GENDER DISPARITIES IN USAGE OF E-PORTAL WITH DIGITAL MEDIA IN PAKISTAN: ACCEPTABILITY AND IMPACTS ON UNIVERSITY STUDENTS DURING COVID-19

Babar Hussain Shah
Assistant Professor, Department of Mass Communication,
Allama Iqbal Open University Islamabad, Pakistan
babar.hussain@aiou.edu.pk

Sana Rashid
PhD Fellow, Department of Mass Communication,
Allama Iqbal Open University Islamabad, Pakistan
sana.rashid18@yahoo.com

Malik Adnan
Assistant Professor, Department of Media Studies, The Islamia University of Bahawalpur.
dr.adnan@iub.edu.pk

ABSTRACT
Several societal issues were resulting from the epidemic across the world. In such a situation there is a dire need to switch traditional methods of teaching and learning to Learning management systems in the educational sector. A casual learning process was aided by the approval, adaptation, and utilization of the LMS, E-Portal in this scenario. A Media System Dependency Theory approach is used to analyze the effects of e-portal LMS Acceptance and its impact on educational performance and results as well. In Islamabad, Pakistan, n= 300 students from Allama Iqbal Open University participated in the study. During the Covid-19, quantitative analysis revealed that there were some differences between the genders in the approval of the Aaghi LMS Portal as an e learning platform. Similar results were found between female students and traditional learning, as well as male students and their acceptance of Aaghi LMS Portal as an e-learning platform. As a result of the inferential statistics, students' academic achievement throughout Covid-19 was positively affected by Aaghi LMS Portal as an e-learning Platform. Researchers found that gender disparities moderately hinder the Aaghi LMS Portal as an e-learning platform during the Covid-19 pandemic. It has been proved that E-learning improves academic accomplishment, but decision-makers must rethink existing strategies to guarantee that the Aaghi LMS Portal as an e-learning medium is equally appropriate for all students, regardless of their background.
Keyword's: Gender Disparities, E-Portal, Covid-19, E-Learning, Aaghi, LMS, Acceptance, Students, Academic, Achievements, University Students, AIOU.

INTRODUCTION
Education is a key factor in achieving cultural and financial success. It is feasible to strengthen yourself more effectively if most people are educated. Learning as well as improvement of living standards go hand in hand, as Capital Theory and Signaling Theory both confirm (Mergel, 2012). We may also infer that learning is a basic requirement rather than a commodity based here on an idea. The significance of learning, either direct or indirect, cannot be overstated (Llamazares de Prado, 2021). As per (Khodzhaevich et al., 2020), rights to learn a new technique to successfully offer education. They also realize that learning has a positive impact on all elements of someone's life, including constitutional provisions (Muedini, 2015). Since Article 13 of the Universal Declaration on Financial, Society, or Intercultural Responsibilities stipulates that all governing bodies are required to ensure access to learn for everyone, we may evaluate the value of an education. Each state has agreed to provide equitable educational opportunities for the person their personalities, gain self-confidence, and positively contribute to society. Learning will allow everyone to cooperate in order in a democratic society (De Schutter, 2018).

And if you're in a crisis or a war situation like a natural disaster or current covid-19 situation, it's more difficult to provide knowledge for everyone. Our decision to close academic institutions during current health care crises (Covid-19) is associated with risk strategy (World Health Organization, 2020). A fast change beyond traditional teaching into internet-based instructional strategies is now the only way to keep education and learning methods going on (Gaffar & Septyandi, 2020). As a result, individuals are empowered to take charge of their own lives and pursue new avenues for self-transformation. It's incredibly significant now, whenever the world faces several shifting socioeconomic developments (N. Ali et al., 2020) agree on the point that Authorities and users have been greatly affected mostly in the educational sector. As per (Haasler, 2020), university administrators, state governments, teachers, all learners have to be flexible in adopting online to tackle the greater educational problems created by Covid-19. As a result of this change, both industrialized and poor areas have become increasingly highly dependent on the internet for teaching content. Educational establishments in poor countries, such as Pakistan, have also switched from formal instruction to web-based education (Müller et al., 2021).

