

SWITCHING INTENTION TO GRAMMARLY
PREMIUM AMONG POSTGRADUATE STUDENTS IN
MALAYSIA

BY

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A final year project submitted in partial fulfilment of the
requirement for the degree of

BACHELOR OF MARKETING (HONS)

UNIVERSITI TUNKU ABDUL RAHMAN

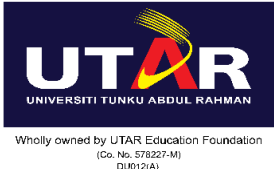
FACULTY OF BUSINESS AND FINANCE
DEPARTMENT OF MARKETING

SEPTEMBER 2024

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LIST OF ABBREVIATIONS

IV	Independent Variable
DV	Dependent Variable
SF	Subscription Fees
I	Inconvenience
SQ	Service Quality
AH	Academic Honesty
A	Alternative
SI	Switching Intention
TPB	Theory of Planned Behaviour
PPL	Push-Pull-Leverage
PhD	Doctor of Philosophy

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ABSTRACT

As postgraduate students in Malaysia want more sophisticated features to improve their academic writing, they are increasingly shifting from free to premium services in digital tools like Grammarly. The "switching intention" of these students is examined in this study, with an emphasis on the variables influencing their choice to upgrade to Grammarly Premium. Even though the free version is widely available, many students still give the premium version serious thought because of its improved features, which include sophisticated grammar and plagiarism checks, tone adjustments, and word suggestions—all of which are essential for writing academic work of the highest calibre.

This study investigates the psychological, economic, and practical factors that lead postgraduate students in Malaysia to switch using Keaveney's model of switching intention. The study explores the intricacies of the difficulties Malaysian students encounter in achieving language competency, the function of English as a medium of instruction in postsecondary education, and the perceived usefulness of Grammarly Premium's features in assisting students in meeting these difficulties. The goal of the research is to offer a thorough knowledge of the variables influencing students' intention to switch by combining quantitative and qualitative methodologies.

It is anticipated that the study's conclusions will have a big impact on software developers, educational institutions, and students themselves. Teachers may better assist students in their academic journeys by knowing the factors that led them to upgrade to Grammarly Premium, and software suppliers can customise their products to fit the unique requirements of the academic community. In the end, this study adds to the larger conversation about digital tools in education by illuminating the ways in which technology might be used to improve academic performance in a multicultural and multilingual setting such as Malaysia.

Keywords: Grammarly Premium, Switching Intention, Postgraduate Students, Keaveney Theory, Consumer Behavior, Service Quality, Digital Writing Tools, Technology Adoption, Educational Technology, Malaysia

Subject Area :HF5415.32-Consumer Behaviour

CHAPTER 1: INTRODUCTION

1.0 Introduction

The increasing reliance on technology for writing assistance, exemplified by Grammarly, underscores a fundamental shift in how individuals approach language refinement and communication. Founded in 2009, Grammarly represents a pivotal integration of artificial intelligence, employing machine learning and natural language processing to enhance written expression. In response, this study uses Keaveney's model to explain the intricacies of switching behaviour in the educational setting and investigates the factors affecting postgraduate students' move from free to premium versions of Grammarly.

1.1 Research Background

We have moved from writing with pens and paper to using mechanical writing instruments like typewriters, and now we are using computers and word processing software. However, recent developments in technology have made it possible to incorporate word processing into even tablets and smartphones like Grammarly (Fitria, 2021). Grammarly is an online checker that was created in 2009 by Alex Shevchenko, Max Lytvyn, and Dmytro Lider. It is owned by Grammer, Inc., a California-based company (Grammarly,2022).

Grammarly's products are powered by a networked system that integrates machine learning, deep learning, natural language processing, and other techniques with artificial intelligence principles and advancements. Grammarly's artificial intelligence methodology combines deep learning techniques with natural language analysis methods to analyse grammatical constructions, phrases, characters, and individual words in human language. Training computers to comprehend and analyse human language is known as

natural language processing. This allows machines to be used for a variety of activities, including machine translation, emotion interpretation, essay rating, and writing improvement (Gramme,2023).

To build an AI system, it is essential to train it well and choose high-quality training data (Laskowski & Tucci, 2024). With Grammarly, the data can be in the form of a text corpus, which is a sizable collection of sentences that have been tagged and organised by human researchers. To teach AI to recognize comma errors, it is necessary to display sentences of incorrect commas and show efficient comma-use sentences. Grammarly offers three different types of plans: free, premium, and business, according to Nova (2018). According to Agarwal (2024), students use grammar checkers to **save time** when editing and correcting their work. Grammarly is a useful application that aids students in improving their **academic writing**.

According to Nova (2018), Grammarly is an online tool that improves writing by verifying verb phrases, sentence structure, grammar, punctuation, and spelling. (Qassemzadeh & Soleimani, 2016) Grammarly corrects uploaded text to help users write better, write with less errors, feel more confident, and promote independent proofreading (O'Neill & Russell, 2019a). With over 400 features, including grammatical checkers, vocabulary builders, plagiarism detectors, and citation suggestions.

Grammarly Premium is an all-inclusive academic writing tool that provides sophisticated features including tone changes, vocabulary replacements, full-sentence rewrites, spelling and punctuation consistency, and plagiarism detection, according to Grammarly. By guaranteeing originality and clarity in essays, research papers, reports, online course discussions, and dissertations, it increases students' confidence in their ability to write academically. Grammarly Premium also provides spelling, grammar, and punctuation corrections for long-form work, ensuring a more error-free writing experience. This tool can improve research reports, create engaging essays, and prevent plagiarism.

According to Grammarly Prices and Plans, Grammarly Premium starts at \$12/month (RM56.82) if go for the annual plan (\$30/month otherwise).

1.2 Research Problem

English has become a universal language in the twenty-first century, understood and used by people all over the world, regardless of differences in customs, habits, cultures, regions, and quirks. English has emerged as the most **globally recognised language** as a result of globalisation and informatization, enabling individuals to converse with others across borders in a single, globally recognised language (Sikder,2024).

English, which is widely used in **education** and is recognised as the first universal language, is used to write the majority of books intended for higher education. It is widely used by educators, researchers, and students worldwide because it is the main medium for storing information in books and journals in both printed and electronic form (Tursunova, M. ,2024). Being the first lingua franca, English is the language that is used the most globally. English is the common working language of the **increasing number of international professors, students, and visiting scholars** that universities are drawing in (Da Costa & Rose, 2024). In addition to studying and teaching, some of the most important stages to success in academia are publishing in foreign publications and attending international conferences (Hossain, 2024).

Malaysia is an **ethnically diverse nation** home to many different ethnic groups, such as Malay, Chinese, Indian, Iban, and so forth(Malaysia | History, 2024).Although Malay is the official language, some members of the community also speak English, Tamil, and several Chinese dialects. Due to the multiethnic makeup of the nation, many Malaysians are forced to speak multiple languages from an early age (Rashid et al., 2016). The majority of people speak one or two additional languages in addition to their mother tongue (Ihsan, 2023). Even in today's secondary schools, English is still compulsory up to the fifth form, which is for pupils between the ages of 15 and 16. In more and more private institutions, colleges, and foreign schools in Malaysia, English is currently the main language of instruction. (Admin, 2017).

Despite Malaysia's strong emphasis on English education and its considerable efforts towards educational reform, the outcomes are poor. According to studies conducted in Malaysia, 51% of people from lower socioeconomic classes are illiterate in English and cannot read manuals (Cuff,2019). Furthermore, the fall in English proficiency in Malaysia has been linked to a number of factors, such as government policies and the change in school instruction from English to Malay (SOLS Foundation,2021). According to the most recent Education First (EF) English Proficiency 2023 Index, Singapore has the highest level of English proficiency among 113 countries worldwide, ranking first in Asia (Netherlands | EF English Proficiency Index | EF United States, n.d.). Asia's leader is Singapore, which is followed by the Philippines and Malaysia, which are ranked 20 and 25 in the world, respectively (Seet, 2023). (refer to figure 1.2)



(Figure 1.2 EF Ranking)

Manglish is the term used to describe the informal, colloquial spoken form of pidgin English in Malaysia, which some people believe to be different from more "correct" variations of the language (Lam, 2019). It is mainly spoken as a form of English and exists in many different forms. Although it is the most widely spoken form of English in public settings, schools discourage its use and only teach Malaysian Standard English. It is heavily influenced by local languages. (English in Southeast Asia, n.d.)

There are English colloquialisms that are unique to Malaysia that are also used there informally as stand-ins for other languages. In Manglish, English words may be combined with Malay or Chinese grammatical structures; this is frequently done quite haphazardly and occasionally for comedic effect.

The problem of **low English proficiency** among Malaysian graduates as a result of insufficient daily practice (Shaيدا, 2018). Aziz & Kashinathan (2021) has mentioned that

the low level of English proficiency in Malaysia is apparent in a number of ways, including the difficulty focusing due to language barriers and the inability to interact with foreigners in an effective manner. According to reports, there are difficulties Malaysian students have speaking English, which contributes to a lack of communication skills that is now a national problem. Students with poor English proficiency will undoubtedly lack the soft skills required for productive communication in a global context. Martirosyan, Nara, et al.(2015) mentioned the level of proficiency in English and the inability to use the language impact students' studies, particularly those of postgraduate students.

A postgraduate student is a person who has finished their undergraduate studies and is pursuing graduate-level coursework, such as a master's degree, doctorate, postgraduate certificate, or postgraduate diploma (PhD) (Quinn, 2024). Regardless of whether they were enrolled in full-time or part-time courses, the statistics showed that 67.4% of postgraduate students in Malaysia were part-time (Kaur, S., & Sidhu, G. K. ,2009). The education provider postgraduate provides a range of alternatives for postgraduate courses that employ English as the medium of instruction, according to Postgraduate Education in Malays (2019). English language proficiency is required for postgraduate program. Lectures and seminars, supervised project work, and course work or tests for partial credit comprise taught courses. A research proposal for a postgraduate degree typically has between 10,000 and 100,000 words. Part-time graduate study typically takes less time to complete it compared to full time study (Kaur, S., & Shakila, A. M. , 2007). Due to their hectic workloads and limited time, postgraduate students may gain from using online writing assistants to improve the quality of their research and reduce exhaustion such as Grammarly.

Table 1.4 Compare Grammarly free version and Premium version

Feature	Grammarly Free	Grammarly Premium
Price (per month)	RM0	RM56.82
Grammar, Spelling, and Punctuation Checks	Yes	Yes
Readability Score	No	Yes
Advanced Punctuation	No	Yes
Fluency Suggestions	No	Yes
Tone Detection	No	Yes
Auto-Citations	No	Yes
Inclusive Language Suggestions	No	Yes
Engagement Suggestions	No	Yes
Vacabulary Enhancements	No	Yes
Formating suggestions	No	Yes

Grammarly's free version offers basic spelling, grammar, and punctuation checks, enhancing content quality. It includes a tone detector and can be accessed across various platforms. The premium version offers sophisticated features such as tone modifications, word choice recommendations, and full-sentence rewrite, inclusive language recommendations, engagement suggestions, fluency suggestions, and formatting suggestions. It also checks for plagiarism by comparing content to online sources. Both versions provide comprehensive writing assistance (Our Features | Grammarly, n.d.) (refer to table 1.4) For authors, book writers, professional writers, agenc owners, and proofreaders, Grammarly's premium version provides tone recommendations and corrections. It makes content more engaging, guarantees proper grammar, and permits a consistent brand tone. With its clear and precise recommendations, it also makes proofreading easier (Harris ,2024).

