


Attitude Towards the Usage of Internet-Based Applications in Management Education: Study of the Indian Scenario

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ABSTRACT

Internet-based applications are as a tool progressively used to encourage learning and relationship management in management education. This examination analyzed the attitude of students and educators towards utilizing internet-based applications in management education. Following the literature review that presented 11 internet-based applications utilized in classroom settings, questionnaires were distributed to students and educators from three state-funded management institutes in Delhi. Responses of 341 management students and 46 faculty members with respect to 5 domains of internet-based applications—feedback, classroom management, content creation and publication, communication, and social media—were broken down to explore the attitude towards utilization of internet-based applications. The outcomes uncovered that students found the internet-based applications of communication and social media to be useful in learning and in expanding their future skills; likewise, the educators observed these internet-based applications to be valuable.

KEYWORDS

Attitude, Communication, Internet-Based Applications, Management Education, Social Media

INTRODUCTION

Advancements in technology and internet have changed traditional educating and learning techniques (Kawaski & Fitzpatrick, 2014). Educators use internet based applications to enhance the quality and proficiency of their educating execution. Along these lines, considering the capability of internet based applications in education, regulatory bodies also working towards coordinating internet based applications into education to encourage students' learning. In 2009, Indian HRD (Human resources development) ministry launched a national scheme called National Mission on Education through Information and Communication technology (NMEICT) on education using technology, and the Government of India various other programs also for uplifting technology in education sector. India, with its strong and ingenious R&D capacity and bounteous research on internet based learning also plays an important job in the global internet based learning chain (Teng, Khong, & Goh, 2015). As per the Indian ministry of finance (Government of India, 2018), the yearly spending plan distributed

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for consolidating technology in education sector in India's training framework found the value of 1.4 billion for 2018. Government of India (2018) revealed between the years of 2014 and 2018, the worldwide spending on merging technology with education displayed a yearly growth rate of 4.2%, for developing nations which are representing the majority of the global development. Educational institutes keep on progressively updating to internet based applications that can be utilized to give imperative information and abilities to students.

Millennials are profoundly acquainted with internet based applications. As per the 2018 Annual Status of Education Report (ASER) (Government of India, 2018), 58.6% of alumni students and 68.9% of college students had utilized the Internet for information procurement in the earlier year, and most netizens (Internet users) taking on the internet bases video courses had either pursuing undergrad (11.2%) or higher (postgraduate: 14.8%) degree. The advancement and development of smartphones and portable systems perhaps likewise change the learning frameworks in management education institutes. However, the primary obstacle for educators in the utilization of internet based applications is inadequate capability and information (Ioanăs & Stoica, 2014). In spite of the fact that educators perceive the capability of such innovation and trust that it improves student learning and connects course work with technological exercises, but they argue that it encourages internet addiction which might low learning in classroom-based education (Lewis & Fabos, 2005). Levy & Gvili, (2015) claimed that internet based applications benefit educators and advance student learning. Various encouraging plan models that help educators coordinate internet based applications into the educational modules have been proposed, for example, the generic model and the IARE (Introduction, Association, Reflection and Expansion) model (Rohrs, 2014). Consequently, to make a technology based learning condition in management education institutes, educators must receive either an internet or a non-internet based digital approach (Osatuyi, 2013).

Management institutes utilize different instructing and learning strategies to propel students to increase their learning execution, as regular classes basically include lectures, case studies, discussions, group exercises, assignments (Safko & Brake, 2012). In management education the contemporary training injected as in different resources are incorporated into coursework to help students to create capacities, for example, communication, teamwork, leadership, and technology. In current scenario, internet is progressively recognized as a noteworthy driver of development and learning (Singh, 2016). Most educators' center around the adequacy of internet based applications in educating and their potential advantages for students, educators, and management institutes (Jahn & Kunz, 2012); certain researches have claimed that internet based applications give copious and profitable learning encounters for students studying management (Goh, Heng, & Lin, 2013).