LMS (Learning Management systems significantly supports (Edelhauser & Lupu-Dima, 2020). Covid-19 had a significant impact on Pakistan's modern learning scheme, as (Mumtaz et al., 2021) mentioned. As if the country didn't also have a lot of problems in the classroom, Covid-19 made things even worse. Since LMS integration into education was perceived as difficult by educators, studying damages occurred (Qazi et al., 2020). However, eLearning's approval may be hindered by some demographic variables (Qazi et al., 2020). When it comes to online education, the concept of women can play a more substantial role, as we have seen in the past (Ansar et al., 2020). It has been mentioned by (Ong & Lai, 2006) that differences between the sexes exist inside the affirmation of online Aaghi LMS Portal, however, they are not significant. Between boys and girls, there are also distinctions inside the feeling of obligation. More research is needed to confirm this finding (Just, 2021). Since gender gaps in online acceptability may exist, this study also investigates these inconsistencies during the Covid-19 crisis in Pakistan (I. Ali et al., 2021).A better level of relevance and generalizability is achieved by using primary resources. For this reason, education will be discussed in general terms in the first portion of the research article. This section focuses on the gender disparities in eLearning acceptability and its overall influence on students' educational achievement, as shown in the relevant research. These discrepancies were also examined during the Covid-19 controversy in Pakistani society because of the possibility that there are demographic disparities when it comes to online acceptance (Jibran Jamshed et al., 2020). Utilizing historical studies improves relevancy and generalization. As a result, education will be described in general terms in the first part of the research article's introduction. As evidenced by published studies, this section examines significant gender inequalities in online acceptance and its impact on student's educational success.

RQ1. In Covid-19, did male and female students differ in their acceptance of Aaghi LMS Portal as an eLearning platform?

RQ2. Is there any link between a female student and the traditional mode of learning during covid-19?

RQ3. Is there any link between a male student and e-learning during covid-19?

RQ4. Is there any Correlation between Aaghi LMS Portal acceptance and academic achievements of students?

REVIEW OF LITERATURE
Aaghi LMS Portal and gender disparities
In both rich and underdeveloped countries, the move from traditional learning environments to web-based education is becoming increasingly common. The adoption of e-learning systems among people, though, is influenced by certain demographic factors (Alnaser et al., 2020). As a result, the function of gender since a facilitating element is more prominent, as numerous research studies have shown that eLearning platforms adoption differs basis on gender. A higher percentage of people will accept it if they believe that eLearning platforms are budget efficient and simple to use. eLearning is also seen by many as an alternative to traditional learning methods (Ong & Lai, 2006). They also looked at the acceptability of eLearning platforms from South African learners inside the industrial sector, as evidenced by (Maduku, 2015). The results of the study, which included 191 participants, showed that there was a substantial difference between the male and females in the acceptability of eLearning platforms. Researchers determined that eLearning acceptability and integration among academic staff

and students is vastly different, underscoring the gender gap in technology use. In addition to digital learning and technical processes, we also consider eLearning to be an information and learning activity. Despite the fact how both men and women agree that it's important, there are some minor disparities between the sexes. Boys and girls in different educational institutes embrace and integrate eLearning in very different ways, emphasizing the gender gap in technology adoption. According to (Cuadrado-García et al., 2010). eLearning is defined as a technology-facilitated communication and instructional activity, but traditional classroom instruction does not. Students of both genders agree that it's important, yet there are still some gender disparities. User-to-user contact is a hallmark of eLearning, and gender disparities are prevalent in many situations. Children in France were asked about their technological adoption and views, which was confirmed by (Wongwuttiwat et al., 2020). As part of the research, n=184 respondents were asked, and data was collected. A low amount of gender disparities was found in the results. While LMS absorption is not very widespread at their schools, the participants stated that this is amongst the most main motives for gender disparities in LMS adoption. There are many efforts to uncover the causes for current gender inequalities in innovation adoption, even though the research is ongoing. A recent study by (Wongwuttiwat et al., 2020) also looked at gender disparities in the acceptability of education in France and found that there may be some. As a result, the researcher chooses 222 lecturers at Catholic Higher education institutions in Madrid as respondents. When asked about their views on LMS applications, several lecturers reported that they had different opinions based on their gender. Despite participants' acquaintance of online, a plurality of them seems to have different opinions about its incorporation & acceptability in the education sector. Female and male students' adoption of LMS Portals during Covid-19 is significantly different.

