thomas,2001). From the perspective of parents, the boss has good learning and effectiveness in a cram school, and the services provided by the cram school can also meet the needs of parents. When other children in the family have remedial needs, they will be willing to ask and sign up again. As far as relationship marketing is concerned, cross-purchase can be seen as a representation of relationship breadth (Bolton et al.,2004). If your child's grades have improved and he is satisfied with the service provided by the cram school, when other relatives and friends have remedial needs, parents will naturally be willing to recommend the cram school to other relatives and friends, and will also convey their children's term in the cram school, the way and satisfaction of the cram school to relatives and friends, so that relatives and friends will bring their children to audition or sign up.

If the extracurricular tutoring class can establish a good quality of relationship with the parents and safely entrust the children to the cram school for a long time, it can be satisfied with the teachers, management and teaching quality provided by the cram school, and show that the relationship with the supplementary teachers is good. In the competitive market, it is impossible to attract parents' attention only by recruiting advertisements. It is the most immediate way to seek parents to renew and introduce relatives and friends. Therefore, the performance of customer relationship is the most important for extracurricular tutoring classes.Tippins and Sohi (2003) points out that customer trust and satisfaction reflect the quality and value of service, so customer relationship performance is improved. Through continuous good interaction with customers, the supplementary education industry can not only enhance customer satisfaction, but also further promote other courses, attract more parents to bring their children to sign up, and then create more profits. In this study, children's behavior of long-term stable class, continuous increase of remedial subjects and willingness to sign up again were used as measures of customer relationship performance.

CHAPTER3.RESEARCH METHOD

This chapter mainly constructs the relationship between the research constructs according to the problems to be discussed in this study, and puts forward the research framework, research hypothesis and research variables to be verified based on the relevant literature in the past. Secondly, the research object, questionnaire design and data analysis are explained in order.

3.1Research Architecture and Assumptions

According to the research background and motivation, the purpose of this study is to explore the effect of customer's feelings of word-of-mouth and after-sales service on their satisfaction, trust and subsequent customer relationship performance. Among them, customer relationship performance includes three measurement variables: relationship length, relationship depth and relationship breadth. Therefore, the research framework constructed in this study is shown in figure 1.
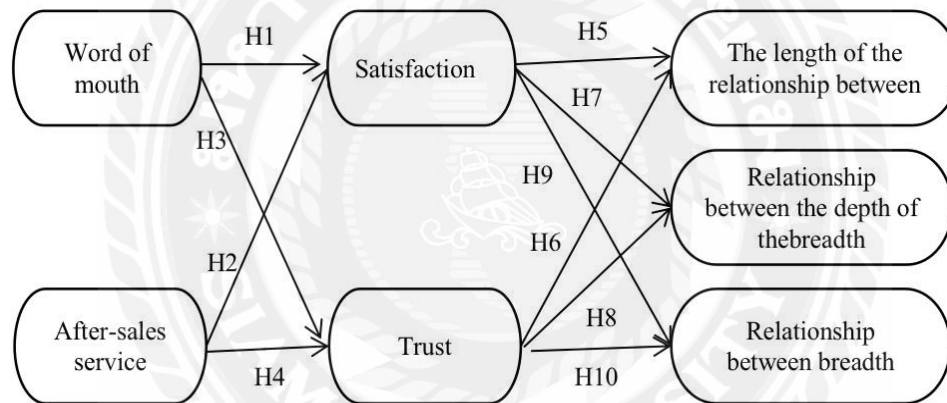
Figure 1 Research Architecture

3.1.1 Influence of word of mouth on satisfaction and trust

According to Brown et al. (2005), positive word of mouth refers to customers' positive comments or even satisfaction degree of quality about products or services shared with others after consumption. Enterprises promote their brand image and services through various marketing.To consumers, through consumer satisfaction, stable market share. Extra-curricular tutorial classes will be carried out with distinction.

Birth certificates or transcripts posted on the door of the cram school, on the one hand, motivating students in the class misfortune, the biggest purpose is to let the parents to see the effect of remediation, children of their own performance, satisfaction also follow to ascend, will establish a good reputation, the virtues of the invisible, cram school passed out, spread between relatives and friends to, cram school popularity also follow to ascend.

Buttle and Westoby (2006) pointed out that the positive effects produced by word of mouth communicators will transmit positive word of mouth to word of mouth recipients and enhance the positive effects of word of mouth receivers on brands and products. For consumers, word of mouth is one of the important sources of information. Extracurricular remedial classes use positive word of mouth to attract parents to sign up, make parents satisfied with good management and good grades, and reduce parents' negative evaluation and perception. Lin Yuhui (2014) believed that word-of-mouth marketing among customers could achieve the effect of publicity, so as to increase the number of customers and the turnover. If there were word-of-mouth recommendation from benchmark customers, potential customers would be more willing to buy.

Zheng Mangxin (2017) pointed out that the higher the degree of positive public praise, the higher the degree of consumers' trust in the industry. When customers take the initiative to share good word of mouth with their friends and relatives, the friends and relatives who receive the information will also have basic trust in the cram school and are willing to try to attend the course in the cram school. When consumers believe that word of mouth is useful or trustworthy, they will accept this information (Chen Jianwen, Chen Wenguo, Xu Yongying, 2011). The more people support the same word of mouth message, the more likely it is to become a valid opinion (Weiner, 2000). Wang Huiqing (2018) pointed out that consumers are more vulnerable to the influence of group opinions as a reference for decision-making, and the more people have the same opinion, the higher the trust of consumers will be. Li Yajing and Wu Zhonghan (2011) found in their study that word-of-mouth communication is the sharing of information related to products or services among friends and relatives through oral expression, and trust is naturally relatively high. In other words, customers will increase their trust in the cram school due to the public's reputation and bring their children to the class. Therefore, the following research hypotheses H1 and H3 are proposed in this study as follows:
H1: Word of mouth has a positive and significant impact on customer satisfaction.
H3: Word of mouth has a positive and significant influence on customer trust.

3.1.2 Impact of after-sales service on satisfaction and trust

CAI Jianhui (2015) found that in addition to the sales of products, enterprises must also think about how to provide better after-sales service to improve customer satisfaction. Ruyter and Wetzels (2000) believed that after customers use the products or receive the services, if the products or services achieve or exceed the desired effects, there will be satisfaction. Chen Mingji (2011) believes that the focus of after-sales service is to meet the needs of customers. Satisfied customers are the economic source of the life of all enterprises, and customers will come again only when they are satisfied. Yu, Chang, and Huang (2006) pointed out that customer satisfaction has a significant impact on the performance of business performance, and it is necessary to accurately evaluate whether the products or after-sales services provided can satisfy customers and meet customers' expectations. Zhang Wuxiong (2017) pointed out that when consumers perceive that the after-sales service quality of after-class tutoring classes is higher, it will have a relatively positive impact on their satisfaction

evaluation of after-class tutoring classes. In other words, when an operator continues to provide stable and high-quality after-sales service to consumers, years of experience will produce positive and stable satisfaction among consumers. Guo Zhenghui (2010) believes that after-sales service is no longer regarded as added value, and how to grasp the hearts of customers, improve service quality and pursue all-round customer satisfaction has become an important issue in modern enterprise management. Liljander and Roos (2002) pointed out that the advantages of enterprises depend on the after-sales service and commitment provided, so as to generate high customer satisfaction. CAI Mingzong (2012) pointed out that enterprises must have a better understanding of consumers' purchasing decisions, improve after-sales service quality and create customer satisfaction, so as to generate customer loyalty, so as to improve competitiveness and win in the market. Caceres and Paparazzi Amis (2007) pointed out in their research that customer satisfaction can positively affect customer loyalty, so giving customers good after-sales service quality can lead to high customer satisfaction. Hong Zhihong (2014) also pointed out that after-sales service and customer satisfaction have always been an important index in the evaluation of information service industry, and it is an important competitive strategy for enterprises to establish a set of after-sales service level and service price from the perspective of customers to achieve the best benefit of customers.