The utilization of internet based applications in management education has been recently examined about; researchers have exclusively explored internet based application, for example, feedback systems (Yuki, 2015) and social media sites (Culnan, McHugh, & Zubilaga, 2010). Internet based applications are grouped into five areas based on their usage: feedback, classroom management, content creation & publication, communication and social media. With constant increment in the number of internet based applications, regardless of whether the devices are equipped for sustaining students for their educational programs and future managerial skills. The implications of internet based applications decide their utilization in a classroom. Conclusively, educators must distinguish internet based applications implications that encourage educating and increase students' intrigue. Additionally internet based applications improves learning through conventional teaching strategies and helps educators in building up students' skills (Felix, Rauschnabel, & Hinsch, 2017). Hence, the present research paper analyzed the attitude of educators as well as students towards I internet based applications from the point of view of the improvement of abilities. The understudy fundamentally explored responses from the students and educators to understand their attitude towards utilizing internet based applications as an educative device. In the educating and learning process, feedback is a standout amongst the best techniques for advancing student learning (Gul, Shahzad, & Imran, 2014). In management education, feedback is considered the essential evaluation way to deal with

encourage understudy improvement, and the significance of input for both students and educators has been adequately affirmed (Guo, Chen, & He, 2009). Input has a positive impact as on general also (Hazli, 2013). Educators use students' feedback to review the viability of their educating strategies, along these lines enabling them to change the techniques as per students' prerequisites, additionally, students' use feedback to express their opinions. The present research basically adds to the literature by examining not just the five previously mentioned areas of internet based applications also adding few other internet based applications that have been utilized in the management institutes for educating.

In spite of the fact that internet based applications encourage educating (Goldsmith, Pagani, & Lu, 2013), few past examinations have also researched about both students and educators' attitude towards the utilization of internet based applications in classrooms. In the present examination, internet based applications were incorporated into questionnaire to research favorability and contrasts for educating and learning using internet based applications. The outcomes may fill in as a source of perspective for educators to decide not just how and when to utilize internet based applications and additionally which application ought to be utilized.

LITERATURE REVIEW

At present, management institutes are spending extensive resources in the improvement of education mechanism, for example, internet based applications, as well as to help traditional educating techniques (Chu & Choi, 2011). Internet based applications in management education infers that technology based on internet would be utilized, connected, and coordinated in exercises of working and learning based on applied learning and as a techniques of informatics' (Weinberg, 2009). Tafesse (2015) expressed that internet based applications is a blend of educational advancements such as data innovation, the Internet, books, databases, audios, and videos. Smith, Coyle, Lightfoot, & Scott (2007) supported the significance of internet based applications as educating devices and showed that their execution in classrooms upgrades student learning and helps students in securing new skills. In this way, educators must have the capacity to viably coordinate internet based applications into their educating methods (Tsimonis & Dimitriadis, 2014).

The utilization of internet based applications to encourage educating and learning is segmented into four phases: finding, specializing, implementing and evaluating (Das, 2014). The process toward finding and choosing internet based applications appropriate for certain management courses is complex. Educators must select internet based applications concurring to the explicit instructive objective (Oudshoorn & Rommes, 2004). Whenever educators choose to utilize internet based application, they should consider not just the significant elements of setting and strategy in which the applications are utilized but in addition evaluate the viability and, value of the applications (Osatuyi, 2013). Besides, how educators find internet based applications in educating, emphatically it very important foe educators to specialize in the identified applications followed by implementing the identified applications. Factors should be also identified for evaluating the identified applications justifying why educators feel confidence for utilizing internet based applications in classrooms (Tafesse, 2015). Yamakanith (2014) reviewed 60 faculty members in 12 management institutes in India and uncovered that powerful training related internet based applications urges educators to utilize such applications in their educating and enhances confidence in their capacity to incorporate applications into their educating methods. Additionally, Carson (2010) affirmed that educators' starvation for technology is an essential determinant for education related internet based applications.

Internet based applications encourage educating by providing feedback mechanism for assessment and enhancing learning as well as classroom management. As of now, various Internet based applications are accessible to educators, who must look at the points of interest and drawbacks of each application to comprehend when to utilize, how to utilize, and which application to use in classroom. Utilizing the suitable application encourages educating and builds learning effectiveness, along these lines raising students' interests in learning. Educators' detailed understanding of internet

based educating techniques and course subjects encourage the viability of utilizing internet based applications in education (Baird & Parasnis, 2011). Moreover, educators can consistently programs to upgrade their technical knowledge require to gaining efficiency with such applications (Casado, Navarro, Wensley, & Solano, 2016). Numerous instructional programs help educators to incorporate internet based applications into their classroom and course structures (Yuksel, Milne, & Miller, 2016). Standard execution of internet based applications in management education is vital for improving learning impediments. By surveying over 400 management students at the various Universities in the India, Arora & Predmore (2013) uncovered that internet based applications enhance students' learning and work execution after graduation and, that enhanced technological effectiveness is the essential driver of these enhancements. Moreover, researcher demonstrated that internet based applications are progressively helpful for communication and content generation purposes than for learning and educating purposes. In management education and all educational sectors, educators play the major job for both conventional teaching as well as technology based teaching (Zarkada & Polydorou, 2014).