Grammarly's free model often has a larger user base than its paid counterparts, as the free version serves as an entry point and the cost difference may influence users' decisions. Some users may find the free version's value sufficient, enhancing writing clarity (S. Khan, 2024). Yang (n.d.) mentioned that the free Grammarly has restrictions and lacks features, in contrast to the premium version of the paid English grammar check, which is fully

functional and has many features. Therefore, while Grammarly's free version is helpful for basic writing needs, users seeking more advanced features and comprehensive writing support might find the premium version to be a better option. It can also help users improve the English level and enable users to write with greater impact and confidence as well as more quickly and easily accomplish writing goals.

1.3 Academic Gap

The education sector does indeed see a lot of switching behaviour. According to McKnight, Oscar (2022), switching behaviour in the context of education describes the occurrence of users or students switching between platforms or learning modes. Existing studies primarily focus on understanding switching behaviour in the education industry through frameworks such as Push-Pull-Mooring Theory (Xu et al., 2021b; Lin et al., 2021b; Aziz et al., 2020) and the Theory of Planned Behaviour (Sivakumaran & Peter, 2020; Chen, Jaafar, & Sin, 2022; Raza et al., 2020). However, there is a paucity of research utilizing Keaveny's theory (1995) in the context of customer switching behaviour in higher education (Berkeley Electronic Press, March 24, 2022).

Conversely, TPB's emphasis on individual attitudes, subjective norms, and perceived behavioural control when predicting intentions and behaviours may cause it to miss some of the complex dynamics at play when students decide to switch to a premium service (Liao et al., 2007). The Theory of Planned Behaviour (TPB) has a number of faults, including the assumption that people have the opportunity and resources necessary to carry out planned actions, the disdain for economic or environmental considerations, and the disregard for the time lag between purpose and action. (The Theory of Planned Behaviour, November 3, 2022).

In a similar vein, the PPL model—which considers mooring factors pull factors, and push factors. Mohamed and Abdul-Talib (2020) mentioned that The Push-Pull model, originating in human migration, is considered too broad for analysing switching behaviour due to its oversimplified categorization of factors into push and pull. This may

oversimplify the complex interplay of motivations, preferences, and external influences. Keaveny's theory, on the other hand, **offers a more comprehensive understanding by examining psychological, economic, and motivational aspects of consumer behaviour.**

Compared to the Theory of Planned Behaviour (TPB) and Push-Pull-Leverage (PPL) models, the Keaveney 1995 model is better suited to analyse switching intention to premium Grammarly among postgraduate students in Malaysia because it focuses on customer switching behaviour in the service industry, which is closely aligned with the context of students switching from a free Grammarly version to a Grammarly Premium version. **Keaveny's theory takes a wider look at the variables that affect consumers' decisions, providing a more complex and in-depth understanding of consumer switching behaviour (Lappeman et al., 2022).** Pricing concerns, inconvenience, core service failure, service encounter failure, response to service failure, ethics, competition, and involuntary switching—six of which are linked to service problems and the other two to non-service problems—are among the factors that the Keaveney model highlights (Keaveney,1995). Thus, Keaveny's theory is being used in this study to examine the behaviour of users who switch from free to premium versions. Which are crucial considerations for students deciding to upgrade to Grammarly's paid version or another service.

1.4 Research Significance

The research on switching intention from the free to the premium version of Grammarly among postgraduate students in Malaysia holds significant implications for multiple stakeholders. Firstly, the insights into user behaviour offer valuable guidance to **individuals** contemplating a switch between different versions of the software. By understanding the underlying factors influencing this decision-making process, users gain clarity on what drives their transitions from one service or product to another. Whether motivated by perceived benefits, dissatisfaction with existing offerings, or the absence of alternatives, the research provides users with essential guidance in navigating their choices.

Secondly, **service providers** stand to benefit significantly from these research findings. By comprehending the drivers behind user switching behavior, software developers and application providers can tailor their offerings more effectively. Understanding the nuanced preferences and motivations behind switching behavior allows service providers to refine their strategies and enhance the overall quality of their offerings.

From an **academic** standpoint, the research contributes substantially to the literature on switching behaviour. By utilizing the Keaveney model, it moves beyond general theories such as the Theory of Planned Behavior (TPB) or Push and Pull model (PPL) and provides a more nuanced understanding of the phenomenon. This academic contribution not only advances theoretical frameworks but also offers practical insights for educators and practitioners. Understanding the dynamics of switching behavior can inform educational practices aimed at promoting informed decision-making among students and professionals alike.

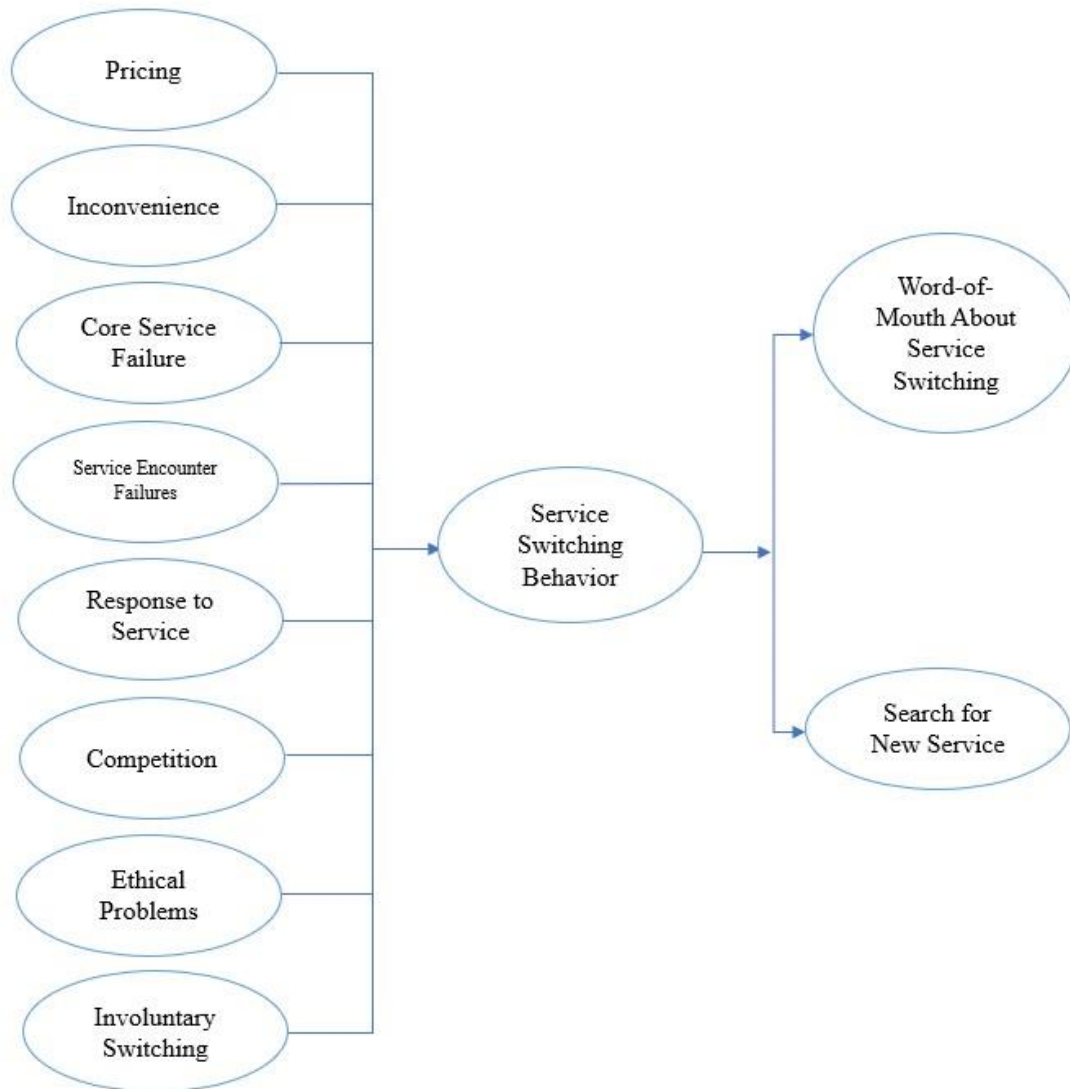
In conclusion, the research on switching intention to premium Grammarly among postgraduate students in Malaysia carries implications that extend to users, service providers, researchers, and educational practitioners. By delving into the intricacies of switching behavior and employing a specific theoretical framework, the findings offer valuable guidance for users, opportunities for service providers to enhance their offerings, and contribute to academic discourse while informing educational practices.

CHAPTER 2: LITERATURE REVIEW

2.1 Review of Past Theory

Susan M. Keaveney, an assistant professor of marketing at the University of Colorado at Denver's Graduate School of Business Administration, created the Keaveney 1995 framework, which focuses on comprehending consumer switching behavior in service-related businesses. Although it has remained largely unexplored in the marketing literature, customer switching behavior hurts market share and profitability of service businesses. Eight broad categories were used to group customers' motives for changing providers. After that, Keaveney addresses the consequences for developing the model further and makes suggestions for managers of service firms. Helping managers and academics comprehend service switching from the customer's point of view is the aim of Keaveney's study.

The Keaveney 1995 framework, which has eight components, offers a thorough understanding of the elements that affect customer switching behavior in service-related industries. These elements include cost, inconvenience, core service failures, encounter failures, employee reactions to service failures, competition attraction, moral dilemmas, and involuntary switching. (Keaveney, 1995)



Keaveney, S. M. (1995). Customer switching behavior in service industries: An exploratory study. Journal of marketing, 59(2), 71-82.

Firstly, any crucial switching behaviors including prices, rates, fees, charges, surcharges, service charges, penalties, price deals, discounts, or price promotions were included in the pricing category. Second, the category of annoyance encompassed any significant events when the client experienced inconvenience due to the service provider's location, operating hours, waiting period for services, or waiting period for scheduling an appointment. Third, significant events that resulted from errors or other technical issues with the service itself were included in the category of core service failures. From that

point on, personal exchanges between clients and staff members of service companies were referred to as service encounters. In the fifth category, staff reactions to service failures, there were crucial switching occurrences when consumers switched due to inadequate handling by service providers rather than a service breakdown. Sixth, consumers' stories about leaving an inadequate service provider in favor of a superior one—critical switching incidents— were what attracted competitors' interest. In the seventh category of ethical difficulties, there were crucial switching episodes that depicted actions that were dangerous, unhealthy, unlawful, immoral, or that strayed significantly from societal standards. Finally, stories that detailed switching due to circumstances mostly outside the control of the service provider or the client were included in the category of involuntary switching. (Keaveney, 1995).

Understanding how many important actions there are for each kind of conversion event is necessary to comprehend the idea of simple and complex service switching. A distinction between simple and complicated conversion events is made by the framework on the basis of the main behaviors displayed during conversion. In contrast to complicated events, which involve more important categories, simple events involve fewer. This differentiation facilitates the classification and analysis of client behavior during service provider switching in the service sector.