In the theory of service marketing, the relationship between customers and companies is based on trust. When customers receive satisfactory after-sales services, they will have a sense of trust in the products or services provided by the company, and they will believe in the things promised by the enterprise. Coulter and Coulter (2002) pointed out that after-sales service quality would affect customers' trust, and the better after-sales service quality an enterprise provides, the easier it will be for customers to trust the enterprise. In the after-sales service with asymmetric information and high credit attribute, trust is more important, because even if the customer suspects that the service provider has cut corners or is not real-time, he cannot supervise the service provider because he does not have enough information. At this time, the customer is established for after-sales service.

The trust of the company becomes an important topic (Xu Junting, 2006). Based on the above, the research hypothesis H2 and H4 are proposed as follows:
H2: After-sales service has a positive and significant influence on customer satisfaction.
H4: After-sales service has a positive and significant influence on customer trust.

3.1.3The impact of satisfaction and trust on customer relationship performance.

Enterprises provide better services and innovations, which lead to the improvement of customer satisfaction and loyalty, and finally present and give feedback to enterprises based on customer performance (Theoharakis, Sajtos, and Hooley, 2009). Cram school number increases year by year in recent years, the conditions of the parents choose to cram school by early pure pursuit of teachers, to provide good schoolwork and pursue the cram school now achievement satisfaction, according to the parents in addition to the original course, more concerned about the child's learning situation, measures for children in all kinds of cram school gave guidance and return of the examination results are really care about, but all were

taught how to improve the parents satisfaction are very pay attention to the issue. Good relationship quality can reduce customers' insecurity and uncertainty, affect the expectation of future interactions, and increase customers' trust and satisfaction (Crosby et al., 1990). Selnes (1998) believed that customers' satisfaction with products or services would affect the sustainability of their relationship.

Consumption behavior is an interactive relationship between consumers and businesses. When enterprises and consumers want to maintain a long-term interactive relationship, trust is a very important factor (Jane Wanru, 2012). San and Camarero (2005) pointed out that the relationship of trust is conducive to reducing transaction costs, and the main feature of long-term stable relationship development is the foundation of trust. Trust is a key factor in obtaining long-term customers, who believe that sales staff will provide them with long-term benefits and services (Chaudhuri and Holbrook, 2001). Customers are willing to establish a long-term relationship with the enterprise because of their trust in the enterprise. Therefore, trust can link the consumer's attitude and future intention. In order to establish a solid and long-term good relationship with parents, extracurricular remedial classes must first gain the trust of customers. Medlin, Aurfeille, and Quester(2005) pointed out that trust can be regarded as the core of establishing long-term relationships, which promotes relationship performance and can also explain the reasons for relationship performance. Therefore, to maintain a long-term and stable relationship with customers, a remediation provider must obtain customer satisfaction and trust, which is the only way to survive in a competitive environment. On the contrary, if parents cannot trust the courses or services provided by the remediation school, they cannot maintain a long-term relationship and students will not be able to continue to register for classes. Kotler (2003).

It is pointed out that a good customer relationship is a long-term, mutually satisfying, trusting and highly committed partnership between an enterprise and its customers through the integration of economy, information, technology and society. If the enterprise and its partners have been trying to maintain or enhance the relationship and expect to develop into a long-term oriented relationship, they will have better performance (Cullen, Johnson, and Sakano, 2000). It can be seen that customer satisfaction and trust have a significant impact on the length of customer relationship, which is worth paying attention to. Therefore, the research hypothesis H5 and H6 are proposed in this study:
H5: Customers' satisfaction with extracurricular remedial classes has a positive and significant influence on the length of their relationship with the remedial classes.
H6: Customers' trust in extracurricular remedial classes has a positive and significant influence on the length of relationship between them and remedial classes.

Kuo, Wu, and Deng (2009) believed that with high customer satisfaction, the frequency of re-purchase would increase accordingly. If the services provided by after-school tutoring classes can satisfy the parents and the children get excellent grades, when the tutoring school introduces other courses, the parents will be willing to let the children attend other courses because of their previous satisfactory experience, and they will also feel confident about the courses recommended by the tutoring school. Kotler (2003) found that customers with a high

degree of satisfaction can create an emotional connection with the manufacturer, and customers will buy more when the manufacturer launches new products and services. Through the interaction with parents, the practitioners of after-class tutoring can care for children's achievements and improve their satisfaction, which can increase the probability of students' remaining in class and enhance the depth of their relationship.

Chen Weiren and Lin Yixun (2008) pointed out that trust has a significant impact on customer repurchase intention and derivative behavior, and customer repurchase intention and derivative behavior are the main contents of customer relationship strength. Trust makes customers' consumption behavior predictable, reduces the mobility of old customers, and creates higher customer value (Reinartz and Kumar, 2000). Lewis and Soureli (2006) also pointed out that the trust relationship between enterprises and customers leads to customers' repeated purchase and preference for existing brands, which will continue. All the services provided by after-class tutoring classes, no matter before class explanation, children's class style and teaching quality, after-class tutoring, achievement tracking and learning status return, must make parents feel trust and satisfaction. Parents will inquire actively if they have needs of tutoring, and they are also easy to listen to the curriculum planning and suggestions of the tutoring classes. Willing to establish a long-term good relationship, manufacturers can also win in the competitive market. Garbarino et al. (1999) proposed that satisfaction and trust are positively influencing consumers' purchase intention for the future, which is the basis for developing a good relationship. Therefore, research hypothesis H7 and H8 are proposed in this study:

H7: The satisfaction of customers to the practitioners of the after-school tutoring class has a significant positive impact on the depth of their relationship with the tutoring class.

H8: Customers' trust in the practitioners of the after-school tutoring class has a positive and significant influence on the maintenance of their relationship with the tutoring class.

Stewart (2003) and Harris and Goode (2010) pointed out that in the shopping environment, customers' satisfaction and trust on the seller would affect customers' purchase behavior, repurchase intention, cross purchase and reputation. It is very important for an enterprise or company to have customers repeatedly buy and use the company's products and services for a long time and introduce them to other colleagues or friends. When consumers are satisfied with the products or services, they have a high willingness to repeat purchases and even take the initiative to become publicity spokesmen (Zeng Jiayu, 2017). The breadth of relationship is mainly reflected in cross-buying, while the willingness of customers to maintain a long-term relationship with a vendor, the positive recognition of the vendor's ability to provide different types of services, also affects cross-buying intentions (Kumar, George and Pancras, 2008). Liu and Wu (1999) tested whether factors such as geographic rationality, convenience of one-purchase purchase, corporate reputation, professional competence, satisfaction and trust would affect customer retention and cross-purchase behavior, and took satisfaction and trust as mediating variables. The research results showed that all the above factors would positively affect customer cross-purchase intention. Jones and Sasser (1995) also believed that after customers were satisfied with their purchasing experience, they would not only repurchase, but also export tablets and recommend others.