Traditional education and female students

Despite this, past research studies have shown that there are substantial gender disparities when it comes to the acceptance of LMS. Nevertheless, a sudden move between traditional education to LMS requires more thought. Educators and curriculum officials will be able to make it work to this interfering concept of gender if they can comprehend such disparities (Nikdel Teymori & Fardin, 2020). I believe that these gender disparities should therefore be explored in the context of the present Covid-19 epidemic, as well as the pupils' sociodemographic data (Al Kati & Asif Khan, 2021). As highlighted by (Santos et al., 2021), the healthcare crisis has forced educational systems to rethink their practices. Some pupils still choose knowledge acquisition over LMS despite the necessity for a quick transition. Several hurdles to LMS platform acceptability and implementation among uni students have been identified in the study. These hurdles may include equal access to educational-portal facilities, a lack of understanding of LMS, instructor reluctance, and sociodemographic characteristics, among other factors. As a result, the influence of gender on technological acceptability was one of the most significant. We found that the students were much more inclined than male students, on average, to believe that traditional learning methods were just more successful and dependable than online teaching. A similar finding was found in research done by (Siti Syarah et al., 2020) in which 269 Liberian volunteers were examined. Instructors and learners agreed that conventional learning is preferable to online in this instance. Sexual identity is a significant obstacle to LMS adoption in Liberia according to the study. The implementation of LMS in underdeveloped nations such as Pak on the other hand has the greatest opportunity to boost. But even if women prefer academic training, the regional and national education institutions can boost LMS adoption, improving internet education in this country's probability (Tewari et al., 2020).

H2: Female students prefer traditional mode of learning to online learning on Aaghi LMS portals during Covid-19

Student learning has been greatly boosted by the adoption and incorporation of the LMS (learning management system) in education. A large demographic element influences whether students globally will adopt Aaghi LMS Portal with its distinctive features. As an instance, Greek folks agree that LMS Portal is essential to obtaining a university degree. Despite this, men students tend than females to utilize LMS Portal (a Al-Adwan et al., 2013). Here, (A. Al-Adwan & Smedley, 2013) also observed gender disparities in LMS Portal as e-learning platforms acceptability among males and females. Male and female students embrace and use LMS in their academic journeys in different ways, as mentioned. Men are often more open to LMS than women, who are less interested in using Technology in education. (Al-Emran & Teo, 2020), on the other hand, confirmed the anticipated gender disparities and enthusiasm of male students to adopting LMS Portal. According to the study's findings, the study selects participants from n=137 institutions around Taiwan. Every single responder said that LMS Portal was

essential to them. Men see LMS Portal as more efficient, effective, and beneficial than women, according to these data. (Keržič et al., 2019), a study of gender disparities in the use of LMS across Students was also conducted. Men students tend than females to favor the LMS portal according to a survey of 443 students at the university. Because of the study, undergraduate respondents inside the overall Korean academic environment exhibited a positive attitude towards LMS Portals. Accordingly, the investigators found that the government must inform all learners about the relevance of the LMS Portal for the Korean schooling institution to progress even further(Valverde-Berrocoso et al., 2020) Undergraduate respondents are also more receptive to LMS Portal and so more likely to use it in their institutes. It's clear from his comments that male students are constantly turning to the LMS Platform as a means of adapting to that same Covid-19 epidemic. There is no threat to systematic methodology in the conventional learning system since it involves a structured classroom with an instructor lecturing in a face-to-face effective communication. Early on, the conventional setting was an important element of both the schooling institutions, however now, the emergence of many healthcare problems has significantly affected the current teaching approach globally(Thakker et al., 2021).