As a result of service switching, clients who switch are likely to exhibit post-switching behaviors connected to the occurrence. Finding a new service provider and spreading the news about the incident involving the service change are examples of these activities. Both the original and replacement service providers may suffer serious repercussions as a result of these actions. Potential consumers' decisions and opinions can be influenced by customers who tell others about their experiences. Along with the reputation of the service providers involved, the process of searching for a new supplier may also have an effect on customer satisfaction and loyalty (Maladi et al., 2019).

Since our study's main goal is to comprehend graduate students' intents to willingly convert to advanced grammar services rather than investigating involuntary conversion, Keaveney's idea of involuntary conversion may not be incorporated in the framework.

Frankel et al. (2013) state that when respondents were asked to recollect their most recent experience of switching service providers, they were probably more likely to focus on circumstances that brought back unpleasant memories than on circumstances that were beyond their control or the control of the relevant service provider. Kumar and Charlas (2011) conducted a study on the antecedents of consumers' brand switching behavior in mobile service providers. The study emphasized pricing and technology as key factors influencing brand retention and mitigating brand switching, which is in line with Keaveney's work but does not specifically address involuntary switching behaviors (Patel, N. K.,2023). The study highlighted various factors driving consumers to switch brands.

Moreover, the pricing category may be reinterpreted as a membership charge. Grammarly's Premium services are available as monthly or yearly subscriptions. Grammarly Premium has a monthly membership fee of \$25 per seat; the yearly subscription fee is based on the number of seats: \$180 per seat for 3–9 seats, \$174 per seat for 10–49 seats, and \$150 per seat for 50–149 seats (Craiker, 2023). According to Lee et al. (2016), the majority of videoon-demand services for online learning operate on a subscription basis, requiring users to pay a charge each month or year in order to see the lecture videos for a certain course. According to Arantes (2020), a lot of digital goods in K–12 settings are presently "morphing" into service-based platforms, some of which demand an ongoing membership cost. This trend bears resemblance to the explosive growth of Massive Open Online Courses (MOOCs) in higher education.

The core service failures, failed service encounters, and responses to these incidents line up with the aspects of Service Quality. Customer happiness and loyalty may be adversely affected by service failures and failed service encounters, which are important facets of service quality. In SERVQUAL, on the other hand, responsiveness is correlated with the readiness of service providers to assist clients and offer timely service, which is essential while handling service failures (Borgave & Koranne, 2012).

Service mistakes represent a failure in delivering the promised service dependably and accurately, reflecting reliability. Similarly, billing errors indicate a failure in the reliable delivery of the billing service, also tied to reliability. Service catastrophes can be

associated with both assurance and reliability. Assurance may aid in restoring trust and confidence following a catastrophe, while reliability is implicated if the catastrophe stems from a failure to deliver the service as promised.

Failures in customer service can manifest in various ways, each with its own repercussions. Uncaring denotes a deficiency in offering empathetic, personalized support to customers, directly impacting the empathetic aspect of service. Impolite signifies a shortfall in instilling trust and confidence, which is a critical facet of assurance. Conversely, unresponsive highlights a lack of willingness to promptly assist customers, undermining the responsiveness component of service. Lastly, being unknowledgeable demonstrates a failure to convey trust and confidence due to a deficit in knowledge, constituting another aspect of assurance.

Negative response relates to the assurance dimension of Service Quality. A negative response may reflect poorly on the knowledge and courtesy of employees and their ability to convey trust and confidence. No response directly relates to the responsiveness. Responsiveness refers to the willingness to help customers and provide prompt service. Failing to respond promptly can lead to perceptions of poor responsiveness. A reluctant response can be associated with both the assurance and responsiveness. It reflects a lack of willingness to address customer concerns promptly and may also indicate a failure in conveying trust and confidence.

Moreover, the competition category may redefine into alternative category. In the context of online learning systems, the competition category typically refers to the competitive landscape among different learning management systems (LMS) or platforms like Moodle, Canvas, Blackboard, Google Classroom, LinkedIn Learning, and TalentLMS. This category assesses the market share, popularity, and functionalities of various LMSs, highlighting the competitive dynamics within the online learning industry (Kovács et al., 2024). On the other hand, the alternative category in customer behavior analysis for online learning systems pertains to recommending alternative products or courses to users based on their needs and preferences. This involves guiding users to explore different options within the system that may suit their requirements better, enhancing their learning

experience and satisfaction. The focus here is on providing users with choices that align closely with their needs, leading to improved engagement and outcomes (Guo et al., 2021).

Furthermore, the ethical problem may redefine into academic honesty category. Ethical problem refers to issues related to the moral principles and values that should guide the design, implementation, and use of online learning systems. These problems include concerns about potential human rights issues, privacy, and the impact of AI-based systems on individuals and society. They require the integration of ethical and legal principles into the design, training, and deployment of AI systems to ensure social good while still benefiting from their potential (Ntoutsis, 2022). Academic honesty is a specific aspect of ethical problems in online learning. It refers to the integrity of the educational process and the fairness of academic assessments. In the context of online learning, academic honesty is a challenge due to the ease of cheating and the need to verify student identity. The Higher Education Opportunity Act of 2008 requires online course providers to reduce opportunities to cheat and verify student identity (Lee-Post & Hapke, 2017). Technologies such as face recognition and detection systems, online invigilator applications, and proctoring software are used to monitor student actions in real-time and detect possible cheating behaviors (Ali et al., 2023; Kadan & Protasov, 2021).

In conclude, we exclude only involuntary conversion. Others seven are included in our framework which are pricing (subscription fees), inconvenience, core service failures, service encounter failures, employee responses to service failures (service quality), attraction by competitors (alternative), and ethical problems (academic honesty).

2.2 Review of Variables

2.2.1 Independent Variable

2.2.1.1 Subscription fees

In a research paper focusing on teachers' feedback on using Discord as an online learning platform, subscription fees in the context of online learning systems are described as the monetary subscriptions needed to unlock the full potential of conventional platforms (Uong et al., 2022). According to a study on the impact of online learning on post-secondary students in Canada post-COVID-19, subscription fees in an educational setting refer to the monetary charges required to access certain online learning platforms, which can affect the overall online learning experience for students (Mohamed Moh sen & M. Anter, 2021). A scholarly article discussing online learning during the COVID-19 pandemic in Africa highlights that subscription fees in the educational sector pertain to the cost of data required for internet access, which can pose challenges for students in utilizing their internet enabled devices for educational purposes (Onigbinde et al., 2022).

2.2.1.2 Inconvenience

According to Berry et al. (2002), convenience is defined as the perceived time and effort saved by customers while utilizing or making service purchases. Inconvenience is defined by Hiraoka & Kawakami (2019) as not convenient. to need work in order to do a certain activity. Convenience, in the mental computation theory, is defined as using less mental and physical energy to do tasks in less time and with greater results. Convenience in terms of services or technological goods also refers to the consumers' access to and utilization of the service system (Berry et al., 2002). On the other hand, inability to utilize and access service systems is inconvenient. According to Belonovskaya et al. (2020), the term "inconvenient" in this context describes how one feels or perceives that utilizing their personal account from a mobile device is difficult, uncomfortable, or impractical.

2.2.1.3 Service Quality

Perceived quality, as defined by Roca et al. (2006), relates to Service Quality, which directly impacts e-learning satisfaction. SERVQUAL, a popular metric for assessing service quality, measures the gap between perceived service delivery and customer expectations. Parasuraman et al. (1991) identified five elements of SERVQUAL: empathy, reliability, responsiveness, assurance, and tangibles. Empathy involves personalized

attention, reliability refers to consistently delivering promised services, responsiveness is the promptness in assisting clients, assurance is building trust through staff expertise, and tangibles include physical aspects like equipment and appearances.

Grammarly exemplifies tangibility through its digital interface, allowing users to interact with and improve their writing skills (Gain et al., 2019). Known for reliability in grammar checking, Grammarly also partners with major platforms like Facebook and LinkedIn (TrustRadius, 2023) and boasts a 4.5-star rating on the Chrome Web Store. It demonstrates responsiveness through its social customer care team, which handles over 13,000 messages monthly and has significantly reduced response times using Sprout, a social media management tool (Hill & Hill, 2024). Support is provided via multiple channels, including a toll-free number and a help center (Vishwakarma, 2024).

While Grammarly lacks human empathy, it provides contextually appropriate writing suggestions, enhancing formality, clarity, and style. Its AI-powered features allow users to refine their messages, improving overall communication and writing quality (Chesson, 2024).

2.2.1.4 Alternative

In Am et al. (2021), alternative refers to different methods or platforms that can be used in place of face-to-face (F2F) interactions or activities. Moreover, alternative refers to different or additional perspectives or viewpoints that are available to users of Elearning platforms (Rashid and Alyahya, 2022). According to Basilaia et al. (2020), In the context of the paragraph provided, the term "alternative" refers to a different approach or option for teaching compared to traditional in-person methods. Specifically, it suggests utilizing online interactive teaching tools and platforms, such as those included in G Suite for Education and free software like Open Broadcast Studio, as an alternative to conventional classroom instruction.

2.2.1.5 Academic Honesty

Students that participate in academic dishonesty do so illegally and unethically to improve their learning outcomes (Salameh & Mohamed, 2021). Academic honesty is the pursuit of a high level of education (Ozoliņa & Bēriņa, 2021). According to Brown et al. (2019), academic honesty is the moral code of academia and is defined as the application of morally sound, ethical, and responsible behaviors to all aspects of students' scholarly efforts. Moreover, academic dishonesty encompasses the commission of dishonest actions or participation in such acts by everyone involved in teaching, learning, research, and other academic activities. This definition extends beyond students to include everyone in the academic setting (Cizek, 2004; Whitley & Keith, 2001).

Cheating involves using unauthorized information, resources, tools, or procedures to complete assignments. Examples include plagiarism in individual exams, using unapproved sources for papers or reports, and obtaining tests or academic materials without permission. Plagiarism is passing off someone else's work—whether written, published, or creative—as your own without proper credit, including using another's words, data, or designs in papers, reports, presentations, or other work. Fabrication or falsification refers to manipulating data, research findings, or academic materials to deceive, such as altering course forms, graded papers, or research data. Sabotage involves deliberately disrupting another's academic work by stealing or destroying their materials, interfering with experiments, or hindering their progress.