When parents are satisfied and trusted with the service of the cram school, they will have a good impression of long-term interaction, which is an invisible marketing for the cram school and contributes to the promotion of competitiveness. Therefore, research hypothesis H9 and H10 are proposed in this study:

H9: Customer satisfaction with the practitioners of the after-school tutoring class has a significant positive impact on the maintenance of the breadth of the relationship with the tutoring class.

H10: Customers' trust in the practitioners of the after-school tutoring class has a positive and significant influence on the maintenance of the breadth of its relationship with the tutoring class.

3.2 Questionnaire Design

The main purpose of this study is to explore the effect of customer satisfaction and trust caused by the word of mouth or after-sales service provided by extracurricular tutoring practitioners in the market, and then to examine the degree of satisfaction and trust affecting customer relationship performance. In this study, word of mouth and after-sales service are independent variables, which should be satisfaction, trust and customer relationship performance. The measurement of customer relationship performance is based on relationship length, relationship depth and relationship breadth. The measurement indicators of each research variable are described below.

3.2.1 Word of mouth

According to the research of the Levin and Gaeth (1988), this study mainly refers to the study, selects the appropriate questions to supplement the teaching situation, and modifies them in the text to meet the needs of this study. Please refer to Table 1 for details.

Measuring variables	Measuring questions	Reference to sources of literature
Word of mouth	1. When I hear that other people's children are improving because of the tutoring, I want to refer to this tutoring school. 2. I'd like to know about this cram school when I hear about it. 3. As a parent of a remedial student, I also try to compare other families. 4. Other parents suggested that I enroll my child in this cram school.Some friends and relatives talk about cram school, I will also discuss with everyone.	Levin and Gaeth (1988)

Table 1: Word of mouth and evaluation it

3.2.2 After-sales service

The questions in this study mainly refer to the research of Cronin and Brady (2000), and the questions in appropriate extracurricular counseling service situations are selected, and the sentences are modified to suit the needs of this study. See Table 2 for details.

Measuring variables	Measuring questions	Reference to sources of literature
After-sales service	1. I think cram schools provide professional after-school tutoring for children. 2. On the whole, I am satisfied with the fact that the teachers in the cram school help the children individually when there is a gap in their grades. 3. I think the cram school can quickly respond to students' questions and solve students' doubts in time. 4. I think the cram school can report to the parents immediately when they find the students' problems without waiting for a long time.	Cronin and Brady (2000)

Table 2 : Post-sales service structure and evaluation items

3.2.3 Satisfaction

This study refers to the research of Zeithaml and Bitner (2000), and selects appropriate questions in the context of after-class counseling service, and modifies the sentences to suit the needs of this study.

3.2.4 Trust

According to the research of the Zeithaml and Bitner (2000), this study selects the questions of the appropriate extracurricular tutoring service situation, and modifies them in the text to meet the needs of this study.Trust For reference to the Johnson and Grayson (2005) study, this study selects the appropriate questions for the extracurricular tutoring service situation and modifies them in the text to meet the needs of this study. Please refer to Table 3 for details

Measuring variables	Measuring questions	Reference to sources of literature
Trust	1.I have full confidence in the teacher's advice on learning for children. 2.I believe that the teaching methods in the classroom can help children. 3. I think the class planning for children is trustworthy. 4. Discussing children's problems with teachers, I can feel the caring response. 5.The class's attitude towards parents and students.	Johnson and Grayson (2005)

Table 3: Trust and Evaluation Items

3.2.5 Customer relationship performance

In terms of length, depth and breadth of relationships, A Key Reference Hsu and Lu (2004), for the Forming of Questions in this Study Ranaweera and Prabhu (2003), Frederick (2000), Jones, Mothersbaugh and Beatty (2000), Oliver (1997) and others, Select the appropriate extracurricular counseling situation, And modified to suit the needs of this study, Please refer to Table 4 for details.

Measuring variables	Structure	Measurement	Reference to sources of literature
Customer relationship performance	Relationship length	1. I will let my child continue to have lessons in this cram school. 2. In the future, I think this cram school will still be the first choice for children to cram. 3. If the current service does not change, I may change to another cram school. 4. I will keep a close relationship with the tutoring monitor.	Hsu and Lu (2004)；Ranaweera and Prabhu (2003)；Frederick (2000)；Jones et al.,(2000)；Oliver (1997)
	Depth of relationship	1. In the next 6 months to a year, I will ask my child to continue to apply for courses in this cram school. 2. Although other cram schools offer preferential programs, I will not let my child change to the original cram school. As far as I am concerned, it takes a lot of time and effort for children to change to cram school. 4. Although there are other cram schools introducing new courses to my child, I will continue to choose the courses introduced by this cram school. 5. Although there are other cram schools that charge lower fees, I will not let my child change to the original cram school.	
	Coverage	1. I consider buying other courses suggested by this cram school for my child. 2. Other children in the family will look for this school if they need to take remedial classes. 3. I will recommend this class to my family, friends and children. 4. I will publicize the good service of this class to my friends and family. 5. If the child has other needs in this cram school, I will accept the suggestion of this cram school.	

Table 4： Customer Relationship Performance Structure and Evaluation Item List

3.3 Methods of data collection

In guangzhou to participate in this study with parents of students as the research object, limited to the cost and the contact scope, this research paper through a questionnaire to conduct questionnaire survey, data collection time from February 2019 to the middle of April, 2019, to nearly two and a half months time to collect the needed samples in our study, the recycling of the valid questionnaires to analyze data with SPSS and CB - SEM, to know the results of the study.

3.4 Data analysis method

3.4.1 Descriptive Statistics Analysis

This study analyzed the basic information of interviewees and the frequency distribution and percentage statistics of each question, so as to have a clearer understanding of the distribution of all variables.

3.4.2 Reliability Analysis

Reliability refers to the consistency or stability of the results obtained according to the test tool (scale), which reflects the true degree of the measured characteristics. The main purpose of reliability analysis is to verify the reliability and stability of the questionnaire. In terms of Reliability, Composite Reliability is adopted in this study to measure the internal consistency among variables.

3.4.3 Validity Analysis

The so-called validity represents whether the content measured by this questionnaire is in line with the degree of understanding of this study. In the part of constructing validity, the ConvergentValidity and Discriminant Vslidity were used to test whether the item measured by the questionnaire had certain validity.

3.4.4 Structural Equation Model, SEM

Structural equation model includes measurement model and structural model. The measurement model considers the appropriateness of each measurement index to the interpretation of dimension. The structural model can specifically indicate the relationship between different dimensions and can be used to test the various hypotheses of this research framework.

CHAPTER4.DATA ANALVSIS AND RESULTS

There are three sections in this chapter. The first section: the narrative statistical analysis of the research sample to explain the basic characteristics of the sample data; the second section: to test the reliability and validity of the research scale as the basis for subsequent statistical verification; Section 3: statistical test of the research hypothesis constructed by the research framework and consolidation of the test results.

4.1 Statistical analysis

4.1.1 No response bias problem

No Response in order to examine the possible deviation (Non - Response Bias) and representative samples, this study is the first ten days of recycling samples (54) and 10 days at the latest collection of samples (49), for two samples in all the potential variables independent sample t test, the results did not show statistically significant difference (Armstrong and Overton, 1977), representing no Response Bias in this study did not cause serious influence.