Chen R. (2012) utilized subjective and quantitative methodologies to understand the social impression of management faculty towards internet based applications and explained that educators are quite traditionalist in their view of usage of internet based applications for classroom teaching. However, an effective usage of internet based applications devices generally depends on the skills of educators. Berman & Katona (2013) also supported that the skills of educators influence the systematic usage of internet based applications. Nosko, Wood, & Molema (2010) examined the attitude of students towards the significance of internet based applications for studies in management education and uncovered that students especially more technology freak had an uplifting attitude towards internet based applications. They additionally mentioned that only few students had a negative attitude towards the utilization of internet based applications as an educating tool. Berthon, Pitt, Plangger, & Shapiro (2012) surveyed 120 management students (marketing domain) and demonstrated that students with moderate online and social media background were less reluctant to consider extra technological advances to their classrooms, for example, different types of internet based applications. Correa, Hinsley, & Zuniga (2010) directed an online survey to management students in order to examine the connection between performing multiple tasks with internet based applications and their academic results. The outcomes uncovered that the utilization of Whatsapp while completing their academic activities, by and large extent adversely influences the academic performance. Chevalier & Mayzlin (2006) conducted survey on 186 management students in an exploratory structure and stated that students who utilized online review system were having significantly positive attitude towards the course completed. Online review system improves students' feedback and communication (Mazer, Murphy, & Simonds, 2007). Conventional classroom settings have limited feedback as well as communication opportunities, lack of innovation limit student learning. Accordingly, the utilization of internet to help educators to promote education and students in learning. Chen, Fay, & Wang (2011), as indicated by a study of management institutes' directors in India, the principle focal points of internet based applications are that they empower access to information and advance data partaking in learning through the Internet. For instance, SlideShare is one of the internet based application used for content creation and publication. Google plus and Google Docs helps classroom learning by empowering students to finish their assignments online. Even social media sites can be used as a communication and socialization platform, they have a high potential to help learning. The two most broadly utilized social media sites are Facebook and LinkedIn with reference to management institutes (Boyd & Ellison, 2008). Based on literature review and our exploratory research, this research paper classified internet based applications devices into five general categories: feedback, classroom management, content creation and publication, communication, and social media.

Along these lines, this research paper investigated students' and educators' attitude towards utilization of internet based applications in management education.

METHODOLOGY

Sample

Management education is one the most popular stream of education; accordingly, identifying teaching exercises and strategies that empower students to associate their skill development for their future business or job is urgent. Educating exercises fundamentally include educators and students, and the perspectives proposed in related research turn out to be more precise when the both players are included in the research frame. In the evolution of the technology i.e. internet based applications India is positioned second worldwide with 460 million active internet users followed by China i.e. 770 million users (Government of India, 2018). With one of the highest internet users consequently, the present research paper investigated the attitude of educators and students towards internet based applications in the management education in India. The research frame included management faculty and management students from the Amity Business School (ABS), Fortune institute of International Business (FIIB) and New Delhi Institute of Management (NDIM); the examination test contained 46 educators, 190 students pursuing post-graduation and 151 students pursuing graduation in the selected management institutes as shown in Table 1.

Table 1. Sampling frame

Name of Institute	Educators	Students	
		Pursuing postgraduate	Undergraduate
<i>Amity Business School (ABS)</i>	19	73	58
<i>Fortune institute of International Business (FIIB)</i>	14	65	44
<i>New Delhi Institute of Management (NDIM)</i>	13	52	49
Total	46	190	151

Sampling Method

Before leading a questionnaire study, author presented the selected internet based applications in a pilot study. The subject of the pilot study was ‘utilizing internet based applications in the executives learning’; the five internet based applications were presented through the questionnaire and changes were made in the questionnaire based on the outcomes of the pilot study. Next, author presented the structured questionnaire to the selected sample using cluster sampling technique, which were urged to make responses and talk about the internet based applications. With reference to collection of data author utilized online as well as offline input framework i.e. Google forms and manual questionnaires. Respondents with Internet-competent gadgets finished the surveys by signing into the framework through their gadgets (e.g. cell phones, tablet PCs, and workstations).