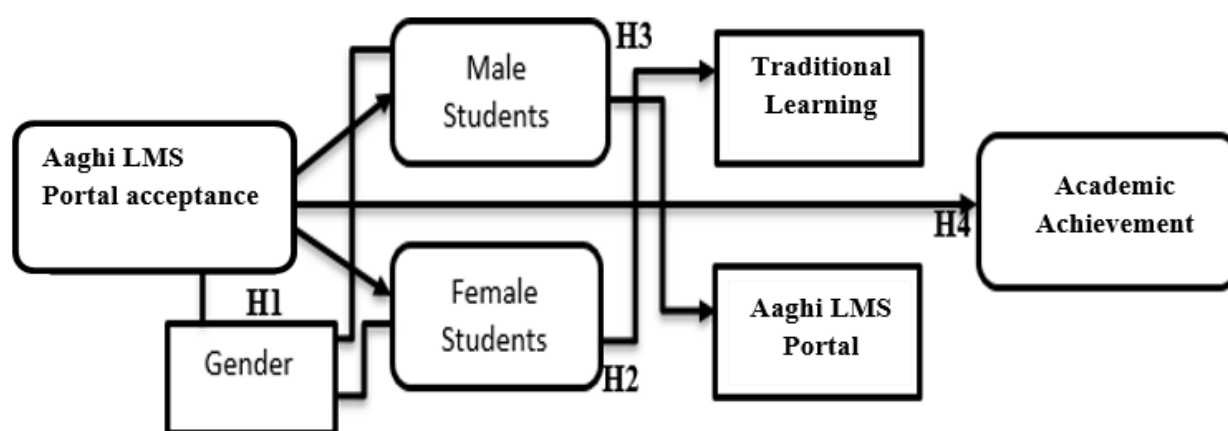**H3. Male students prefer Aaghi LMS Portal as e learning platform during Covid-19**

Figure 1: Conceptual Model

Academic achievements and Aaghi LMS Portal as an e-learning platform

In the present era, Aaghi LMS Portal as eLearning has an enormous influence on pupils' academic performance. University students who depend on Internet can continue their academic pursuits, especially amid the Covid-19 pandemic. Due to the lockdown situation, many people are forced to depend on diverse digital platforms for thought LMS Portal, posing several problems to a local govt (Fossen & Schweidel, 2017). If you adopt an internet learning management system in classrooms like (Zare et al., 2016), you'll be able to increase your kids' learning abilities, cooperation, connection with instructors, and technical abilities. Digital literacy in Universities and colleges will become even more important and valuable in today's society if lecturers and learners begin looking just at good elements of it. (Qazi et al., 2020) examined the acceptability of the Aaghi LMS Portal as an e-learning platform between instructors of universities and colleges in Pakistan to confirm the impact and responsibilities of eLearning on education. According to the study's findings, Aaghi LMS Portal is seen as a vital element of learning by participants, who credit this to an efficient crisis processing system in Covid-19. Thus, pupils' critical faculties and educational marks significantly improve their course work. Mostly in the opinion of (Chen, 2020) the LMS portal's extensive acceptability is due to its simplicity of use, meaningful consequences, and improved accessibility (ibid. In the absence of these characteristics, learners will not view eLearning as an important component of the educational experience. Due to the increased learning possibilities and enhanced artistic skills, kids will have a better future. Adoption and incorporation of eLearning may be traced back to differences in educational institutes. Today's educational institutions urge their students to be more creative and critical thinkers. Student performance and learning skills are largely beneficial to their academic system because these learners are communicators. In this case, the function of LMS portals is crucial, as both learners and staff immediately link eLearning with increased abilities and school achievement (Mailizar et al., 2021). Any academic institution relies on its learners to learn and expand through time while also gaining a good

reputation in the educational community. As a consequence, they use the Aaghi LMS portal as an eLearning platform, which has positive effects on academic scores and thinking skills (Haider & Al-Salman, 2020).

H4. In Covid-19, students' academic achievement is positively impacted by Aaghi LMS Portal as an e-learning Platform.