4.1.2 Sample population narrative statistics

SPSS 21.0 was used for demographic analysis of sample data. From the available samples collected,There were 76 male respondents, accounting for 30.3% of the total sample. There were 175 female respondents, accounting for 69.7% of the total sample. The age structure of the respondents was most distributed in the 41-45 age group, with 111 people, accounting for 44.2% of the total sample size, followed by the 36-40 age group, with 69 people, accounting for 27.65% of the total sample size. The employment category was dominated by 63 (25.1%) in the service sector, followed by 37 (14.7%) in domestic management. Marital status was mostly married (235, 93.6%). In terms of educational level, 171 people (68.1%) have college or junior college degree, followed by 42 people (16.7%) with research institute or above. The average monthly income was mostly in the range of 5,001 to 10,000 yuan, with 112 (44.6%), followed by 83 (33.1%) in the range of 15,001 to 20,000 yuan. The detailed distribution data is shown in Table 5.

Variable	Category	Number of times	Percentage
Gender	Male	76	30.3
	Female	175	69.7
Age	26-30years	1	0.4
	31-35years	20	8
	36-40years	69	27.5
	41-45years	111	44.2

	46-50years	36	14.3
	51-55years	11	4.4
	56-60years	3	1.2
Professional	Services	63	25.1
	Manufacturing	32	12.7
	Science and Technology	28	11.2
	The Catholic church	15	6
	Professional Information Industry Information	16	6.4
	Transport	12	4.8
	Medical sector	12	4.8
	Home management	37	14.7
	Free trade	14	5.6
	Othr	22	8.8
Marital status	Married	235	93.6
	Unmarried	16	6.4
The degree of education	Secondary/vocational	1	0.4
	Level of education	37	14.7
	University/specialist	171	68.1
	Institute (inclusive) above	42	16.7
Average monthly income	5000 ¥ (including the following)	6	2.4
	5,001~10,000 ¥	112	44.6
	10,001~15,000 ¥	83	33.1
	15,001~20,000 ¥	24	9.6
	More than20,000 ¥	26	10.4

Table 5： Sample basic data analysis table

4.2 Reliability and Validity Analysis

Anderson and Gerbing (1988) suggested adopting the two-stage criteria for Structural Equation Modeling (SEM) Analysis, whose main purpose is to Confirmatory Factor Analysis,CFA) can provide some information for researchers to evaluate and modify theoretical models (Zhang Weihao, 2013). The criterion is the first phase of the CFA, namely all potential exogenous variables and endogenous latent variables are transformed into exogenous latent variables, only measure between latent variables (measure) and the total variance of variance, and the test at the second stage of potential causal relationship between variables, model called structure at this time. Therefore, CFA was conducted through Amos 21 in this study to measure the Reliability and Validity of the questionnaire, and the Model fit of the measurement Model was calculated. The first-order CFA analysis focuses on correlations between factors (represented by arc-shaped two-way arrows) rather than causal relationships between factors (represented by one-way arrows).

First, the first-order CFA of each single dimension is carried out, which requires variable screening according to three conditions: (1) the observed variables with standardized factor load less than.5 are deleted; (2) the observed variables with collinearity are deleted; (3) the observed variables with independent residences are deleted. In this study, Modification Index (MI) was used to delete poor quality questions. MI was provided to researchers to check whether the model was set wrong, instead of allowing researchers to link the covariance lines according to MI value, which violated the hypothesis of independent discriminative validity and residual (Zhang Weihao, 2013). This study was repeatedly verified until the fitness of individual measurement models could not be further improved. Of the 34 questions, only one question (RL3) on the third question of relationship length was deleted.

Construct	Item	Significant test of parameter estimation				Item Reliability		Composite Reliability	Convergence Validity
		Unstd	S.E	Z-value	p-Value	STD	SMC	CR	AVE
WOW	WOM1	1.000				0.753	0.567	0.916	0.688
	WOM2	1.129	0.093	12.114	0.000	0.828	0.686		
	WOM3	1.139	0.104	10.92	0.000	0.754	0.569		
	WOM4	1.529	0.114	13.411	0.000	0.901	0.812		
	WOM5	1.266	0.094	13.511	0.000	0.898	0.806		
AS	AS1	1.000				0.836	0.699	0.905	0.704
	AS2	1.032	0.065	15.969	0.000	0.886	0.785		
	AS3	0.946	0.065	14.617	0.000	0.837	0.701		
	AS4	1.043	0.078	13.333	0.000	0.794	0.63		
SAT	SAT1	1.000				0.889	0.79	0.947	0.747
	SAT2	1.057	0.056	19.028	0.000	0.895	0.801		
	SAT3	0.901	0.059	15.26	0.000	0.805	0.648		
	SAT4	0.997	0.056	17.859	0.000	0.873	0.762		
	SAT5	0.914	0.053	17.294	0.000	0.861	0.741		
	SAT6	0.935	0.054	17.289	0.000	0.861	0.741		
TRU	TRU1	1.000				0.815	0.664	0.937	0.748
	TRU2	1.185	0.075	15.768	0.000	0.893	0.797		
	TRU3	1.135	0.072	15.731	0.000	0.891	0.794		
	TRU4	1.114	0.077	14.527	0.000	0.845	0.714		
	TRU5	1.198	0.078	15.378	0.000	0.879	0.773		
RL	RL1	1.000				0.913	0.834	0.918	0.788
	RL2	1.087	0.055	19.907	0.000	0.882	0.778		
	RL4	1.109	0.058	18.977	0.000	0.867	0.752		
RD	RD1	1.000				0.833	0.694	0.913	0.679
	RD2	1.171	0.078	14.949	0.000	0.873	0.762		

	RD3	0.849	0.072	11.767	0.000	0.73	0.533		
	RD4	1.075	0.07	15.354	0.000	0.889	0.79		
	RD5	1.023	0.081	12.562	0.000	0.785	0.616		
RB	RB1	1.000				0.829	0.687	0.944	0.773
	RB2	0.981	0.062	15.925	0.000	0.884	0.781		
	RB3	0.884	0.057	15.536	0.000	0.871	0.759		
	RB4	1.028	0.065	15.887	0.000	0.883	0.78		
	RB5	1.016	0.058	17.374	0.000	0.926	0.857		

Table 6： Summary table of confirmatory factor analysis

Note: WOW: word-of-mouth effect; AS: After-sales service; SAT: Satisfaction; TRU: trust. RL: relation length; RD: relational depth; RB: Relationship breadth

4.2.1 Reliability analysis

As for the reliability of the test scale, the academic circles generally use the combination reliability (Composite Reliability ,CR) to examine the internal consistency of all the measurement questions in the same plane. The higher the combination reliability, the higher the consistency of these measures.Fornell and Larcker (1981) the combined reliability of potential variables should be above 0.7. All the structures in this study were more than 0.7(the value was .905~. 947), thus meeting the criteria proposed by scholars, indicating that the internal consistency of potential variables can be measured. The results are shown in Table 7.

4.2.2 Validity analysis

Validity is the degree to which a questionnaire really measures the ability or function of the researcher.The CFA quality system is based on the constructive validity in the verification model. The constructive validity consists of two important components: convergent validity (Convergent Validity) and differential validity (Discriminant Validity).

Convergence validity is used to test whether multiple questions developed by a structure will eventually converge to a factor.Fornell and Larcker (1981) and Hair, Anderson, Tatham, and Black(2009) propose standardized factor loads, average number of variants (Average Variance Extracted,) to measure the model AVE) and the square (Squared Multiple Correlations,) of the multivariate correlation coefficient SMC) to assess convergence validity.From Table 7, we can see that the standardized factor load distribution of each question is 0.730~0.926, SMC 0.533~0.857, 0.5(Fornell and Larcker,) compliance 1981; Hair et al .,2009). The AVE of each surface is 0.679~0.788, Also above the acceptable threshold (Fornell and Larcker,) of 0.5 1981; Hair et al .,2009). Therefore, the questionnaire has good convergence validity.