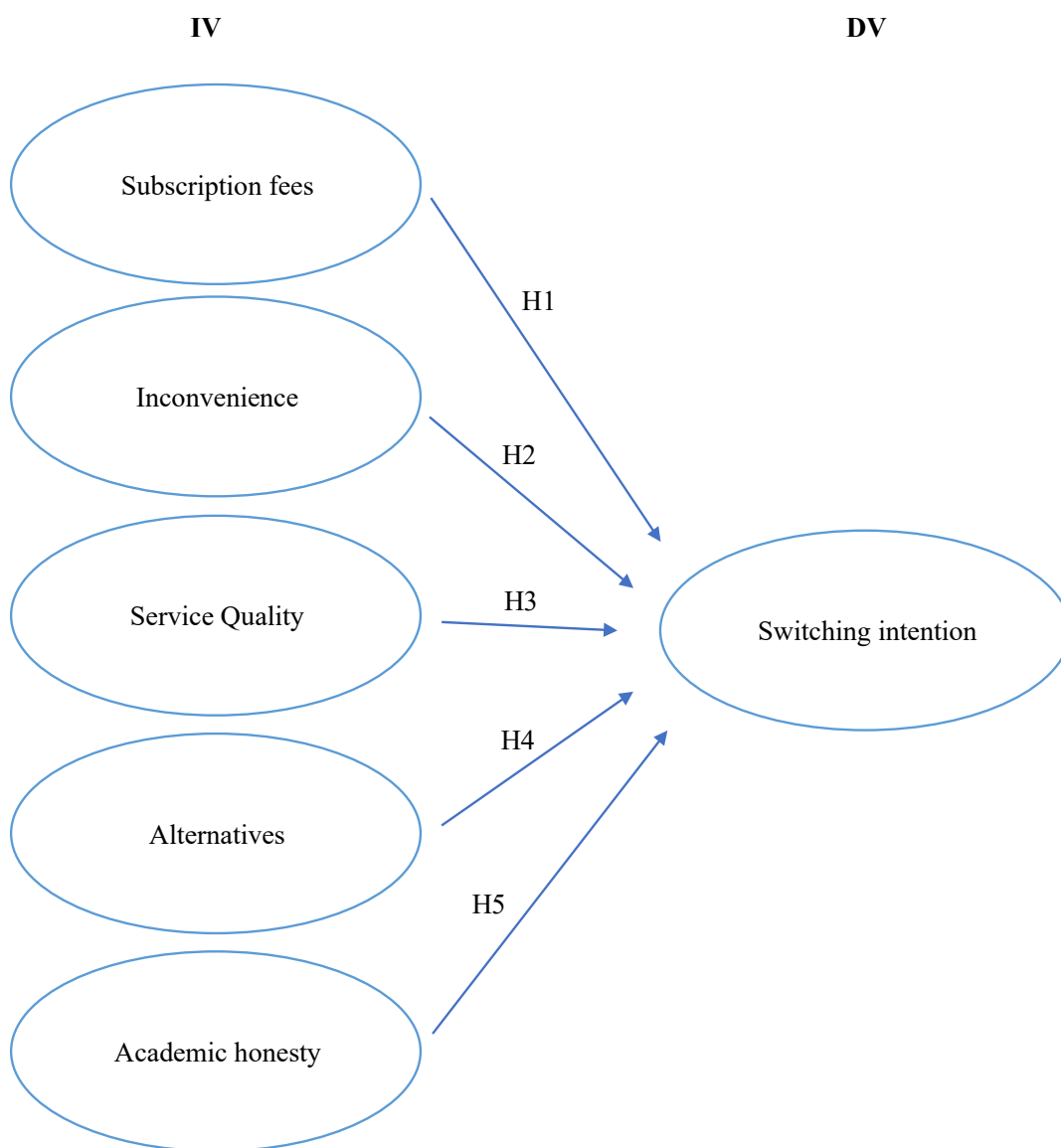
2.2.2 Dependent Variable

2.2.2.1 Switching Intention

According to Satriadi et al. (2022), switching intention refers to the likelihood or certainty that a consumer will move from their current service or product provider to a new one. According to Lisana (2023), university students' tendency or willingness to convert from traditional to mobile learning modalities is referred to as their switching intention. Switching intention refers to the readiness to switch and focuses on the act of switching behaviors (Chiang & Chen, 2014).

2.3 Development of Research Framework

In the Keaveney Theory, there are five variables that would affect the switching intention, that are subscription fees, inconvenience, service quality, alternatives, academic honesty. There is a significant relationship between subscription fees, inconvenience, service quality, alternatives, academic integrity, and switching intentions.



(Figure 2.1 Proposed research framework)

2.4 Hypotheses Development

H1: Subscription Fees significantly affects Switching Intention to Premium Grammarly among Postgraduate students in Malaysia

This hypothesis posits that the cost of Grammarly's premium subscription impacts users' intention to switch to the service. Research shows a significant link between subscription fees and switching intention. Hsiao (2011) found that users' intention to pay for social networking services was affected by perceived value and service degradation barriers. Higher fees could lower perceived value and increase perceived service degradation, leading to a higher intention to switch to free alternatives. Li and Cheng (2014) noted that factors like loss aversion, social norms, cognitive inertia, and cognitive lock-in influenced consumers' intention to switch from free to paid online content. Higher fees might heighten loss aversion and cognitive inertia, increasing the intention to switch to free options. Moksness (2018) observed that researchers' intention to publish in open access journals rose with perceived journal quality, influenced by reputation and prior experience. Higher fees for non-open access journals might reduce perceived quality, boosting the intention to switch to open access journals.

H2: Inconvenience significantly affects Switching Intention to Premium Grammarly among Postgraduate students in Malaysia

The hypothesis posits that there is a notable correlation between inconvenience and the intention to switch to Premium Grammarly among postgraduate students in Malaysia. This relationship suggests that when users perceive a service as inconvenient, they are more likely to consider switching to an alternative provider (Dogra et al., 2023; Lai et al., 2012; Wasita et al., 2018). Dogra et al. (2023) examines the switching behavior of patients from conventional mode (visiting hospitals/clinics) to e-health consultations platforms. The study found that push effects, including inconvenience and perceived risk, significantly influence patients' switching intentions. Furthermore, Irianto et al. (2015) explores the

factors that influence the intention to switch from conventional food to organic food. The study found that inconvenience significantly affects the intention to switch, along with other factors such as product attributes and attitudes towards organic food. Lee and Wang (2022) examine users' switching intentions from traditional wealth management services to mobile wealth management applications. The study found that perceived inconvenience significantly affects switching intention, along with other push, pull, and mooring factors.

H3: Service Quality significantly affects Switching Intention to Premium Grammarly among Postgraduate students in Malaysia

This implies that the quality of service provided by Grammarly influences the intention of postgraduate students in Malaysia to switch to the premium version of the platform. The platform interface (tangibility) plays a crucial role in influencing user switching intention. Chang et al. (2023) highlights that the user interface of a platform is a significant factor affecting switching intentions. This suggests that customers may be more likely to switch platforms if the user interface is difficult to navigate, unintuitive, or unattractive. Additionally, a study on free platform users' intention to switch to paid subscription platforms emphasizes that the user interface of the existing platform, perceived intrusiveness, and alternative attractiveness are key elements influencing switching intention. This indicates that customers may be more inclined to move to a paid subscription platform if the user interface of the existing platform is not user-friendly (Tsai, 2023). Moreover, according to Jo and Park (2023), the quality of the system interface, information quality, and top management support are highlighted as factors that impact switching intention through user satisfaction. This suggests that customers may be more likely to switch to a different ERP system if the system interface is not user-friendly.

Tsai (2023) delved into the factors influencing free platform users' intention to switch to paid subscription platforms. It identified perceived intrusiveness and alternative attractiveness as key factors positively affecting switching intention, while habit acted as a mooring factor. The study highlighted that a positive platform reputation (reliability) can influence switching intention by enhancing alternative attractiveness, which is a pull factor encouraging users to switch to paid platforms. Moreover, a strong reputation can mitigate

negative perceptions and strengthen the intention to switch platforms. According to Huang & Wang (2021), it showed that consumers' favor for intelligent recommendation functions has a significant positive impact on their impulsive consumption, while impulsive consumption has a significant negative impact on the platform reputation. This indicates that platform reputation can influence user behavior, including switching intention. Soeta et al. (2023) focused on the impact of social influence and platform reputation on trust, investment intention, and actual investment in SMEs using peer-to-peer lending platforms. It found that platform reputation positively influences trust, which in turn affects investment intention and actual investment. The study suggests that a positive platform reputation can enhance trust, leading to increased investment intentions and actual investments in SMEs.

The impact of value-based perks and the services mix on customers' intentions to switch online meal delivery services is investigated by Sözer et al. (2023). According to the study, customers' utilitarian and hedonic value assessments are strongly influenced by price, convenience, and quality factors—all of which are components of the service mix. Customer satisfaction with OFD services is positively impacted by utilitarian value judgements, which in turn has a negative impact on consumers' inclinations to switch. This suggests that responsiveness to customers' needs and preferences in terms of quality, convenience, and price can reduce the likelihood of switching to competitors. Wijayanti and Kusumawardhani (2023) investigates the effects of push, pull, and mooring on switching intention for Tokopedia e-commerce customers in Surabaya. According to the study, anchoring has a positive but small impact on switching intention, whereas push and pull variables have a favourable and large influence. According to this, offering high-quality goods and services in response to consumers' requirements and preferences may lessen the chance that they may migrate to rivals as a result of push factors (such as unhappiness with present goods or services). Mariska and Khasanah (2022) investigate how customer loyalty plays a mediating role in the relationship between the impact of a company's reputation and level of trust and a customer's inclination to switch. According to the study, loyalty can completely mitigate the impact of trust and corporate image on the desire to switch. This suggests that responsiveness to customers' needs and preferences,

such as providing high-quality products and services, can increase customer loyalty and reduce the likelihood of switching to competitors.

The study by Adrian et al. (2021) highlights the positive influence of online learning on students' ability to comprehend the material, which can be attributed to the functionality of online platforms. This finding suggests that online learning platforms with user-friendly interfaces, interactive features, and accessible resources can enhance learning outcomes and potentially influence user satisfaction and loyalty. Zuo (2021) investigates the impact mechanism of online learning user satisfaction, particularly in the context of cognitive load during the COVID-19 era. This study is crucial in understanding how the functionality of online learning platforms can influence user satisfaction and potentially affect user switching intentions. By optimizing cognitive load in teaching practice, educators can improve students' learning experience, increase their satisfaction, and reduce the likelihood of switching to alternative platforms. Lastly, the study by Gamage et al. (2021) explores the impact of coaching and mentoring on student engagement in online learning. This study highlights the significance of mentors' ability to facilitate learning and encourage mentees to be focused on their goals in enhancing student engagement in online learning. By providing effective coaching and mentoring, educators can improve students' learning experience, increase their satisfaction, and reduce the likelihood of switching to alternative platforms.

H4: Alternatives significantly affects Switching Intention to Premium Grammarly among Postgraduate students in Malaysia

The hypothesis posits that there is a substantial connection between alternatives and the intention to switch to Premium Grammarly among postgraduate students in Malaysia. This relationship suggests that the presence of viable alternatives can influence an individual's intention to switch from one option to another. Yoon and Kim (2023) reveal that the pull effects, including opportunity for alternatives and ubiquitous care, significantly influence patients' switching intentions from traditional hospital visits to e-health consultations. This suggests that the availability and attractiveness of **alternative** options can impact patients' decisions to switch from conventional healthcare services to online platforms. This study

explores the transition from traditional classroom teaching to online methods, highlighting the adaptation of teaching methodologies to suit the changing educational landscape. This adaptation could be related to the concept of alternatives and switching intention in education, as teachers and students may consider **alternative** online platforms or methods to enhance their learning experience (Corbí & Burgos, 2020). The study emphasizes the importance of digitalization for long-term educational sustainability, potentially shedding light on the relationship between alternatives and switching intention in educational settings. As more educational institutions adopt digital tools and platforms, students and teachers may consider **alternative** options that better suit their learning or teaching styles, leading to potential switching intentions (Fülöp et al., 2023).