Questionnaire Design

Author classified internet based applications into five domains; feedback, classroom management, content creation and publication, communication, and social media; an aggregate of 11 internet based applications were utilized. Author accumulated the poll information through an online (Google forms) as well as offline mode (manually entering data). The questionnaire is based on a 5-point Likert scale and highlighted inquiries for students and as well as educators. Questionnaire presented to the students and educators contrasted marginally. For the students, the inquiries includes whether they trusted that the internet based applications help to enhance their learning (1=disagree; 5=agree), whether it would help them in their future (1=disagree; 5=agree), whether they needed their educators to utilize

internet based applications as showing support in class (1=disagree; 5=agree). For the educators, the inquiries were whether they considered the internet based applications valuable in educating in their respective classrooms (1=disagree; 5=agree) and whether utilization of internet based applications uplifts the quality of their teaching (1=disagree; 5=agree).

Internet Based Applications

The Internet based applications domains: feedback, classroom management, content creation and publication, communication, and social media are described as follows:

- **Feedback:** Three internet based applications were used for such domain: e-feedback. The e-feedback, group of onlookers feedback framework i.e. classroom feedback framework, and, electronic casting a ballot framework were delegated prompt feedback frameworks. By incorporating internet based applications into feedback exercises, educators can procure data on students' responses to course content amid class and actualize quick alterations, rendering the learning exercises more adaptable. Gadgets that can be utilized to get to e-feedback incorporate cell phones, computers and other online options. Past research on feedback has confirmed that it enhances student learning results. In Google forms, students can comment, compare, and offer data by utilizing the web link, significant data can be shared utilizing the application, and talk about subjects by utilizing the web link. In Zonka, students can express their suppositions through audio video capacities (for example educators can leave voice can be shared for their students' homework) and append reference materials and students can respond to such inputs accordingly.
- **Classroom management:** Two classroom management applications based on internet were presented: Internal application of the institute and iTeacherbook. Internal application, which is an institute based application, empowers teachers to make instructive content, record audio, share data, and, control students' computers remotely by utilizing a tablet. The iTeacherbook uses computerized control frameworks (equipment) in classrooms (for example multifunctional computerized classrooms) to encourage datable student– educator associations (for example video based educating or video conferencing).
- **Content creation and publication:** Three content creation and publication based applications were presented: Blogger, Scribd and Slideshare. Blogger empowers users to present their ideas and thoughts in blogs to encourage the joining of clear and enhanced content; this application is effective at the point when students have high internet skills. Scribd empowers students to combines internet resources and mixed media for accessing verifiable information sequentially. Users enter the keywords associated to the query into the enquiry page, the recorded data appear in results page in form of text, pictures or video which generally more engaging. Slideshare share PowerPoint files on different points (for example innovation and training), offer proposals through messages.
- **Communication:** Two communication based internet based applications were presented: Google plus and Whatsapp. The most widely recognized elements of these applications, for example, correspondence, document sharing, and coordinating. For example Gmail, Google+. Whatsapp gives an informal and more convenient stream of communication for users, which spares time in growing new communication starting with no outside help. Since the information is spared in a cloud framework, they can be shared and cooperatively altered on the web.
- **Social media:** Two social media sites: Facebook and LinkedIn, through these social media applications, educators can cooperate with students whenever and give incite guidance through updating on application.

FINDINGS

This examination researched whether internet based applications helped students in associating their learning with their future work and whether the educators considered the instruments valuable. The assessments of the understudies and educators with respect to internet based applications were contrasted with look at the similitudes and contrasts, the consequences of which may fill in as a kind of perspective for educators. Statistical analysis of the understudy was led utilizing SAS University edition.

For Students

Table 2 displays the mean and standard deviation values of the Internet based applications in learning, which was assessed utilizing a 5-point Likert scale. Generally, the most supportive internet based application was communication (M= 3.45, SD = 0.923), trailed by social media (M= 3.31, SD = 1.166). Both pursuing post graduating students and undergraduates showed that the internet based applications were most useful in their learning. In focused conditions, communication and feedback facilities have turned out to be progressively more required.