AVE	WOW	AS	SAT	TRU	RL	RD	RB
0.688	0.829						
0.704	0.743	0.839					
0.747	0.732	0.772	0.864				
0.748	0.695	0.744	0.718	0.865			
0.788	0.678	0.727	0.794	0.797	0.888		
0.679	0.565	0.692	0.661	0.759	0.815	0.824	
0.773	0.636	0.774	0.751	0.724	0.859	0.8	0.879

Table 7： Differential validity

Note: (1)WOW: Word-of-mouth effect; AS: After-sales service; SAT: Satisfaction; TRU: trust. RL: Relationship length; RD:Relationship depth; RB: Breadth of relationships.

(2) The bold characters on the diagonal represent the square root of AVE value, while the numbers of the lower triangle represent the correlation coefficient between the two constructs

Discriminant validity is to test whether the correlation between different constructs is statistically different. In this study, a more traditional and conservative AVE method, which is also the most commonly used in SEM, was adopted: AVE value of each construct must be greater than the square value of correlation coefficient between each pair of constructs (Fornell and Larcker, 1981). In Table 8, when the AVE square root value is greater than the correlation coefficient of the horizontal column to the left or the vertical column down, it represents the discriminant validity. As can be seen from interpretation table Z, all aspects of this study have good discriminant validity.

4.2.3 Model fitness analysis

In order to show that the research model is consistent with the sample data, the model fitness analysis should be carried out. The fitness indexes of this research model are shown in Table 9. Kline (2011) pointed out that chi-square DEGREE of freedom (2 / DF) was within 3, and the chi-square degree of freedom (CHI-square degree of freedom) in the structural model of this study was 2.572, showing a good fitting result. Seyal, Rahim, and Rahman (2002) took the GFI value greater than 0.8 as the model fitness standard, and the GFI value of the structural model in this study was 0.847 respectively, which met the recommended value. In general, AGFI is >0.9, but once the estimated parameters of the model become too many, sometimes it is difficult to reach 0.9. MacCallum and Hong (1997) suggested that the AGFI value of the structural model in this study could be relaxed to 0.8, which is in line with the recommended value. Bentler and Bonett (1980) believed that only when TLI and CFI were greater than 0.9 could the model be regarded as having ideal fitness, while the TLI and CFI of the structural mode of the model in this study were about 0.9, which was within the acceptable range. In terms of RMSEA, Schumacker and Lomax(2004) suggested that the index was between 0.05 and 0.08, so the model was said to have a good fit, and the RMSEA value of the model in this study.

It is 0.089, which is within a reasonable range. To sum up, the research model and sample data are moderately well matched.

Adaptation index	Structure mode	Recommended values	Adaptation results
CMIN/DF	2.572	<3	Good
GFI	0.847	>.8	Good
AGFI	0.832	>.8	Good
TLI	0.890	>.9	About that
CFI	0.900	>.9	Good
RMSEA	0.089	<.08	About that

Table 8: Matching index analysis table

4.3 Pattern Analysis of Structural Equation

Amos 21 is used to analyze structural patterns and the maximum approximate estimation method is used to understand the relationship between constructs to verify the hypothetical results of this study.

The purpose of the study hypothesis is to understand the significance of independent variables to the estimated values of dependent variables in the study model.The explanatory power of variation to endogenous variables in SEM is called the greater the R 2,R 2 value, ifR2>0.670 explainsGood ability, if0.670>R2 > 0.330 The ability to interpret is acceptable ifR2<0.190 indicates that the explanatory ability is not ideal (Chin,1998).

The variance explanatory power (R) of word-of-mouth (WOW) and after-sales service (AS) to satisfaction (SAT) was studied2)For0.946. Word of mouth(WOW), after-sales service(AS) Variant explanatory power (R) to trust2)0.891. Satisfaction (SAT)The ability of trust (TRU) to interpret variation (R) in relation to length (RL) of a relationship2)For0.996. The variance explanatory power (R) of satisfaction (SAT), trust (TRU) to the depth (RD) of relationship2)0.742. Satisfaction (SAT), trust(TRU) Variant explanatory power (R) to the breadth (RB) of relationships2)0.854, based onChin (1998)Of courseThe standard of 0.67 shows that the model interpretation ability of this study is good.

The results showed that the non-standardized regression coefficient of word-of-mouth (WOW) for satisfaction (SAT) was 0.049(β=0.044), which did not reach a significant level (Z-value β=0.571, p -Value β=0.568). Therefore, this study assumes:Word of mouth has a positive and significant impact on customer satisfaction. The non-standardized regression coefficient of after-sales service (AS) for satisfaction (SAT) was 1.023(β=0.935), which reached a significant level (Z-value β=9.835, p -Value).1=0.000<0.001), so hypothesis 2:" after-sales service has a positive and significant impact on customer satisfaction "holds.The non-standardized regression coefficient of word of mouth (WOW) for trust (TRU) is -0.004(β=-0.004), Did not reach a significant level (Z-v a l ue =-0.047, p -V a l ue =0.962), Therefore, hypothesis 3: word of mouth has a positive and significant impact on customer trust. The non-standardized regression coefficient of after-sales service (AS) for trust (TRU)

is 0.913(β=0.947), At a significant level (Z-v a l ue =9.094, p -V a l ue =0.000<0.001), Therefore, hypothesis 4: after-sales service has a positive and significant impact on customer trust. The non-standardized regression coefficient of satisfaction (SAT) for relation length (RL) is -0.134(β=-0.136), Did not reach a significant level (Z-value =-1.141, p -Value =0.254), Therefore, hypothesis 5:" customer satisfaction with extracurricular tutoring has a positive and significant impact on the maintenance of relationship length with cram schools "does not hold. The non-standardized regression coefficient of trust (TRU) for relation length (RL) is 1.258(β=1.121), A significant level (Z-v a l ue =8.396, p -V a l ue =0.000<0.001), Therefore, hypothesis 6:" customer trust in extracurricular tutoring has a positive and significant impact on the maintenance of relationship length with cram schools "is established. The non-standardized regression coefficient of satisfaction (SAT) for relationship depth (RD) is -0.172(β=-0.174), Did not reach a significant level (Z-value =-1.041, p -V a l ue =0.298), Therefore, hypothesis 7:" customer satisfaction with extracurricular tutoring has a positive and significant impact on the maintenance of the relationship with cram schools "does not hold. The non-standardized regression coefficient of trust (TRU) for relationship depth (RD) is 1.141(β=1.019), A significant level (Z-value =5.663, p -Value =0.000<0.001), Therefore, hypothesis 8:" customer trust in extracurricular tutoring has a positive and significant impact on the maintenance of the relationship with the cram school. The non-standardized regression coefficient of satisfaction (SAT) for relation breadth (RB) was 0.015(β=0.014), Did not reach a significant level (Z-v a l ue =0.104, p -V a l ue =0.917), So hypothesis 9: Customer satisfaction with extracurricular tutoring.