H5: Academic Honesty significantly affects Switching Intention to Premium Grammarly among Postgraduate students in Malaysia

The hypothesis posits that there is a notable correlation between academic honesty and the intention to switch to Premium Grammarly among postgraduate students in Malaysia. Research indicates that there is indeed a significant relationship between academic honesty and switching intention. Feri and Erlinda (2019) highlights the importance of **academic honesty** in scientific writing, which requires students to behave following character values and avoid plagiarism. By building a character of honesty in language learning, students are more likely to adopt positive attitudes and behaviors towards academic integrity. This, in turn, can influence their intention to switch from free versions to paid versions of online applications and games, as they are more likely to respect intellectual property rights and avoid unethical behavior. Peter and Storck (2014) found that that personality traits, such as being open to new experiences or being less anxious and insecure, can affect the intention to study among adolescents aged 17. **Academic honesty** can be considered a personality trait that is associated with positive attitudes and behavior towards education. Students who value academic honesty are more likely to be open to new experiences and less anxious about their academic performance, which can influence their intention to switch from free versions to paid versions of online applications and games. Putra et al. (2022) found that attitude, subjective norms, and

perceived behavioral control have a significant impact on the intention to switch from free versions to paid versions of online applications and games. **Academic honesty** can be considered a component of attitude, as it reflects positive attitudes towards academic integrity and ethical behavior. Students who value academic honesty are more likely to have positive attitudes towards switching from free versions to paid versions of online applications and games, as they are more likely to appreciate the value of intellectual property rights and avoid unethical behavior.

2.5 Hypothesis conclusion

The search results provide evidence to support these five hypotheses, suggesting that various factors can influence the intention of postgraduate students in Malaysia to switch to the premium version of Grammarly. These factors include subscription fees, inconvenience, service quality, the presence of alternatives, and academic honesty.

CHAPTER 3: RESEARCH METHODOLOGY

3.0 Introduction

The following subsections highlight the research methodology for this project, which includes design of the study and sampling, questionnaire development, data collection and analysis techniques.

3.1 Research Design

Doing quantitative research involves gathering and analysing numerical data. It may be used to test hypotheses, identify patterns and averages, investigate causality, and extrapolate results to larger populations (Fleetwood, 2023). The benefits of quantitative research include large sample sizes, hypothesis testing, direct comparisons of results, standardization, and replication. It guarantees accurate data processing and analysis and permits reproducibility across various contexts, eras, and demographics. It also necessitates giving variables, forecasts, data gathering, and testing procedures considerable thought (Bhandari, 2023). According to Fleetwood (2023b), the goal of a descriptive research design is to collect data methodically in order to describe a population, situation, or phenomena. Cross-sectional descriptive studies assess a variable's severity, distribution, or frequency within a particular demographic.

3.2 Sampling Design

Table 3.1 Number of postgraduates in public and private universities in Malaysia in 2022 (The latest statistics)

University	Type of study	Number of student in Malaysia
Public universities 20 university	Masters	10,875
	PhD	18,970
Private university 54 university	Masters	15,503
	PhD	6,869
Total		25,271

The target demographic consisted of current postgraduate students from both public and private institutions in Malaysia who were utilising Grammarly to finish their study. In Malaysia, there were over 25,271 postgraduate students attending 20 public institutions and 54 private universities, according to the Ministry of Higher Education (MoHE) (2022). (Table 3.1 lists Malaysia's postgraduate student population for 2022.) According to ResearchGate, 78.6% of postgraduate students in public higher education institutions in Malaysia are from three states (Devisakti & Ramayah, 2021). According to Shahsavar & Kourepaz (2020), postgraduate students often find it difficult to write the assignment portion of their thesis papers.

3.2.1 Sampling Frame

Due to the challenges of accessing an exhaustive list of all students, particularly postgraduate students in Malaysia. This is because there are hidden population groups that are difficult to contact, and it is challenging to use any probability sampling techniques due to the absence of a sampling frame.

3.2.2 Sampling Technique

A non-sampling approach is a sampling strategy in which the researcher selects samples based on their subjective evaluation as opposed to random chance. It is a less exacting

method (Fleetwood, 2024). A non-probability sampling method used in market research studies is judgement sampling. Also referred to as purposive sampling, this method entails researchers deliberately selecting participants based on their familiarity with and comprehension of the study. Although this method is quick and simple to use, it could not provide a representative sample since it is heavily subjective and dependent on the judgement of the researchers, which could lead to biases and restrict the study's applicability in the actual world (Fleetwood, 2023a). This approach is particularly advantageous when targeting a highly intelligent audience that requires permission or screening to exclude postgraduate students engaged in research, as exemplified by selecting participants from a doctoral support group on Facebook (refer Figure 3.3). Utilizing a questionnaire to identify postgraduate students who are still in the process of completing their report serves as the method of filtering; those who answer affirmatively will be considered respondents, while those who do not will be filtered out.



(Figure 3.1 Doctorate Support Group Facebook page)

3.2.3 Sample Size

Based on the model's structural complexity, the application determines the smallest sample size required to identify a given effect. Because it can determine a minimum sample size that is particular to a study, it is superior to other online sample size calculators (Memon et al.,2020).

Hox (2010) changed Kreft's 30/30 rule to the more cautious 50/20 rule, which says that the minimum sample size for cross-level interactions should be 50 groups of 20 people each. Hox contends, however, that researchers should follow the 100/10 rule, which is to create 100 groups with a minimum of 10 individuals in each group, if they are interested in random components (variance, covariance, and their standard errors).

3.3 Data Collection Methods

3.3.1 Questionnaire Design

The completed item statement can be seen in Table 3.2; please see Appendix A. There are two sections in the finalised questionnaire: A and B. Section A uses screening questions and closed-ended questions to gather demographic information from responders. Respondents must select just one item on the 5-point Likert scale, which goes from strongly disagreeing (represented by point 1) to strongly agreeing (represented by point 5). Section B lists all of the item statements that are intended to assess the five IV and one DV.

3.3.2 Pre-test

The research initiated its pre-test procedures following the questionnaire's completion to ensure its reliability, completeness, accuracy, and internal consistency. This phase aimed to refine the questionnaire and identify any errors present. The feedback gathered from the

pretest revealed the existence of grammatical errors and sentences with unclear meanings in the questionnaire. Consequently, the questionnaire underwent revision to correct grammatical mistakes and ensure the clarity of sentence expressions. Before distributing the questionnaire to the targeted respondents, academic supervisors scrutinized the modified statements.

Adjustments were made based on the feedback provided by the academic supervisors, and the input of three marketing lecture was sought to ensure clarity and comprehension. The choice to engage lecturers from the UTAR Department of Marketing was deliberate, as they possess a wealth of experience in both research and industry leadership within the marketing domain. Thus, the research seeks their recommendations to further refine and enhance the study.

3.3.3 Survey Tools

Quantitative data is gathered via structured questionnaires. Google questionnaires is a clever tool that was used to disseminate the questionnaires. Verify that the information is clear, accurate, and consistent. Utilise applications like Google Forms to generate and disseminate the questionnaire. Because it is more user-friendly and allows for the flexibility to ask questions in different formats, a questionnaire prepared using Google Forms is utilised for a variety of data gathering objectives.

3.3.4 Pilot study

Following the research pre-test, the subsequent step involves distributing the questionnaire face-to-face, as it enables direct and immediate feedback in a tangible manner. The decision to target UTAR postgraduate students as respondents stems from the university's renowned status as a research institution in Perak, ensuring a pool of participants with a vested interest in academic inquiry and a diverse range of expertise.

Determining the right sample size is crucial for academic research because it affects the reliability and statistical power of the results directly. The recommended sample size for pilot studies is usually between 10 and 30 respondents (Leon et al., 2011).

Table 3.3 Pilot Study Results

Construct	Cronbach's alpha	Number of Item
Subscription fees (SF)	0.518	4
Inconvenience (I)	0.872	6
Alternative (A)	0.862	6
SERQUAL	0.871	6
Academic Honesty	0.866	5
Switching Intention(SI)	0.808	5

Consistency of all respondents answer the questionnaire

Field work

The Google Form questionnaire link will be shared within the Doctorate Support Group on Facebook, soliciting their assistance in completing the form. The rationale behind selecting this group is its direct access to potential respondents, facilitating efficient filtering and obtaining responses. Initially, there will provide a descriptive outline of our research objectives and introduce our study in the group's bio section, ensuring clarity and resonance with the group's interests. There are anticipate a two-month timeframe to collect responses from all postgraduate students engaged in research.

3.4 Proposed Data Analysis Tool

3.4.1 Descriptive Analysis

Statistical techniques for inferential and descriptive analysis are applied to the gathered quantitative data. Hayes (2024) mention that descriptive statistics are used prior to drawing clear conclusions. Descriptive statistics can be used to characterise a data set's properties by summarising data samples. The three main classifications of descriptive statistics are variability, central tendency, and distribution (Bhandari, 2023a). The frequency of each possible value of a variable may be condensed into numbers or percentages in tables or graphs by a Grammarly Premium user.

3.4.2 Inferential Analysis

From information gathered from a representative sample, inferential statistical data is used to infer characteristics of the population. A number of statistical tests were performed to make sure the data is accurate and dependable. To ensure the dependability of the collected data, a reliability test was first carried out (Hebart & Baker, 2018) .

3.4.2.1 Reliability Test

Table 3.4 Cronbach Alpha Coefficient

Alpha Coefficient Range	Reliability Level
<0.6	Poor
0.6 to <0.7	Moderate
0.7 to <0.8	Good
0.8 to <0.9	Very Good
>0.9	Excellent

Cronbach's alpha is a measure of correlation that is straightforward and ranges from 0 to 1. Higher consistency is indicated when the alpha value approaches 1, and lower consistency is indicated when it approaches 0. It is imperative to acknowledge that there may be variations in the precise degrees of consistency between various studies. As a result,

there will use using Cronbach's Alpha values as our guide when assessing the degree of internal consistency.

3.4.2.2 Multiple Linear Regression Analysis

Multiple regression analysis, which predicts the value of a variable impacted by two or more external factors, is a statistical evaluation method that extends linear regression, according to Iyengar et al. (2022). A statistical technique called multiple regression analysis is used to look at the connection between several independent variables (X1, X2, X3, X4, X5) and a dependent variable (Y).

The multiple regression equation for this analysis is:

$$Y = \beta_0 + \beta_1X_1 + \beta_2X_2 + \beta_3X_3 + \beta_4X_4 + \beta_5X_5 + \varepsilon$$

Where:

Y = Switching Intention to Grammarly Premium

β_0 = Constant term

$\beta_1, \beta_2, \beta_3, \beta_4, \beta_5$ = Regression coefficients

X1, X2, X3, X4, X5 = independent variable

ε = Error term

Y = Switching Intention to Grammarly Premium (dependent variable)

X1 = Subscription Fees (independent variable)

X2 = Inconvenience (independent variable)

X3 = SERQUAL (independent variable)

X4 = Alternative (independent variable)

X5 = Academic Honesty (independent variable)

The dependent variable and the independent variables in this study do not substantially link to one another, according to the null hypothesis. According to the alternative hypothesis, at least one of the independent factors and the dependent variable have a significant link. The null hypothesis may be assessed using the F-test. The variance explained by the regression model and the variance explained by the error term are contrasted using a statistical test known as the F-test. The null hypothesis is rejected if the regression model fits the data better than the error term, as shown by a significant F-statistic.