Table 2. Mean and Standard deviation of domains for enhancing leaning

Domain	Applications	Pursuing postgraduate students		Undergraduate students	
		Mean	SD	Mean	SD
Feedback	e-feedback	3.423	0.964	3.242	1.281
	Google forms	3.875	1.341	3.672	1.641
	Zonka	1.324	0.932	2.128	1.174
Classroom management	Internal system	3.435	1.190	3.231	1.761
	iTeacherBook	1.347	1.253	1.561	0.986
Content creation and publication	Blogger	1.932	0.941	2.136	1.453
	Scirbd	3.491	1.101	2.921	1.631
	Slideshare	2.981	1.320	3.975	1.141
Communication	Google products	4.234	0.792	3.904	0.295
	Whatsapp	3.874	1.342	4.231	0.952
Social media	Facebook	3.612	0.901	3.531	1.131
	LinkedIn	3.347	0.923	2.561	1.986

Source: Author's compilation

Educators must urge communication among students to urge feedback and coordination (Anderson, 2016); in expansion, they should encourage internet based applications amongst students, who prefer regularly updating their sentiments, communicating their perspectives, and communicating through social media (Kumar, Bezawada, Rishika, Janakiraman, & Kannan, 2016). These results indicates that students prefer utilizing internet based applications to work together, associate, and impart with their fellow students.

For Enhancing Learning

As to feedback applications, undergraduate students showed that the e-feedback applications (M= 3.247, SD = 1.281) and Google forms (M= 3.875, SD = 1.341) assisted with their learning, students pursuing post-graduation students reacted that both the e-feedback (M= 3.423, SD = 0.964) also, Google forms (M= 3.672, SD = 1.641) encouraged their learning. As to feedback applications, Zonka

was diminishingly useful in learning for post-graduation students ($M = 1.324$, $SD = 0.932$) than for undergraduate students ($M = 2.128$, $SD = 1.174$).

Concerning classroom management based on internet applications, the post-graduation students announced that internal applications ($M = 3.435$, $SD = 1.190$) was accommodating in their learning since it provide data related to class assignments sequentially, permitting them to comprehend the conditions encompassing different issues amid communication and empowering them to discover better on the other hand, the undergraduates demonstrated that internal applications ($M = 3.231$, $SD = 1.761$) and iTeacherbook for students pursuing post-graduation ($M = 1.347$, $SD = 1.253$) for undergraduates ($M = 1.561$, $SD = 0.986$) were the less accommodating as classroom management tool based on internet. As to content creation and publication, undergraduate students showed that Scribd ($M = 2.921$, $SD = 1.631$) and Slideshare ($M = 3.975$, $SD = 1.141$) assisted with their learning, students pursuing post-graduation reacted that both the Scribd ($M = 3.491$, $SD = 1.101$) and Slideshare ($M = 2.981$, $SD = 1.320$) encouraged their learning. As to content creation and publication, blogger was diminishingly useful in learning for post-graduation students ($M = 1.932$, $SD = 0.941$) than for undergraduate students ($M = 2.136$, $SD = 1.453$). With respect to communication Google products for students pursuing post-graduation ($M = 4.234$, $SD = 0.792$) and undergraduates ($M = 3.904$, $SD = 0.295$) and Whatsapp for students pursuing post-graduation ($M = 3.874$, $SD = 1.342$) and undergraduates ($M = 4.231$, $SD = 0.952$) were the most supportive among all the Internet based applications. These applications empowered the students to finish their education by sharing documents, teaming up content for creation and publication, and taking part in sharing. Concerning social media, the post-graduation students announced that Facebook ($M = 3.612$, $SD = .901$) was empowering them to discover better on the other hand, the undergraduates demonstrated that Facebook ($M = 3.531$, $SD = 1.131$) and LinkedIn for students pursuing post-graduation ($M = 3.347$, $SD = 0.923$) for undergraduates ($M = 2.561$, $SD = 1.986$) were the less accommodating as a social media tool.