It has a positive and significant impact on the maintenance of its relationship with cram school. Trust (TRU) for relationship breadth The non-standardized regression coefficient of (RB) was 1.084(β=0.911), reaching a significant level (Z-value β=6.159, p -Value); and=0.000<0.001), this study hypothesis 10:" customer trust in extracurricular tutoring has a positive and significant impact on the maintenance of the relationship with cram school.

Although the difference is small, Nevertheless, according to the standardized regression coefficient, it can be found that the influence degree of after-sales service (AS) on trust (TRU)(0.947 vs.0.935) is greater than that on satisfaction (SAT); The Impact of Trust (TRU) on Customer Relationship Management Performance: Relationship Length (RL, > relationship depth (RD,)1.121 Scope of > relationships (RB,)1.019 0.911).

According to the above, there are 10 hypotheses in this study model ,5 of which are valid.

CHAPTER5.CONCLUSION AND SUGGESTION

This chapter explains its meaning based on the results of data analysis and hypothesis verification in the previous chapter, and expounds the academic and practical contributions and limitations of this study. The first section discusses the results of data analysis; the second section puts forward practical management implications for the results; the third section describes the research limitations and future research directions of this study.

5.1 Findings

This section consolidates and interprets the results of data analysis and research hypothesis verification.

5.1.1 Impact of after-sales service on customer satisfaction and trust

The results showed the effects of after-sales service on customer satisfaction (β=0.935, Pβ=0.001) and customer trust.

There were significant positive effects (β=0.947, Pβ=0.001), which were consistent with previous studies.The results of root statistical analysis show that the influence of after-sales service (AS) on trust (TRU) is greater than that on satisfaction (SAT). The results show that the influence of after-sales service (after-sales service) on trust (trust) is greater. Therefore, it can be learned that after-sales service provided by extracurricular tutoring practitioners will obviously affect parents' trust in extracurricular tutoring, and its influence is greater than satisfaction. Xu Junting (2006) pointed out that after-sales service is a long-term, cumulative nature, over and over again to enhance customer confidence, enhance customer trust in enterprises, is an important factor for the success of relationship marketing.Jamal ,and Kamal (2003) points out that after using the product or service, the customer will reflect the attitude of liking or disliking, which will affect the customer's evaluation of the overall service process and service result of the service, and finally will affect the customer's overall satisfaction. According to the research, extracurricular tutoring should not only improve parents' satisfaction, but also provide professional teaching quality in the process of service. In order to increase parents' trust in cram school and have a foundation of trust, we can establish good relationship and continue longer service.Auh (2005) points out that if customers feel that after-sales service personnel are polite and willing to answer customer questions with professional knowledge after experiencing after-sales service provided by the company, and wait for after-sales service personnel to serve for a long time. If the company can complete the service at the appointed time, customers will have a sense of trust in the company. In the competitive extracurricular tutoring market, extracurricular tutoring should provide good after-sales service in addition to the usual established courses, so that parents can feel that the cram school's efforts to their children exceed their original expectations, and build parents' confidence in the cram school.

5.1.2 The influence of trust on the length, depth and breadth of relationships

The results showed that customer trust had a significant positive effect on relationship length (β=1.258, Pβ=0.001), trust on relationship depth (β=1.019, Pβ=0.001) and trust on relationship breadth (1.084, Pβ=0.001). The results are consistent with previous studies. The results of statistical analysis show that the influence of trust (TRU) on customer relationship management performance is relationship length > relationship depth > relationship breadth.Therefore, it can be learned that if extracurricular tutoring practitioners can gain the trust of parents and maintain a close relationship with parents' time through long-term interaction, parents will let their children stay in class. Lin Shu-hui (2015) pointed out that customers are willing to have consistent confidence in extracurricular tutoring practitioners, and the trust relationship between each other will be maintained quite closely in the long run.Lewicki and Bunker (1995) in addition to the conditional factors of the trusted person, the emergence of trust involves the understanding and interaction between the trusted person and the trusted person, thus increasing the sense of trust and maintaining the long-term relationship. Therefore, if parents believe that the cram school is trustworthy, they will accept the curriculum, teacher arrangement and learning advice provided by the cram school. They will rest assured that their children will continue the following courses and maintain a close relationship with the cram school. When the cram school introduces other courses, parents will also give priority to it.Furthermore, Ganesan (1994) believes that trust is an indispensable element in long-term oriented relationships. Chen Weijen and Lin Yixun (2008) pointed out that trust has a significant influence on customer repurchase intention and derivative behavior.Chiou,Jyh-shen,Cornelia and Sangphet (2002) points out that the higher the customer's trust in the company, it will also increase loyalty, will be willing to recommend the company to friends and relatives, and will buy the company's products or services again in the future if necessary. According to the above, when parents trust cram schools, they also have a sense of dependence on cram schools. On the basis of trust, they can know the real needs of parents. Parents will directly ask if there are relevant curriculum arrangements, or other relatives and friends have remedial needs. Customers are willing to establish long-term relationships because of their trust in the enterprise, so trust can link consumer attitudes and future intentions, and is willing to maintain relationships with the company (Gar b a r i no and Johns on,1999)

5.2 Management

According to the above research conclusions, this study puts forward the following practical management suggestions on how to improve the trust of after-school tutoring classes to enhance the customer relationship performance when they promote remedial courses and strive to improve the quality of their relationship with parents.

5.2.1 From the after-sales service to enhance the trust of parents

To attend cram school curriculum and coherence of the parents of this research as the main research object, explore the extracurricular counselling practitioners how to stand out in a competitive environment, the analysis results show that the main factors influencing the

parents trust for after-sales service, this study suggests that the after-sales service, to give parents the actual and good feelings, enhance the trust of the parents. For parents demand suggest that extracurricular counselling practitioners in at ordinary times must pay attention to students' learning situation and test scores, have backward situation will immediately after-school tutoring or holiday to strengthen practice and contact parents, let parents can help children, and to give children the appropriate encourage, rather than the parents found the child, such as poor exam grades, why not just to blame the cram school to guide their children to study well. In addition to providing good teachers, extra-curricular counseling practitioners should also provide safe and comfortable environment and equipment, so that parents do not have to worry about public security incidents, and rest assured that their children receive remedial education.

Under the pressure of entrance examination, parents are often troubled by the pressure, after-class counseling practitioners should timely care for students

Heart condition, guide pressure relief and guidance transfer pressure and keep in touch with parents to encourage instead of blame, build the child's confidence. At ordinary times, parents should take practical actions to let them feel their care for their children, instead of showing their heart and sense of responsibility before paying the fees. Only when parents understand the efforts and practices of the cram school can they truly trust the practitioners.

5.2.2 Trust to strengthen the relationship with parents performance

This study shows that extracurricular counselling practitioners and performance based on the relationship between the parents parents to industry on the basis of trust, extracurricular counselling practitioners is education career is also a service enterprise, should guide students to have good study habits and excellent performance, conforms to the student to the academic requirements and parents' expectation, to establish trust each other and maintain long term relationships. Through parent-teacher communication, after-school counseling practitioners interact frequently with each other, providing students with timely learning information, enhancing parents' trust in after-school counseling practitioners, and also enhancing parents' willingness to let students continue to study. In the course of the service, trust increases, relationships grow closer, and parents will prioritize you when they need tutoring.