To ascertain the direction and strength of the association between each independent variable and the dependent variable, we can additionally glance at the individual regression coefficients in addition to the F-test. Each regression coefficient's significance is evaluated using the t-test. Based on the values of the independent variables, we can also utilise the results to forecast the intention to switch. In conclusion, by adjusting for the impact of other independent factors, the multiple regression analysis will let us to investigate the association between the desire to switch to premium Grammarly and a number of other variables.

CHAPTER 4: DATA ANALYSIS

4.0 Introduction

This chapter delves into the inferential analysis of the data collected for the study, focusing on key factors influencing postgraduate students' intention to switch to Grammarly Premium in Malaysia. First, a reliability test employing Cronbach's Alpha is performed to evaluate the measuring devices' internal consistency. Then, to investigate the significance and degree of correlations between the independent and dependent variables, multiple linear regression analysis is used. The findings of hypothesis testing, which pinpoint the variables that have a substantial impact on the target population's desire to convert to Grammarly Premium, are also included in this chapter.

4.1 Inferential Analysis

4.1.1 Reliability Test

The study focused on assessing the clarity and comprehensibility of the questionnaire used to gather data. Targeted improvements were implemented to enhance the overall accuracy and reliability of the findings.

Table 4.1 Validity and Reliability Analysis

Variable	Cronbach's Alpha	No. of items	Reliability Result
Subscription fees(SF)	0.681	3	Moderate
Inconvenience (I)	0.913	6	Excellent
Features of Alternative (A)	0.914	6	Excellent
SERQUAL	0.931	6	Excellent
Academic Honesty(AH)	0.903	5	Excellent
Switching Intention (SI)	0.824	5	Very Good

All of the variables in this research are acceptable as the Cronbach's Alpha are between 0.6 to 0.9.

As part of the pilot test, we observed that the subscription fees were relatively low, scoring only 0.518. In response, we implemented various improvements to the questionnaire to enhance the respondents' understanding and reduce any potential confusion. These enhancements included simplifying the language, providing clearer instructions, and restructuring the actual framework for better readability. As a result of these changes, the subscription fees as an independent variable showed a moderate increase, scoring 0.681, which indicates a positive impact of the modifications on the overall comprehension and feedback quality.

The study indicates a noticeable increase in various measured variables, with Inconvenience rising from 0.872 to 0.913, Alternative options increasing from 0.872 to 0.914, SERQUAL (Service Quality) moving from 0.871 to 0.931, and Academic Honesty progressing from 0.866 to 0.903. According to Hair et al. (2003), values exceeding 0.9 are

deemed excellent, thus these results underscore the high quality and reliability of the measurements. Additionally, the dependent variable, Switching Intention, also showed an improvement, climbing from 0.808 to 0.824, which classifies it as very good.

4.2 Descriptive Statistics

4.2.1 Respondent Demographic Profile

Understanding the basic properties of a dataset is greatly aided by descriptive statistics, which offer insightful information on the distribution, central tendency, and variability of the data. By providing a thorough knowledge of the sample group, this study paves the way for more sophisticated statistical methods (Gupta & Nitin, 2020) (refer to table 4.2.1).

Table 4.2 Respondent’s Demographic Profile

	Frequency(f)	Percentage%
Gender		
Male	62	46.0
Female	73	54.0
Age		
20-35 years old	120	88.9
36-51 years old	12	8.9
52-77 years old	3	2.2
78 and above	0	0
Nationality		
Malaysian	132	97.8
Foreigner	3	2.2
Education Level		
Postgraduate diploma/Certificate	70	51.9
Master’s degree	50	37.0
Doctorate degree/PhD	13	9.6
Professional Doctorate	2	1.5

Although 155 respondents in all filled out the questionnaire, only 135 were considered valid and included in the analysis of this study. This is because 20 respondents were not

graduate students or did not use Grammarly Premium to complete their research, making them ineligible to be the study's target respondents.

The demographic data from each questionnaire respondent is displayed in Table 4.1. The above table shows that, out of all respondents, 73 were female and accounted for 54% of the total, which is a majority over 64 male respondents (46%). Furthermore, twelve respondents (8.9%) were between the ages of 36 and 51, three respondents (2.2%) were between the ages of 52 and 77, and 120 respondents (88.9% of the total) were between the ages of 20 and 35.

132 (97.8%) of the respondents are Malaysian, making up the target group. The remaining 3 (2.2%) are foreigner respondent.

50 (51.9%) of the respondents had a master's degree, while the remaining 70 (51.9%) were postgraduate diploma or certificate holders. 13 people (9.6%) had a doctorate or PhD, and 2 people (1.5%) had a professional doctorate.

4.2.2 Multiple Linear Regression Analysis

Based on Table 4.4, the value of R Square shows a strong association between the dependent variable with the independent variables as a whole, scoring 0.62 inferring that 62% of the variation in the dependent variable is explained by these independent variables.

Table 4.4 Model Summary

ANOVA					
	<i>df</i>	<i>SS</i>	<i>MS</i>	<i>F</i>	<i>Significance F</i>
Regression	5	57.733	11.547	42.015	0.00
Residual	129	35.451	0.275		
Total	134	93.184			

Table 4.5 shows that the F-value of this study is 42.015, and the significance level or p value is 0.00, which is essentially lower than 0.05. As such, it concludes that the model is statistically significant. Therefore, SF, I, A, SQ, and AH in overall have the ability to explain well the variation in switching intention to Grammarly Premium among postgraduate students in Malaysia.

Table 4.5 ANOVA

	<i>df</i>	<i>SS</i>	<i>MS</i>	<i>F</i>	<i>Significance F</i>
Regression	5	57.733	11.547	42.015	0.00
Residual	129	35.451	0.275		
Total	134	93.184			

In Table 4.6, the coefficients for SQ, AH, I, A, and SF are 0.369, 0.314, 0.184, 0.124, and -0.133 respectively. Higher coefficient values, such as those for SQ and AH, indicate a stronger positive influence on the switching intention to Grammarly Premium, making these variables more significant. In contrast, the lower coefficient values for A and SF suggest they have less influence, with SF potentially having a negative impact. These results highlight SQ, AH, and I as the most important variables, while SF and A are less influential and not significant.

Table 4.6 Coefficients

	<i>Coefficients</i>	<i>Standard Error</i>	<i>t Stat</i>	<i>P-value</i>	<i>Lower 95%</i>	<i>Upper 95%</i>	<i>Lower 95.0%</i>	<i>Upper 95.0%</i>
Intercept	0.364	0.240	1.514	0.133	-0.111753605	0.839750801	-0.111753605	0.839750801
SF	0.124	0.084	1.475	0.143	-0.042283467	0.289929535	-0.042283467	0.289929535
I	0.184	0.088	2.082	0.039	0.009146013	0.358971865	0.009146013	0.358971865
A	-0.133	0.113	-1.180	0.240	-0.356703729	0.090250764	-0.356703729	0.090250764
SQ	0.369	0.106	3.491	0.001	0.160020582	0.578632771	0.160020582	0.578632771
AH	0.314	0.112	2.795	0.006	0.091679018	0.535803842	0.091679018	0.535803842

Referring to Table 4.6, I, SQ and AH have the greatest impact on the SI, while SF and A have the least impact on the SI as they all have low coefficients. Overall, based on the significance, Table 4.7 is the hypothesis table.

$$\text{Formula} = 0.3639 + 0.1238 + \text{SF} + 0.1841 + \text{I}$$

Table 4.7 Hypothesis table

Hypothesis	Sig.	Result
H1: Subscription Fees (SF) significantly affects switching intention (SI) to Grammarly Premium among Postgraduate students in Malaysia	0.143	Not Supported
H2: Inconvenience (I) significantly affects switching intention (SI) to Grammarly Premium among Postgraduate students in Malaysia	0.039	Supported
H3: Alternatives (A) significantly affects switching intention (SI) to Grammarly Premium among Postgraduate students in Malaysia	0.240	Not Supported
H4: Service Quality (SQ) significantly affects switching intention (SI) to Grammarly Premium among Postgraduate students in Malaysia	0.001	Supported
H5: Academic Honesty (AH) significantly affects switching intention (SI) to Grammarly Premium among Postgraduate students in Malaysia	0.006	Supported

4.3 Conclusion

Various data analysis approaches were employed to arrive at the study's conclusions. The collected demographics' characteristics are provided via the descriptive analysis. The variables driving postgraduate students to switch to Grammarly Premium were also examined using inferential relationship analysis. In the last chapter, there will be a more detailed discussion of the implications and discussion of the study's shortcomings as well as results and suggestions.

CHAPTER 5: DISCUSSION, CONCLUSION, AND IMPLICATIONS

5.0 Introduction

The study's key conclusions are summarised in this part, along with recommendations for further research and development. Additionally, utilising a range of factor drivers, it assesses postgraduate students in Malaysia's switching intention to Grammarly Premium in order to analyse the study's noteworthy findings. The section properly notes the study's shortcomings and offers workable suggestions to raise the calibre of next research projects.

5.1 Discussion on Key Findings

The R square value of 0.62 from Table 4.4 indicates a moderately strong association, suggesting that approximately 62% of the variation in the dependent variable can be explained by the independent variables collectively. In Table 4.6, the coefficients for SQ, AH, I, A, and SF are 0.369, 0.314, 0.184, 0.124, and -0.133 respectively. Higher coefficient values, such as those for SQ and AH, indicate a stronger positive influence on the dependent variable, making these variables more significant. In contrast, the lower coefficient values for A and SF suggest they have less influence, with SF potentially having a negative impact. These results highlight SQ, AH, and I as the most important variables, while SF and A are less influential and not significant.

5.1.1 Service Quality (SQ) and Switching Intention (SI)

The dimension of Service Quality (SQ) typically includes various aspects that measure the overall quality of service provided. These dimensions often follow the SERVQUAL model,

which includes tangibles, reliability, responsiveness, assurance, empathy. SQ is found to be positively affecting SI. This could be highlighted by the significance of the determinant at a 95% confidence interval. The mean scores for SQ1 to SQ6 is 3.86, indicating a neutral level of agreement among postgraduate students. However, the relatively high mean score of 4.022 for SQ3 suggests that postgraduate students tend to agree that the reliability of Grammarly Premium is a significant factor in their decision to switch, while other factors measured in SQ reflect a more neutral stance. These findings align with the studies by Tsai (2023) and Huang & Wang (2021), which highlight the significance of Taobao, Jingdong, amazon and other major Ecommerce platform reputation (reliability) in influencing SI. Tsai (2023) proposed that Over-The-Top (OTT) platform reputation can enhance alternative attractiveness, which acts as a pull factor encouraging users to switch to paid platforms. Similarly, Huang & Wang (2021) suggested that a strong reputation can mitigate negative perceptions and strengthen the intention to switch Ecommerce platforms.