Help in Future

As to feedback applications, undergraduate students showed that Google forms ($M = 3.124$, $SD = 1.698$) may help them in future and other hand e-feedback ($M = 1.324$, $SD = 1.219$) and Zonka ($M = 1.294$, $SD = 1.325$) didn't have highly positive results, Students pursuing post-graduation reacted that both the e-feedback ($M = 2.128$, $SD = 1.423$) and Google forms ($M = 2.492$, $SD = 0.993$) might be partially helpful in future. Zonka was diminishingly useful in learning for post-graduation students ($M = 1.092$, $SD = 0.795$). Concerning classroom management based on internet applications to help in future, the post-graduation students announced that internal applications ($M = 1.063$, $SD = 0.764$) was not accommodating in their future since it doesn't provide data related to future assignments on the other hand, the undergraduates demonstrated that internal applications ($M = 1.674$, $SD = 1.942$) and iTeacherbook for students pursuing post-graduation ($M = 1.034$, $SD = 0.215$) for undergraduates ($M = 1.674$, $SD = 0.942$) were also less accommodating for their future. As to content creation and publication, post-graduate students showed that Scribd ($M = 1.733$, $SD = 1.216$) and Slideshare ($M = 2.431$, $SD = 0.117$) assisted with their learning, undergraduate students reacted that both the Scribd ($M = 2.417$, $SD = 1.933$) and Slideshare ($M = 3.416$, $SD = 0.986$) will encourage them in future. As to content creation and publication, blogger was progressively useful in future for post-graduation students ($M = 3.149$, $SD = 0.786$) than for undergraduate students ($M = 2.318$, $SD = 1.928$). With respect to communication Google products for students pursuing post-graduation ($M = 3.687$, $SD = 0.931$) and undergraduates ($M = 2.986$, $SD = 1.821$) and Whatsapp for students pursuing post-graduation ($M = 3.421$, $SD = 1.648$) and undergraduates ($M = 3.412$, $SD = 1.239$) were the most supportive among all the Internet based applications. These applications empowered the students to get skilled for better communication. Concerning social media, the post-graduation students announced that Facebook ($M = 2.956$, $SD = 1.694$) was empowering them to socialize better on the other hand, the undergraduates demonstrated that Facebook ($M = 3.456$, $SD = 1.872$) and LinkedIn for students

pursuing post-graduation ($M= 3.181$, $SD= 1.986$) for undergraduates $M= 3.925$, $SD = 1.295$) were the also well accommodating as a social media tool (Table 3).

Table 3. Mean and Standard deviation of domains for help in future

Domain	Applications	Pursuing postgraduate students		Undergraduate students	
		Mean	SD	Mean	SD
Feedback	e-feedback	3.423	0.964	3.242	1.281
	Google forms	3.875	1.341	3.672	1.174
	Zonka	1.324	0.932	2.128	1.641
Classroom management	Internal system	3.435	1.190	3.231	1.761
	iTeacherBook	1.347	0.253	1.561	0.986
Content creation and publication	Blogger	1.932	0.941	2.136	1.453
	Scirbd	3.491	1.101	2.921	1.631
	Slideshare	2.981	1.320	3.975	1.141
Communication	Google products	4.234	0.792	3.904	0.295
	Whatsapp	3.874	1.342	4.231	0.952
Social media	Facebook	3.612	0.901	3.531	1.131
	LinkedIn	3.347	0.923	2.561	1.986

Source: Author's compilation

Need to be Used in Class

As to feedback applications, post-graduate students showed that the e-feedback applications ($M= 3.621$, $SD = 1.225$) and Google forms ($M= 3.952$, $SD = 0.936$) need to be used in classrooms for undergraduates reacted that both the e-feedback ($M= 3.581$, $SD = 0.956$) also, Google forms ($M= 3.014$, $SD = 1.415$) should be used in classrooms. As to Zonka was diminishingly useful in classrooms for post-graduation students ($M = 2.483$, $SD = -1.984$) than for undergraduate students ($M= 2.783$, $SD = 0.823$).

Concerning classroom management based on internet applications, the post-graduate students announced that internal applications ($M= 2.978$, $SD = 0.845$) was accommodating in their classroom since it provide effective communication, on the other hand, the undergraduates demonstrated that internal applications ($M= 3.452$, $SD = 0.893$) and iTeacherbook for post-graduate students ($M= 2.145$, $SD= 1.231$) for undergraduates $M= 3.694$, $SD = 0.793$) were the less accommodating as classroom management tool based on internet. As to content creation and publication, post-graduate students showed that Scribd ($M= 2.013$, $SD = 1.232$) and Slideshare ($M= 2.717$, $SD = 1.945$) assisted to be used in classroom, undergraduate students reacted that both the Scribd ($M= 2.846$, $SD = 1.213$) and Slideshare ($M= 3.943$, $SD = 1.937$) assisted to be used in classroom. As to content creation and publication, blogger was progressively useful in classroom for post-graduate students ($M = 2.651$, $SD = 1.145$) than for undergraduate students ($M= 2.124$, $SD = 0.976$). With respect to communication Google products for post graduate students ($M= 4.561$, $SD = 1.987$) and undergraduates ($M= 3.874$, $SD = 1.215$) and Whatsapp for post-students ($M= 4.104$, $SD = 1.345$) and undergraduates ($M=3.572$, $SD = 0.997$) were the most supportive among all the Internet based applications. Concerning social media, the post-graduate students announced that Facebook ($M= 2.975$, $SD = 1.326$) was empowering them to discover better on the other hand, the undergraduates demonstrated that Facebook ($M=3.195$, $SD = 1.485$) and LinkedIn for post-graduate students ($M= 3.412$, $SD= 1.792$) for undergraduates $M= 2.851$, $SD = 1.293$) were the less accommodating as a social media tool (Table 4).