From this study, we can see that parents will not just listen to the words of their relatives and friends, but rashly believe the courses and related services provided by after-class counseling practitioners, so they will easily sign up for the cram school courses. Word of mouth alone cannot make parents satisfied with after-class tutoring practitioners, and word of mouth alone cannot make parents trust. Word of mouth is what parents hear from others, which is not their own personal experience and can only be used as one of the reference options before helping children sign up. The after-sales service is the parents' personal experience, and the children's learning status and performance in the cram school is the most practical feeling. The various services provided by the after-class counseling practitioners can meet the needs of parents, or even exceed the expectations of parents, so as to generate trust in the after-class counseling practitioners. It can be seen that today's parents are pragmatic and oriented. They are willing to be satisfied with you and trust all the services provided by

the industry only when they witness with their own eyes whether the after-service services provided by the after-service counseling practitioners have been achieved and whether they can meet the needs of parents.

This study also shows that even if the parents of extracurricular counseling practitioners have satisfaction, there is no guarantee that the pta and extracurricular counselling practitioners to maintain relationship between length, depth and breadth, though of course there is satisfaction, but there is no guarantee that the future they will continue to have a class, let a child when facing other industry competition, will also face transformation cram school. Only when parents trust them from the bottom of their heart, can they trust their children's learning and education to the reeducation providers, so as to establish a good long-term relationship.

As we know above, word of mouth and satisfaction alone cannot effectively affect the performance of customer relationship. Practitioners of extra-curricular tutorial classes must understand the real needs of parents, make sincere contributions to children's learning and education, let parents feel the perfect after-sales service personally, and have complete trust in the curriculum planning provided by practitioners of extra-curricular tutorial classes. In this way, in the increasingly competitive supplementary education market to stand firm, occupy a place.

5.3 Research Limitations and Future Research Recommendations

According to the above research conclusions, this study puts forward the following practical management suggestions on how to improve the trust of after-school tutoring classes to enhance the customer relationship performance when they promote remedial courses and strive to improve the quality of their relationship with parents.

5.3.1 Research constraints

(1)Subject constraints: limited by time and cost considerations, the questionnaire can not be distributed to all parents with remedial experience of the parent's parent roster, in addition to human and regional constraints, the subject of the survey is mainly parents in the New North, the experience of parents in other areas can not be fully understood. This study can not conduct a general survey of the mother, so the analysis results to infer that the mother may produce errors.

(2)Constraints of research design: This study is aimed at parents of junior high school students who take part in remedial studies. Other variables, such as gender, industry, education, etc., were not included in the control variables, which may have some interference effects on the conclusions of the study.

(3)Limitations of the conclusions of the study: the conclusions of this study and their implications are the results of a single study on a specific extracurricular tutoring industry in

which the Chinese Arts and Sciences cram school is used as an analytical text and a specific user community in Guangzhou is targeted. Therefore, we should be careful to generalize the results of this study to other industrial categories or ethnic groups.

5.3.2Proposals for future research

(1)Validation of the external validity of the research framework: This study only targets the parents of junior high school students who receive remedial study in the extracurricular tutoring industry. In order to increase the external validity of this research framework, future studies may attempt to explore other types of extracurricular tutoring industries, such as painting, go, abacus, language testing, such as chain extracurricular tutoring practitioners (e.g. senior high school students) or skill teaching (e.g. painting, go, abacus, language testing), and make a deeper comparison of other markets in the overall extracurricular tutoring industry.

(2)Conduct a longitudinal profile study: the establishment of the quality of the relationship between the buyer and the seller should be a long-term observation, so future studies can conduct a longitudinal profile analysis to see if the structure of this study will change under time factors.
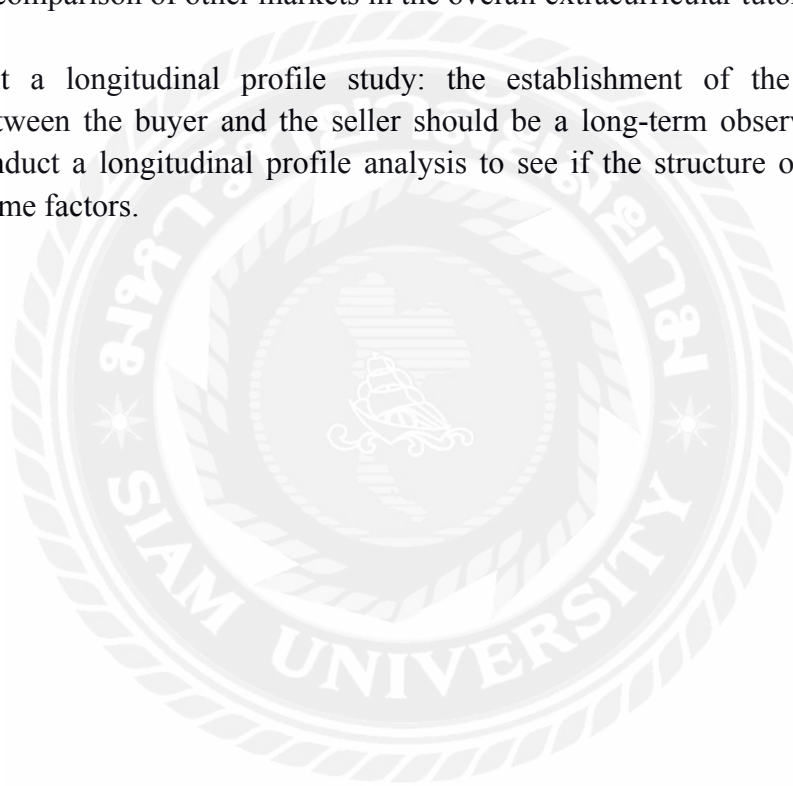
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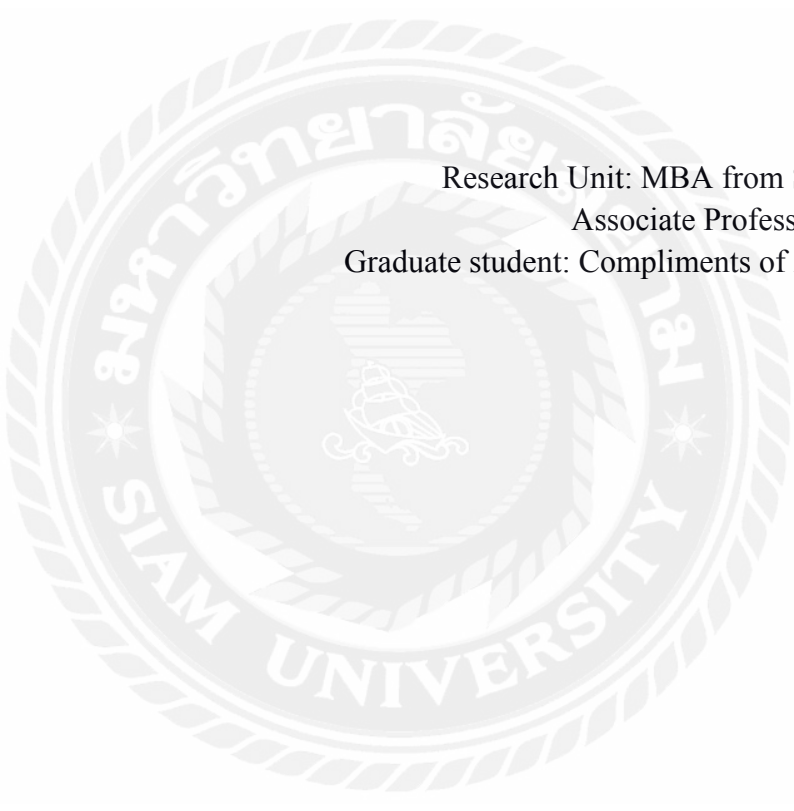
APPENDIX:QUESTIONNAIRE SURVEY

Dear parents：

The purpose of this questionnaire is to explore the academic survey of parents' evaluation of cram schools when choosing supplementary education providers. This questionnaire is taken anonymously. The information is for academic analysis only. Please feel free to answer it. Your valuable advice will be the key to the successful completion of this study.