5.1.2 Academic Honesty (AH) and Switching Intention (SI)

AH is found to have a positive impact on SI. The mean scores for AH4, AH5, AH2, and AH3, ranging from 3.01 to 3.99, indicate a neutral level of agreement among postgraduate students. This suggests that AH is the factor influencing postgraduate students to switch to Grammarly Premium. These findings are consistent with previous research by Feri and Erlinda (2019), Putra et al. (2022), who also found a positive relationship between academic honesty and switching intention. The results imply that students who value academic integrity are more likely to have a positive attitude towards switching from free to paid versions of online applications and games, as they character building through language, culture, arts and their learning recognize the importance of respecting intellectual property rights and avoiding unethical behavior. Putra et al. (2022) found that attitude, subjective norms, and perceived behavioral control have a significant impact on the intention to switch from free versions to paid versions of online applications and games. AH can be considered a component of attitude, as it reflects positive attitudes towards academic integrity and ethical behavior. Students who value AH are more likely to have positive attitudes towards switching from free versions to paid versions of online applications and games, as they are more likely to appreciate the value of intellectual

property rights and avoid unethical behavior. Thus, AH positively influences postgraduate students' intention to switch to Grammarly Premium in Malaysia.

5.1.3 Inconvenience (I) and Switching Intention (SI)

The significant positive correlation between Inconvenience and SI further supports the notion that Inconvenience play a crucial role in driving postgraduate students' intention to switch to Grammarly Premium. The mean scores for I4, I1, I2 and I3 are 3.01 to 3.99 accordingly, suggesting neutral among postgraduate students regarding the limitations of the Grammarly free version. This suggests that Inconvenience is the factor influencing postgraduate students to switch to Grammarly Premium.

Inconvenience is found to have a positive impact on SI. The mean scores for I4, I1, I2, and I3, ranging from 3.01 to 3.99, indicate a neutral stance among postgraduate students regarding the limitations of the Grammarly free version. This suggests that Inconvenience is the factor influencing postgraduate students to switch to Grammarly Premium. These findings align with previous studies by Dogra et al. (2023) which found that Inconvenience, along with factors such as inconvenience and perceived risk positively impact users' intentions to switch from visiting hospitals or clinics to e-health consultations. Lee and Wang (2022) examine inconvenience has a significant impact on switching intention.

When consumers need to withdraw funds, make a personal appointment in advance, making them experience feelings of “inconvenience,” impact their switching intentions from traditional wealth management services to mobile wealth management applications. Postgraduate students will switch to the premium version due to the limitations of the free version, such as the inability to check long documents efficiently and the lack of advanced features like plagiarism detection and vocabulary enhancement. Thus, it is therefore not surprising that Inconvenience had a positive impact on SI to Grammarly Premium among postgraduate students in Malaysia.

5.1.4 Non-significant Factors (Alternatives [A] and Subscription Fees [SF]) and Switching Intention (SI)

The analysis indicates a non-significant relationship between Alternatives (A) and Subscription Fees (SF) and Switching Intention (SI), suggesting that financial considerations and features of alternative version (i.e., premium version) do not significantly influence users' decisions to switch. Instead, the primary concern is the fundamental features (i.e., which are already available in the free version) to facilitate the writing quality. Users value the system for its straightforward benefits, such as the ability to write simple journals, use academic English, and browse conveniently, deeming these advantages sufficient without needing additional support. Extensive customer service is not required because the system is already advanced and user-friendly (Kumar & Telang, 2012). Features like tone detection are not crucial for basic writers (Vlahović, 2017). Additionally, according to Segbenya et al. (2023), not all users rely on AI tools, with postgraduate students in particular often not using AI, meaning their switching intention is not influenced by the availability of AI features. These points illustrate why financial and alternative considerations are not significant factors in the decision-making process related to switching intention, with users prioritizing the quality and specific benefits of the writing system.

Money is not a significant concern for postgraduate students when it comes to switching services. This demographic often has a source of income through their employment, making them less sensitive to the cost of subscription fees. Instead, three primary factors drive their decision to switch: the quality of the service, the unique features offered, and the overall user experience. According to a study by Smith and Brown (2021), postgraduate students often juggle their studies with part-time or full-time work, providing them with a steady income that mitigates the impact of subscription fees on their decision-making process. Johnson et al. (2022) found that postgraduate students prioritize the quality and reliability of a service, unique features that cater to their specific needs, and a superior user experience over cost considerations when deciding to switch services.

5.2 Implications of Study

5.2.1 Theoretical Implication

The R-squared value of 0.62 obtained in this study, which indicates that the model explains 62% of the variance in switching intentions, lends additional support to the application of Keaveny's theory. This robust explanatory power validates the theory's use in analysing the adoption of premium educational services among Malaysian postgraduate students and shows how applicable and relevant it is to our research setting. The application of Keaveny's theory has demonstrated its dependability and value once more in forecasting and elucidating human volitional behaviour, particularly the intention of Malaysian postgraduate students to switch to Grammarly Premium. We effectively addressed each research weakness by integrating the most pertinent and significant variables from various studies, eliminating needless complexity, and addressing any potential unobserved variances or gaps in the study design.

The results of the study show that the intention to switch to premium Grammarly services is significantly impacted by inconvenience, academic integrity, and service quality. These findings support other relevant research and offer valuable information about the practically relevant factors influencing the use of Grammarly Premium to Post graduate student. Furthermore, the lack of significance between the variables "Alternative" and "Subscription fees" raises questions regarding the hypothesised relationships between them and the decision to switch to Premium Grammarly. There are multiple possible explanations for this, including measurement errors that may have occurred when capturing these variables, a small sample size that may have decreased the statistical power to identify smaller effects, or the existence of confounding variables that were not taken into consideration during the analysis.

5.2.2 Managerial Implication

Enhancing Trust Through Reliability in Service Quality

Reliability is a critical component of service quality (SQ) and plays a significant role in gaining customer trust. To achieve this, service providers must offer constant support, ensuring that customers always receive the help they need. Emphasizing the value and quality of the service as customers are more likely to trust and remain loyal to a reliable provider. Service providers should continuously maintain high standards and regularly update their offerings to keep them current and effective. For example, ensuring that the latest versions and updates are always available. Additionally, government oversight is necessary to ensure that service providers, like Grammarly, operate with integrity and avoid deceptive practices. This regulatory role helps maintain consumer trust and uphold industry standards. In summary, focusing on reliability, continuous support, and regular updates, while avoiding cost-centric discussions, can significantly enhance trust in service quality.

Reducing Inconvenience through Extended Trial Versions

To address the inconvenience faced by users unfamiliar with premium functions, offering a trial version with complete features for a limited period is an effective strategy. This approach allows users to become more familiar with the system and fully understand the benefits of premium functions. Many users are unaware of the advantages of these enhanced features, so an extended trial can significantly increase their awareness and potential conversion to paid subscriptions. In the context of Malaysia, the government can play a crucial role by absorbing the cost and signing a Memorandum of Understanding (MOU) with Grammarly. This agreement could provide Malaysian university students with a premium version trial for two months, verified through their student IDs. Such a trial would not only familiarize students with the premium functions but also encourage Grammarly to establish its business presence in Malaysia. By leveraging its authority, the government can facilitate this collaboration, benefiting both students and the service provider.

Enhancing Academic Honesty in the Academic Industry

Comprehensive policies must be implemented by government agencies, service providers, and higher education institutions to support academic honesty throughout the academic industry. To guarantee the originality of academic work, governments might impose strict norms and regulations that require the use of sophisticated plagiarism detection programs, like Grammarly Premium. In order to assist post graduate student comprehend and follow academic norms, service providers should improve these tools to identify even minute instances of duplicated text, give appropriate citation guidelines, and provide thorough plagiarism reports. These resources can be included into academic curriculum at higher education institutions to teach correct citing and ethical source usage. These techniques ensure that post graduate students and professors generate and submit work that is transparent and upholds integrity by tying copied content back to original sources.

5.3 Limitations of Study & Recommendations for Future Research

Although this study offers insightful information about the variables impacting Malaysian postgraduate students' intention to switch to Premium Grammarly, it has some significant drawbacks. First off, an R-squared value of 62% indicates that the study's explanatory power is still quite high, indicating that a sizable amount of the variance in students' intentions to switch is still unaccounted for. This suggests that there may be more variables at play here than those under investigation that could be affecting the results that are being seen. These variables could be the cost-effectiveness of individual features, the perceived value of premium features, or the accessibility of substitute writing aids.

It's also critical to address the underrepresentation of PhD students in the sample. Based on the MoHE 2023 results regarding the percentage of postgraduate students, a balanced sample distribution, comprising 40% PhD students, 50% Master's students, and 10% postgraduate diploma students, should be the goal of future research (refer to Figure 5.4)

This could be accomplished by using focused recruitment techniques, like working with associations of PhD students, distributing online surveys via university channels, and providing incentives based on the preferences of each group. Having a more evenly distributed sample will improve the findings' dependability and generalizability.

Jadual Table 1.6 Bilangan Staf Akademik mengikut Jantina dan Kelulusan Tertinggi berdasarkan IPT bagi Tahun 2023
Number of Academic Staffs by Gender and Highest Qualification based on HEIs for year 2023

Bil. No.	Peringkat Pengajian Level of Studies	Kategori IPT HEIs Category	Staf Akademik Academic Staff		
			Lelaki Male	Perempuan Female	Jumlah Total
1	Doktor Falsafah (Ph.D) Doctor of Philosophy (Ph.D)	Universiti Awam Public Universities	8,757	10,855	19,612
		IPTS Private HEIs	3,606	3,172	6,778
		Politeknik Polytechnics	90	143	233
		Kolej Komuniti Community Colleges	5	4	9
		Jumlah Total	12,458	14,174	26,632
2	Sarjana Master	Universiti Awam Public Universities	3,959	6,556	10,515
		IPTS Private HEIs	5,611	9,176	14,787
		Politeknik Polytechnics	1,120	1,987	3,107
		Kolej Komuniti Community Colleges	208	433	641
		Jumlah Total	10,898	18,152	29,050

(Figure 5.4 The number of postgraduate students of MOHE in 2023)

Future research can build on the results of this study and contribute to a more thorough understanding of the factors influencing postgraduate students in Malaysia's intention to switch to Premium Grammarly by putting these recommendations into practice. This strategy will not only address the current shortcomings but also offer a more comprehensive understanding of how this demographic makes decisions.

5.4 Conclusion

As a result, this study concluded that among Malaysian postgraduate students, switching intention was highly impacted by Inconvenience (I), Service Quality (SQ), and Academic Honesty (AH). On the other hand, it was discovered that the independent variables Subscription Fees (SF) and Alternatives (A) had no significant impact on the

intention to switch. The study's conclusions and suggestions offer insightful information and highlight the potential significance of Grammarly Premium for postgraduate students in the academic sector.

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APPENDICES

Appendix 1.0 Questionnaires



UNIVERSITI TUNKU ABDUL RAHMAN

FACULTY OF BUSINESS AND FINANCE

BACHELOR OF MARKETING (HONS)

FINAL YEAR PROJECT

Title of Topic: Switching Intention to Grammarly Premium among Postgraduate Students in Malaysia

Survey Questionnaire

Ahoy! Good day to every Research Contributors!!!

I, Ang Xuan Wei, along with my research partner, Ang Ying Ying, have put a great amount of effort and time into conducting this Final Year Project (FYP) research study in Universiti Tunku Abdul Rahman (UTAR) and have come thus far into collecting questionnaire responses so to move into the FINAL analysis step.

Hence, we require you, the Research Contributor, to help us complete the questionnaire so that we can come out with the results and implications that will benefit the society as a whole. Your valuable input is remarkably appreciated and will always be part of contributing to this research study's completion. The research study is titled as "Switching Intention to Grammarly Premium among Postgraduate Students in Malaysia". We kindly

thank you in advance for making about 5-8 minutes of your valuable time to help us filling out this questionnaire. Fear not, all the information collected will remain confidential and be used for this research study purposes only.