Theoretical Context

The main study hypotheses are supported by the media dependency hypothesis, formerly defined as media dependency theory. Sandra Ball-Rokeach and Melvin DeFluer created the Media System Dependency Concept in 1970, emphasizing the media's ability to meet certain social-psychological requirements (Nawi et al., 2020). For pleasure, learning, knowledge, & communications, individuals actively rely on multimedia (Lee, 2012). System Dependency of the Media Landscape Initial assumption of the theory is that someone depends upon media, so the essential can become in his/her life. As a result, media influences on one's psychosocial existence are more nuanced and deep (Kim & Jung, 2017) Another indicator of this issue is Aaghi LMS Portal as an e-learning platform use & student dependence (Luo, 2018). Learners are much more reliant on internet technologies to satisfy their online educational requirements, particularly throughout crises like Covid-19 (Jonkman et al., 2020). Having easy access to data and materials helps children with school pursuits by providing them with the necessary tools. The program also helps pupils to enhance their critical thinking skills, as well as overall educational success, by providing students all additional learning resources (Mehrad & Yousefi, 2018). The cross-sectional approach is used in this study because it allows for a quicker examination of the applicable phenomena while still obtaining generalizations (Taherdoost, 2018; Habes et al., 2020). A 5 Point Likert scale is used to gather the data, which consists of n=23 pertinent questions (n=3 demographic, n=20 factors) (Mazer et al., 2015). The study's measures for measuring gender differences have been implemented (Dael & Saif, 2017). It is also modified from a cross-sectional study in terms of academic achievement (Alhumaid et al., 2020). The researcher performed Inter - coder Reliability & Bivariate Pearson Correlational Analysis to ensure the validity & credibility of the research tool's elements (Xu et al., 2019). It is clear from the Cronbach Alpha Value of.898-.907 that all the variables in the study instrument are very trustworthy (Pandey & Tiwari, 2014). And there is a high association between the data collection instrument as well as the Pearson correlation analysis, which varies from.934** to.1.000*** (StatisticsSolutions, 2016). In the tables below, reliability and validity analyses are summarized.

Table No. 1. Intercoder Reliability Test

RH	Hypotheses	Cronbach Alpha value	Correlation	Statistical Analysis
H1	Aaghi LMS Portal >acceptance	.897	.000	Reliable
H2	Female Students>traditional learning	.888	.000	Reliable
H3	Male students>Aaghi LMS portal	.900	.000	Reliable
H3	Aaghi LMS Portal>Academic achievements	.907	.000	Reliable

Table No. 2: Bivariate correlation Analysis

Hypotheses	Aaghi LMS Portal >acceptance	Female Students>traditional learning	Male students>Aaghi LMS portal	Aaghi LMS Portal>Academic achievements
Aaghi LMS Portal >acceptance				
Female Students>traditional learning	.984**			
Male students>Aaghi LMS portal	.984**	1.000**		
Aaghi LMS Portal>Academic achievements	.951**	.934**	.934**	

Population and Sampling

This section discusses the study population and sample selection. Research focuses on Allama Iqbal Open University student's acceptance Of Aaghi LMS Portal acceptance on basis of gender and its impact on their academic performance in Pakistan, which are currently enrolled in Allama Iqbal Open University Islamabad. But owing to specific constraints in their study, the researcher randomly selects n= 300 students from n= 3 different academic levels BS M.Phil. and Ph.D. Students. As a result of simple random sampling, the sample was picked in the desired way and there were no biases just on basis of these studies (Mitra & Pathak, 2007).

To establish how often a given variable's value occurs, frequency and percentage calculations are the two most recommended methods (Mitra & Pathak, 2007). As a result of this, the present research entails calculating the frequency and percentage of demographical features. The frequency calculation is summarized in Table 3. On average, males made up 50.0% percent of the survey respondents, while women made up 50.0% percent of the respondents, according to the statistics. Like this, 56.6 % of respondents were aged 18-22, 29 percent were aged 23-27, 7.3 percent were aged 31 or older, and 7 percent were aged 27-30 years old, with 170 respondents aged 18-22 and 87 respondents aged 23-26. Students from undergrad through graduate school made up n=144 or 48%, n= 143 or 47.6% percent of respondents, while post-graduate students made up n= 13 or 4. percent.