Thank you very much for your help.

I wish you good health and good luck in everything

Research Unit: MBA from Siam University

Associate Professor Dr. Zhang Li

Graduate student: Compliments of Zhang Xiaojuan

Part 1: Single choice

Please check the appropriate box for the following questions when selecting a cram school for your child.

Please check the degree of agreement for your opinion on the following questions. 1~7 means: 1 strongly disagree, 2 strongly disagree, 3 disagree, 4 ordinary, 5 agree, 6 strongly agree, 7 strongly agree.

Word of mouth							

1. I hear that other people's children make progress because of the cram school, so I would like to refer to this cram school.

Strongly disagree	1	2	3	4	5	6	7	Strongly agree

2. I heard the good opinion of this cram school, I would like to have a look.

Strongly disagree	1	2	3	4	5	6	7	Strongly agree

3. As a parent of a remedial student, I also try to compare other families.

Strongly disagree	1	2	3	4	5	6	7	Strongly agree

4. If other parents suggest, I will enroll my children in this cram school.

Strongly disagree	1	2	3	4	5	6	7	Strongly agree

5. Some friends and relatives talk about the cram school, and I will discuss it with you.

Strongly disagree	1	2	3	4	5	6	7	Strongly agree

After-sales service							

1. I think the cram school provides professional after-school tutoring for children.

Strongly disagree	1	2	3	4	5	6	7	Strongly agree

2. On the whole, I am satisfied with the tutoring school teacher's immediate individual tutoring when there is a gap in the child's performance.

Strongly disagree	1	2	3	4	5	6	7	Strongly agree

3. I think the cram school can quickly respond to students' problems and solve their doubts in time.

Strongly disagree	1	2	3	4	5	6	7	Strongly agree

	1	2	3	4	5	6	7	

4.I think the cram school can pay back the parents immediately when they find the students' problems. They don't have to wait so long.

Strongly disagree	1	2	3	4	5	6	7	Strongly agree

Satisfaction

1. I am satisfied with the schedule of my child's courses.

Strongly disagree	1	2	3	4	5	6	7	Strongly agree

2. I am satisfied with the variety of subjects my child can choose.

Strongly disagree	1	2	3	4	5	6	7	Strongly agree

3.I am satisfied with the cram school to arrange customized courses for children.

Strongly disagree	1	2	3	4	5	6	7	Strongly agree

4.I am satisfied with the teacher's professional teaching for the children.

Strongly disagree	1	2	3	4	5	6	7	Strongly agree

5. I'm satisfied that teachers and parents are polite when they talk to each other.

Strongly disagree	1	2	3	4	5	6	7	Strongly agree

6. I am satisfied with the overall service of the cram school.

Strongly disagree	1	2	3	4	5	6	7	Strongly agree

Trust

1. I have complete confidence in the learning advice given by teachers to children.

Strongly disagree	1	2	3	4	5	6	7	Strongly agree

2. I believe the way of teaching in cram school is helpful to children

Strongly disagree	1	2	3	4	5	6	7	Strongly agree

3. I think the curriculum that the cram school helps children plan is trustworthy.

Strongly disagree	1	2	3	4	5	6	7	Strongly agree

4.I am satisfied with the teacher's professional teaching for the children.

Strongly disagree	1	2	3	4	5	6	7	Strongly agree

5. The cram school treats parents and students kindly and positively.

Strongly disagree	1	2	3	4	5	6	7	Strongly agree

Relationship performance (length)

1.I will keep my child in this cram school.

Strongly disagree	1	2	3	4	5	6	7	Strongly agree

2.In the future, I think this cram school will still be the first choice for children.

Strongly disagree	1	2	3	4	5	6	7	Strongly agree

3.If the present service is not changed, I may change to another cram school.

Strongly disagree	1	2	3	4	5	6	7	Strongly agree

4.I will keep a close relationship with the monitor.

Strongly disagree	1	2	3	4	5	6	7	Strongly agree

Relationship performance (depth)

1.In the next 6 months to 1 year, I will let my children renew their courses in this cram school.

Strongly disagree	1	2	3	4	5	6	7	Strongly agree

2.I won't let my child switch to the original cram school even though other cram schools offer preferential programs.

Strongly disagree	1	2	3	4	5	6	7	Strongly agree

3.To me, it takes a lot of time and energy for children to change to cram school.

Strongly disagree	1	2	3	4	5	6	7	Strongly agree

4.Although there are other cram schools introducing new courses to children, I will continue

to choose the courses introduced by this cram school.

Strongly disagree	1	2	3	4	5	6	7	Strongly agree

5.I won't let my child switch to another cram school even though other cram schools charge a lower fee.

Strongly disagree	1	2	3	4	5	6	7	Strongly agree

Relationship performance (breadth)

1. I am considering purchasing other courses suggested by this cram school for my children.

Strongly disagree	1	2	3	4	5	6	7	Strongly agree

2.Other children in the family will find this cram school if they have remedial needs.

Strongly disagree	1	2	3	4	5	6	7	Strongly agree

3.I would recommend this cram school to my relatives, friends and children.

Strongly disagree	1	2	3	4	5	6	7	Strongly agree

4. I will publicize the good service of this cram school to my relatives and friends

Strongly disagree	1	2	3	4	5	6	7	Strongly agree

5. The child has other curriculum needs in this cram school, and I will accept the suggestion of this cram school

Strongly disagree	1	2	3	4	5	6	7	Strongly agree

Part 2:Basic information

<table>
<tr><td colspan="6">Personal Basic Information</td></tr>
<tr><td>1</td><td>Your gender</td><td colspan="2">□ male</td><td colspan="3">□ women</td></tr>
<tr><td>2</td><td>Your age</td><td colspan="2">□ under 30</td><td>□31~40</td><td>□41~50</td><td>□ over 51</td></tr>
<tr><td rowspan="2">3</td><td rowspan="2">Current years</td><td colspan="2">□ less than 1 year</td><td>□1 or more ~ less than 5 years</td><td colspan="2">□5 years or more ~ less than 10 years</td></tr>
<tr><td colspan="2">□10 years or more ~ less than 15 years</td><td colspan="3">□15 years or more</td></tr>
<tr><td>4</td><td>Current position</td><td colspan="2">□ grass-roots staff</td><td colspan="3">□ management</td></tr>
<tr><td>5</td><td>Highest education</td><td colspan="2">□ upper secondary (vocational)</td><td>□ specialist</td><td>□ University</td><td>□ Above Institute</td></tr>
<tr><td>6</td><td>Marital status</td><td colspan="2">□ married</td><td colspan="3">□ unmarried</td></tr>
<tr><td colspan="6">Basic Enterprise Information</td></tr>
<tr><td>1</td><td>Number of employees</td><td>□ under 100</td><td>□101~300</td><td>□301~500</td><td colspan="2">□500 or more</td></tr>
<tr><td>2</td><td>History of Company Establishment</td><td>□ less than 10 years</td><td>□11~20 years</td><td>□21~30 years</td><td colspan="2">□ over 30 years</td></tr>
</table>

This questionnaire is up to this page. Thank you again for your cooperation and assistance.