Should you require any kind assistance or enquiry from us, please do not hesitate to contact us.

Ang Xuan Wei (angxuanwei@lutar.my)

Ang Ying Ying (yying7@lutar.my)

Cheers!!!

Screening Questions

Please respond to the following screening questions sincerely. These questions are to measure your familiarity and relevance to Grammarly. If you opt for a "No" response choice for any of these questions, you cannot proceed to the next section of this questionnaire.

Q1. Are you currently pursuing postgraduate studies in Malaysia?

Yes No

Q2. Are you currently engaging in English academic writing? (Assignment, Research project, Thesis, or Dissertation)

Yes No

Q3. Are you currently or have been using any form of Grammarly? (Free version or Premium)

Yes No

Section A: Demographic Profile

We would like you to fill in some of your details in this section. Please tick your answer, and your answers will be kept strictly confidential.

QA1. Gender:

- Male
- Female

QA2. Age:

- 20-35 years old
- 36-51 years old
- 52-77 years old
- 78 and above

QA3. Nationality:

- Malaysian
- Foreigner

Section B: Factors That Influence Switching Intention

This section is seeking your opinion regarding the factors that influence switching intention. Respondents are asked to indicate the extent to which they agreed or disagreed with each statement using 5 Likert scale [(1) = strongly disagree; (2) = disagree; (3) = neutral; (4) = agree and (5) = strongly agree] response framework. Please circle one number per line to indicate how much you agree or disagree with the following statements.

No	Questions	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
B1 Subscription fees of Grammarly Premium						
SF1	Subscription fee to access all features of the Grammarly Premium is affordable.	1	2	3	4	5
SF2	The Grammarly platform does not offer full functions without a monetary subscription.	1	2	3	4	5
SF3	It is costly to access all the features of the Grammarly platform.	1	2	3	4	5

No	Questions	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
B2 Inconvenience of Grammarly Free Version						
I1	Checking long documents over the Grammarly free version is time-consuming due to document and word count limitations.	1	2	3	4	5
I2	Checking long documents over the Grammarly free version is effortful due to document and word count limitations.	1	2	3	4	5
I3	It is not easy to access all the features in the Grammarly free version, such as readability evaluation, vocabulary enhancement suggestions, genre-specific writing style checks, and plagiarism detection.	1	2	3	4	5
I4	The word count limitations of 100 separate documents or 50,000 words every 24 hours over the Grammarly free version can be challenging.	1	2	3	4	5
I5	Using the Grammarly free version is useless due to the absence of advanced features.	1	2	3	4	5

I6	Grammarly free version provides inadequate learning support, such as advanced writing feedback, plagiarism checking, vocabulary enhancement, and integration with Microsoft Office.	1	2	3	4	5
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No	Questions	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
B3 Alternative to Grammarly Free Version						
A1	Additional features on the Grammarly Premium, such as plagiarism checking and writing tone detecting, are not available in the Grammarly free version.	1	2	3	4	5
A2	Grammarly Premium's support system is more engaging.	1	2	3	4	5
A3	In addition to writing assistance, Grammarly Premium allows plagiarism checking.	1	2	3	4	5
A4	In addition to providing assistance with writing, Grammarly Premium improves the writing tone and style.	1	2	3	4	5
A5	Grammarly Premium enables integration with various platforms (Microsoft Word, Google Docs).	1	2	3	4	5
A6	AI writing assistance feature of the Grammarly Premium makes it better than its free version.	1	2	3	4	5

No	Questions	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
B4 Service Quality of Grammarly Premium						
SQ1	Grammarly Premium page is visually appealing.	1	2	3	4	5
SQ2	Making a payment through Grammarly's official website is quick and easy.	1	2	3	4	5
SQ3	Grammarly Premium checks grammar immediately and reliably.	1	2	3	4	5
SQ4	Grammarly Premium is reliable for providing correct information when needed.	1	2	3	4	5

SQ5	Grammarly Premium's customer service team responds to users quickly and efficiently.	1	2	3	4	5
SQ6	Grammarly Premium keeps users updated on the latest version.	1	2	3	4	5

No	Questions	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
B5 Academic Honesty						
AH1	Grammarly Premium detects the text copied from other sources claimed to have been written by me.	1	2	3	4	5
AH2	Grammarly Premium highlights even a few sentences/lines/words/ phrases copied or changed from original sources.	1	2	3	4	5
AH3	Grammarly Premium helps with proper citations and referencing.	1	2	3	4	5
AH4	Grammarly Premium shows the document's plagiarism score, which helps the user be attentive while writing the article.	1	2	3	4	5
AH5	Grammarly Premium links the text copied to the original online sources.	1	2	3	4	5

Section C: Switching Intention

This section seeks your intention to switch from the free version of Grammarly to Grammarly Premium. Respondents are asked to indicate the extent to which they agreed or disagreed with each statement using 5 Likert scale [(1) = strongly disagree; (2) = disagree; (3) = neutral; (4) = agree and (5) = strongly agree] response framework. Please circle one number per line to indicate how much you agree or disagree with the following statements.

C1 Switching Intention						
SI1	I am considering upgrading the Grammarly free version to Grammarly Premium.	1	2	3	4	5
SI2	I would probably switch from the Grammarly free version to Grammarly Premium.	1	2	3	4	5
SI3	If possible, I would like to discontinue using the Grammarly free version.	1	2	3	4	5
SI4	I want to switch from the free to Grammarly Premium if I can.	1	2	3	4	5

- Thank You -

Appendix 2.0 Raw Data (135 Sets)

SF1	SF2	SF3	I1	I2	I3	I4	I5	I6	
2	5	5	3	1	2	5	2	3	
2	4	5	5	5	5	5	2	4	
3	3	3	4	5	4	5	2	4	
4	5	4	3	5	5	5	4	4	
2	4	3	5	5	3	3	4	5	
3	4	3	2	3	4	2	4	3	
3	4	4	4	4	3	4	3	3	
5	4	2	4	4	4	4	5	3	
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Switching Intention to Grammarly Premium among Postgraduate Students in Malaysia

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Switching Intention to Grammarly Premium among Postgraduate Students in Malaysia

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Switching Intention to Grammarly Premium among Postgraduate Students in Malaysia

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Switching Intention to Grammarly Premium among Postgraduate Students in Malaysia

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Switching Intention to Grammarly Premium among Postgraduate Students in Malaysia

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Switching Intention to Grammarly Premium among Postgraduate Students in Malaysia

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AH1	AH2	AH3	AH5	AH6	SI1	SI2	SI4	SI5
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Switching Intention to Grammarly Premium among Postgraduate Students in Malaysia

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Switching Intention to Grammarly Premium among Postgraduate Students in Malaysia

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Switching Intention to Grammarly Premium among Postgraduate Students in Malaysia

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3	5	3	4	5	4	4	4	5
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5	5	5	5	5	3	5	5	4
4	5	5	5	5	5	4	4	5
3	4	4	4	4	4	4	2	4
4	4	3	4	4	4	4	3	4
5	5	5	4	5	5	5	5	5
5	5	5	5	5	4	4	4	5
2	2	2	3	4	4	3	4	3
3	4	3	3	4	4	3	3	4
4	4	4	4	4	4	4	2	4
4	4	4	4	4	3	2	1	3
3	4	4	4	4	3	3	2	4
4	4	4	4	4	4	4	4	4
4	5	4	5	4	4	4	4	4
2	3	2	2	2	2	2	2	2
5	5	5	5	5	5	5	5	5
3	3	3	3	3	3	3	3	3
2	2	3	3	3	2	3	2	2
5	3	1	2	3	3	3	3	3
3	3	3	3	3	3	3	3	3
5	5	5	5	5	5	5	5	5
3	4	3	5	5	4	5	4	5
5	5	5	5	5	5	5	5	5
4	5	4	4	4	5	5	4	4
4	4	4	5	4	5	4	4	5
5	5	5	5	5	5	5	5	5
2	3	4	4	3	3	3	4	3
5	4	5	4	5	5	4	5	5
5	5	5	5	5	5	5	5	5
5	5	5	5	5	4	3	5	5
4	4	4	4	4	4	4	4	4
3	3	3	3	3	3	3	2	5

Appendix 3.0 Reliability Test (Pilot Test)

Subscription fees(Pilot study)

Case Processing Summary

		N	%
Cases	Valid	30	100.0
	Excluded ^a	0	.0
	Total	30	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.518	3

Inconvenience (Pilot study)

Case Processing Summary

		N	%
Cases	Valid	30	100.0
	Excluded ^a	0	.0
	Total	30	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.872	6

Alternative (Pilot study)

Case Processing Summary

		N	%
Cases	Valid	30	100.0
	Excluded ^a	0	.0
	Total	30	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.862	6

SERQUAL(Pilot study)

Case Processing Summary

		N	%
Cases	Valid	30	100.0
	Excluded ^a	0	.0
	Total	30	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.871	6

Academic Honesty (Pilot study)

Case Processing Summary

		N	%
Cases	Valid	30	100.0
	Excluded ^a	0	.0
	Total	30	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.866	5

Switching Intention (Pilot study)

Case Processing Summary

		N	%
Cases	Valid	30	100.0
	Excluded ^a	0	.0
	Total	30	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.808	5

Appendix 4.0 Frequency Distribution

Gender

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Female	73	54.1	54.1	54.1
	Male	62	45.9	45.9	100.0
	Total	135	100.0	100.0	

Age

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	20 - 35	120	88.9	88.9	88.9
	36 - 51	12	8.9	8.9	97.8
	52 - 77	3	2.2	2.2	100.0
	Total	135	100.0	100.0	

Nationality

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Foreigner	3	2.2	2.2	2.2
	Malaysian	132	97.8	97.8	100.0
	Total	135	100.0	100.0	

Education level

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Doctorate degree/PhD	13	9.6	9.6	9.6
	Master degree	50	37.0	37.0	46.7
	Postgraduate diploma/Certificate	70	51.9	51.9	98.5
	Professional Doctorate	2	1.5	1.5	100.0
	Total	135	100.0	100.0	

Appendix 5.0 Reliability Test

Subscription fees

Case Processing Summary

		N	%
Cases	Valid	135	100.0
	Excluded ^a	0	.0
	Total	135	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.681	3

Inconvenience

Case Processing Summary

		N	%
Cases	Valid	135	100.0
	Excluded ^a	0	.0
	Total	135	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.913	6

Alternative

Case Processing Summary

		N	%
Cases	Valid	135	100.0
	Excluded ^a	0	.0
	Total	135	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.914	6

SERQUAL

Case Processing Summary

		N	%
Cases	Valid	135	100.0
	Excluded ^a	0	.0
	Total	135	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.931	6

Academic Honesty

Case Processing Summary

		N	%
Cases	Valid	135	100.0
	Excluded ^a	0	.0
	Total	135	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.903	5

Switching intention

Case Processing Summary

		N	%
Cases	Valid	135	100.0
	Excluded ^a	0	.0
	Total	135	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.824	5

Appendix 6.0 Turnitin Report

MK001 2401

ORIGINALITY REPORT

9% SIMILARITY INDEX	10% INTERNET SOURCES	4% PUBLICATIONS	3% STUDENT PAPERS
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