Table No. 3. Demographic characteristics frequency and Percentage

Variables	Factor	Frequency	Percentage
Gender	Male	150	50%
	Female	150	50%
Age	18 to 22 years	170	56.6%
	23 to 27 years	87	29%
	28to 32 years	21	7%
	Above 33	22	7.3%
Education	Under graduation	144	48%
	Graduation	143	47.6%
	Post-graduation	13	4.3%

RESULTS OF THE STUDY AND DISCUSSION

Participant withdrawal was allowed, although overall there had been a 100% number of responses. According to the n= 150 or 50.0 percent of participants, males and females had different views on Aaghi LMS Portal acceptability and utilization. Young women are more inclined to rely on traditional learning techniques, according to n= 148 or 49.3 percent of respondents, whereas male students, according to n= 152 or 50.6% percent of respondents, choose the Aaghi LMS Portal route. A total of 146 respondents, or 48.6%, believed that Aaghi LMS Portal as an e-learning platform is a valuable instrument for maintaining teaching programs in times of crisis. As per the research (Luctkar-Flude et al., 2021), such findings confirm the existence of gender disparities in Aaghi LMS Portal as eLearning platform acceptability in general. The percent of people, n=146, or 48.6%, stated that they preferred conventional learning including during the Covid-19 epidemic. The majority of those people (n = 164) feel that conventional learning is superior to Aaghi LMS Portal learning, with 43/7 percent believing that direct instruction is superior. Sometimes during the Covid-19 epidemic, traditional learning is acceptable for n=148 or 39.5 percent of the people, since it gives more active on Aaghi LMS Portal chances. In the opinion of (56), the adoption and implementation of Aaghi LMS Portal as an e-learning platform throughout Covid-19 facilitate classroom instruction across all stages. As a result, learners are required to keep in touch with classmates and teachers, prolong current lessons, and obtain additional study materials. A total of 150 respondents (41.0%) said that they highly favor Aaghi LMS portal during Covid-19, whereas 148 users (49.0%) believe that it is an inferior choice when measured against traditional methods of learning, according to this research. When it comes to the impression of Aaghi LMS Portal acceptability, During Covid-19, n=147 or 39.2 percent of students believe that Aaghi LMS Portal as an e-learning platform fits into their study schedules and is convenient. Another 41.3 percent of respondents (n = 155) believed that Aaghi LMS Portal is convenient. When it comes to sustaining learning programmers, the participants (n=147 or 39.2 percent) believe that adopting eLearning (n=151 or 40.3 percent) makes the most sense. 39.7 percent of respondents, or n=149, also said that eLearning

is much more dependable and has a beneficial influence on learning methods. Less than half of the n=170 (45.3%) students benefit from various studying or rational analysis skills-building opportunities. Furthermore, the consequences of the Aaghi LMS Portal on academic achievement are an unavoidable phenomenon. Many research ((11,57–59) likewise verified considerable favorable benefits of the Aaghi LMS Portal on educators' educational performance. N=162 or 43.2% of those surveyed believe that Aaghi LMS Portal will help them achieve educational achievement amid the Covid-19 epidemic. N= 162 or 48.9% of students benefit from Aaghi LMS Portal because it helps students improve analytical higher-order cognitive abilities, according to the study. Apart from that, n= 48 or 39.5 percent of students believe that Aaghi LMS Portal has helped them (n= 147 or 39.2 percent) enhance their academic performances (n= 48 or 39.5 percent).

Table No.4 Analysis of Variance (Homogeneity test)

Variables	Factor	Levene stat	F	Level of Sig
Gender	Male	1362.349a	3.02	.011
	Female			
Age	18 to 22 years	1...283b	1.35	.241
	23 to 27 years			
	28to 32 years			
	Above 33			
Education	Under graduation	1.060c	858.4	.000
	Graduation			
	Post-graduation			

It also employs One-Way ANOVA to examine any potential mean differences between demographics and Aaghi LMS Portal acceptance as an e-learning platform, as well as a regression analysis of variance. The findings of just One Anova test are shown in Table 4. (ANOVA). Respondents' sexual identity (p.011) and educational level (p.000) did not appear to affect the mean values. There were significant mean disparities in age groups, although, with a p-value of.241.