Table 4. Mean and Standard deviation of domains for need to be used in classroom

Domain	Applications	Pursuing postgraduate students		Undergraduate students	
		Mean	SD	Mean	SD
Feedback	e-feedback	3.621	1.225	3.581	0.956
	Google forms	3.952	0.936	3.014	1.415
	Zonka	2.483	1.984	2.783	0.823
Classroom management	Internal system	2.978	0.845	3.452	0.893
	iTeacherBook	2.145	1.231	3.694	0.793
Content creation and publication	Blogger	2.651	1.145	2.974	0.976
	Scirbd	2.013	1.232	2.846	1.217
	Slideshare	2.717	1.945	3.943	1.937
Communication	Google products	4.561	1.987	3.874	1.215
	Whatsapp	4.104	1.345	3.572	0.997
Social media	Facebook	2.975	1.326	3.195	1.485
	LinkedIn	3.412	1.792	2.851	1.293

Source: Author's compilation

For Educators

Value to Their Classroom

As to feedback applications, educators showed that the e-feedback applications ($M=3.843$, $SD=1.257$) and Google forms ($M=2.878$, $SD=0.832$) added value to their classroom. As to feedback applications, Zonka was diminishingly valuable for educators in their respective classrooms ($M=2.135$, $SD=0.812$). Concerning classroom management based on internet applications, the educators announced that internal applications ($M=3.354$, $SD=0.987$) added value to their classroom the other hand, iTeacherbook for educators ($M=2.831$, $SD=1.003$). As to content creation and publication, educators showed that Scribd ($M=2.326$, $SD=1.215$) and Slideshare ($M=2.075$, $SD=1.114$) added value to their classroom, blogger was diminishingly useful in classroom for educators ($M=2.104$, $SD=1.312$). With respect to communication Google products ($M=3.352$, $SD=1.007$) and Whatsapp for educators ($M=2.986$, $SD=1.415$) were the most supportive among all the Internet based applications. Concerning social media, the educators announced that Facebook ($M=2.745$, $SD=0.985$) was empowering them to communicate and socialize better on the other hand, LinkedIn ($M=2.915$, $SD=1.123$) was the more accommodating as a social media tool (Table 5).

Uplifts the Quality of Teaching

As to feedback applications, educators showed that the e-feedback applications ($M=3.945$, $SD=1.337$) and Google forms ($M=2.784$, $SD=0.876$) uplifts the quality of teaching. As to feedback applications, Zonka was diminishingly uplifts the quality of teaching ($M=2.125$, $SD=1.115$). Concerning classroom management based on internet applications, the educators announced that internal applications ($M=3.574$, $SD=1.017$) and iTeacherbook for educators ($M=2.971$, $SD=1.462$) uplifts the quality of teaching. As to content creation and publication, educators showed that Scribd ($M=3.421$, $SD=1.903$) and Slideshare ($M=4.156$, $SD=1.482$) uplifts the quality of teaching, blogger was diminishingly useful in classroom for educators ($M=2.104$, $SD=1.312$). With respect to communication Google products ($M=4.190$, $SD=1.283$) and Whatsapp for educators ($M=3.784$, $SD=1.072$) were the most supportive among all the Internet based applications. Concerning social media, the educators announced that Facebook ($M=2.256$, $SD=1.325$) was empowering them to uplifts the quality of teaching on the other hand, LinkedIn ($M=2.974$, $SD=0.987$) was the more accommodating as a social media tool (Table 6).