5.2 Hypotheses Testing:

Independent Sample T-Evaluate was used in the current study to test the first research hypothesis: "There are substantial gender disparities regarding eLearning acceptability among male and female students throughout Covid-19". "Independent Samples t-Test" can be used for comparing two independent variables, as per (60). Higher mean differences imply a higher relevance level, according to the study. The T-Test findings are summarized in Table 5. A substantial difference between girls and boys was found when looking at acceptability & incorporation of the Aaghi LMS Portal, as measured by a level of significance greater than 0.061%.

Table No.5 Sample t-test

Variables	Mean	SD	t-value	f-value	Sig
Male	1.56	.526			
Female	1.54	.550	.362	3.542	.060**

Regression and Correlation Analyses

As there is just one independent factor inside a sample, we choose to use Simple Regression Analysis (61). The researcher controls all independent variables. The test analyzes how well factors are connected. Determining a potential link with an independent (EL) as well as a dependent variable was also made easier by using linear regression in the current study (AP). Both Tables 6 and 7 summarize overall Pearson Product moment correlation and Simple Linear Regression findings. The results of our research show that all the connections are significant and that H2, H3, and H4 have a high positive association. If r is more than or equal to 1,000**, then the probability is greater than or equal to 1,000. The study hypotheses have been approved & verified using inferential analysis because of this.

Table No.6 Correlations Analysis

Gender	Traditional Learning
Female student	1.000**
Sig level	.000
Gender	Aaghi LMS Portal
Male Student	.910**
Sig level	.000

Table No.7 Linear Regressions Analysis

S.no	Hypothesis	f	t-value	B-value	P-value
H4	AL>AA	2720.22	4.02	.11	.000**
		6	3	5	*

AL Aaghi LMS Portal acceptance and AA Academic achievement of students. According to (Herminingsih, 2021), authorities seem interested in preserving lives during the Covid-19 epidemic. In this case, the efforts adopted to prevent the spread of Covid-19 interfere with the states' obligation to offer opportunities for education to all (Fitriana & Siswantara, 2019). As a direct result of the first responder's attempts to preserve lives, the viral spreading cycle was severely hampered. Furthermore, the younger pupils were badly saddened by the outcome of knowledge capture and the appropriate educational load. Similarly, Covid-19 will undo the work over the last two years. Learning and education are being challenged, requiring innovative and strong approaches that deal with both the present difficulties, mainly in terms of teaching and learning (Müller et al., 2021). Aaghi LMS Portal as e-learning platform acceptability, integration, and adaptation in academic settings in this scenario is indeed highlighted by the current study. But the fact that Aaghi LMS Portal's acceptability is affected by gender is just a fascinating phenomenon. Although the use of the Aaghi LMS Portal as a learning management system and its inclusion becomes widely available, (Syah, 2020), the benefits cannot be realized if consumers do not want to utilize LMS Portal. Therefore, despite the current healthcare crisis, the gender disparity in Aaghi LMS Portal as an eLearning platform acceptability is undeniable.
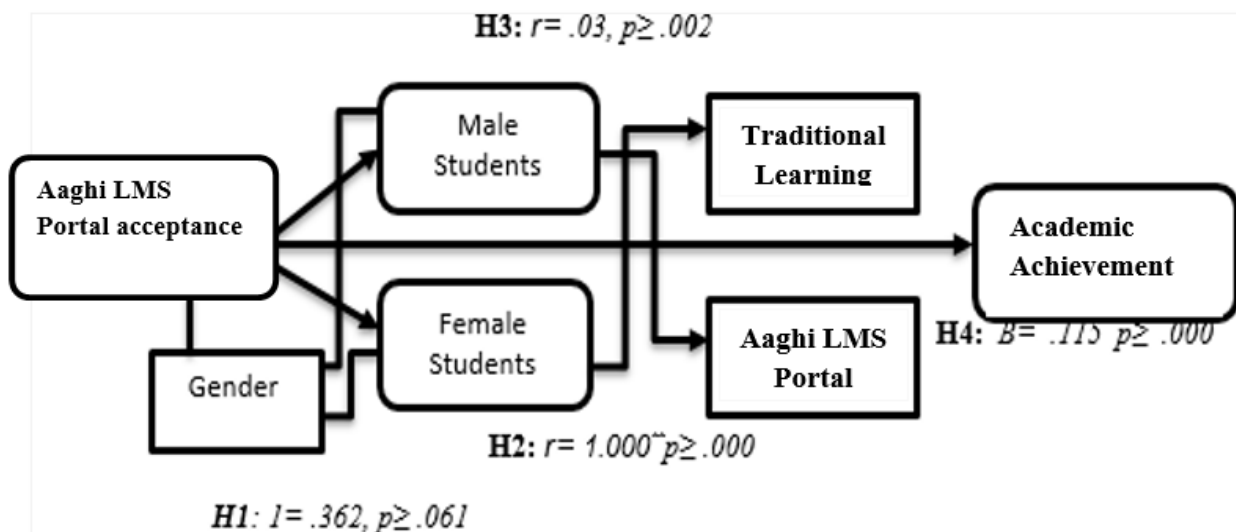
Even though gender has been shown to play a significant influence in Aaghi LMS Portal acceptability in earlier research, this potential difference remains during the Covid-19 epidemic (Milis et al., 2008). The role of the Aaghi LMS Portal as a learning management system in reducing the traditional school requirements throughout Covid-19 is dependent on Aaghi LMS Portal. Historically, undergraduate respondents are the most frequent users online. When it comes to their educational path, they're more inclined to accept innovation and use on Aaghi LMS Portal as just a vital component (Al-Azzam et al., 2020).