Table 5. Statistical data of respondents

<i>Domain</i>	Applications	Faculty members	
		Mean	SD
Feedback	e-feedback	3.843	1.257
	Google forms	2.878	0.832
	Zonka	2.135	0.812
Classroom management	Internal system	3.354	0.987
	iTeacherBook	2.831	1.003
Content creation and publication	Blogger	2.104	1.312
	Scirbd	2.326	1.215
	Slideshare	2.075	1.114
Communication	Google products	3.352	1.007
	Whatsapp	2.986	1.415
Social media	Facebook	2.745	0.985
	LinkedIn	2.915	1.123

Source: Author's compilation

Table 6. Statistical data of respondents

<i>Domain</i>	Applications	Faculty members	
		Mean	SD
Feedback	e-feedback	3.945	1.337
	Google forms	2.784	0.876
	Zonka	2.125	1.115
Classroom management	Internal system	3.574	1.017
	iTeacherBook	2.971	1.462
Content creation and publication	Blogger	3.274	1.045
	Scirbd	3.421	1.003
	Slideshare	4.156	1.482
Communication	Google products	4.190	1.283
	Whatsapp	3.784	1.072
Social media	Facebook	2.256	1.325
	LinkedIn	2.974	0.987

Source: Author's compilation

Implications

This investigation has a few managerial implications. Students believed that communicational applications aid their learning and develop their future skills; educators likewise regard that social media sites and communicational applications valuable in educating. Hence, educators must consider the significance of internet based applications when planning their courses and incorporate these sorts of applications into their educating. Besides, urging students to utilize communicational applications it is recommended to add content creation & publication applications in standard aggregate curriculum to accomplish better content work through learning and build up students' data associations inside the general course. However, educators must note that if students use Facebook more often as possible while examining, their academic performance is contrarily influenced (Akar & Topcu, 2011). In this manner, educators must underline the usage pattern for social media sites in the educational programs structure.

Educators firmly support the feedback applications as consistent input from students would help educators in improving their education procedure empowers them to end up progressively connected with students, subsequently creating better students (Ainin S., Parveen, Moghavvemi, Jaafar, & Shuib, 2015). However, numerous management educators are caught not utilizing and feedback procedures, which are considered to be negative. Therefore, the utilization of internet based applications empowers educators to expeditiously see how much students have learned in a class and to recognize how such frameworks assist students with their learning and future business. E-feedback applications have advanced educators to make changes in their strategies as the requirement, and educators additionally give feedback to students through various internet based applications. For instance, Google forms empower educators to get feedback through student accounts straightforwardly in their respective accounts. Internet based applications that encourage student– educator connections reinforce student– educator connections (Men & Tsai, 2013).

Both students and educators want to utilize internet based applications in class. Since most students aware about internet based applications, they require no guidelines on the best way to utilize them. Educators should routinely put time and exertion in incorporating internet based applications into their educating. Educators hope to get extra work environment preparing programs on creating courses that include utilizing internet based applications in class. Since educators certainty and capacity to utilize internet based applications impact their resulting utilization of such innovation in class, improving their certainty and convictions in utilizing internet based applications is impressively essential. As per statistics, post-graduate students have a progressively positive attitude towards internet based applications contrasted and their undergraduate students. However, in this investigation, post graduate students felt more unequivocally about incorporating internet based applications into learning exercises. This finding agrees with that of Amichai (2008), who contended that post-graduate students' exhibit more grounded self-adequacy when gaining data and creating research systems for utilizing internet based applications. This recommends management students can be sorted out in a gathering when utilizing internet based applications to improve examine intrigue. Besides, following internet based applications, management students should learn to adapt rather than learn to clear exams (Asheim & Coenen, 2007).

CONCLUSION

As of now, management education is changing and incorporating technology into educating to enhance learning. In any case, extra endeavors are required to upgrade learning experience by utilizing internet based applications. In traditional management education system, the students are asked to present presentations, conduct case studies, and work together with one another, while educators are relied upon to text books. However, no contemporary learning or instructing methods have been given to students and educators. Consequently, this examination explored students and educator attitude utilizing internet based applications for learning. This examination additionally gives valuable descriptions of the distinctive kinds of internet based applications to the students and educators and how they can use internet based applications in their learning and educating forms.

The outcomes can be summarized as follows: first, from the students' point of view, communication and social media as internet based applications were most useful in learning, as well as future and can be utilized in classes. Second, educators trusted that e-feedback applications, internal class management applications, communicational applications, and social media applications were helpful in add value to the classroom and uplifts the quality of teaching. Third, understudies and educators prefer to use internet based applications in class. At last, post- graduate students were more concerned to have educators to use internet based applications in educating.

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