To increase Aaghi LMS Portal as e-learning platform usage in education, greater efforts are needed to increasing the LMS Portal acceptance among males and traditional learning adaptation among female students, according to the current analysis (Albufalasa et al., 2020). Due to Pakistan's status as a developing nation, technological uptake and adaptation is a rather gradual process in Pak. Owing to shut down and lockdown circumstances, this lengthy process inhibits efforts to maintain learning programs (Peters et al., 2011). As per (Shahid & Mughal, 2020), switching to online has been the only way to deal also with academic problems posed by the Covid-19 epidemic. Students must abide by the academic rules and switch to LMS Portal as an eLearning platform to restart their university studies and achieve their educational objectives. To stay at pace with the rapidly changing educational trends, eLearning offers more chances and potential (Saide & Sheng, 2021). Determining Aaghi learning

management system's importance in learning is further supported by Aaghi LMS Portal as eLearning's favorable effects on student achievement (Schleicher, 2020). There is evidence to suggest that Aaghi LMS Portal as an eLearning platform has substantial effects on learners' educational excellence (p.000). According to the experts, Aaghi LMS Portal had a good impact on students' educational excellence throughout Covid-19, according to a survey conducted by (Thandevaraj et al., 2021). Another explanation for Aaghi LMS Portal's success at Covid-19 has to do with the quickly shifting digitalization plays in education systems. However, a learning management system is more apt than in the past to encourage pupils and affect their learning achievement even amid the Covid-19 epidemic, as opposed to prior periods (Bordoloi et al., 2021). It was therefore necessary to include Aaghi LMS Portal as e-learning platform adoption and adaptation in the risk management framework even if Covid-19 hindered instructional activities (Jena, 2020).

CONCLUSION
As a result of the Covid-19 epidemic, this study looked at the importance of gender in Aaghi LMS Portal as e-learning platform adoption and its implications on student ability. There were relatively significant gender disparities in the acceptability of the Aaghi LMS Portal during Covid-19, according to quantitative data collected from closed-ended surveys. Female respondents were more supportive of traditional learning, while male students were so much more supportive of online as a means of sustaining academic operations in Pakistan. Gender plays a role in the conclusions, and that it's important to educate students just on the advantages of the Aaghi LMS Portal as an eLearning platform.
Limitations and Suggestions
However, even though this study examines gender as just an intervention variable throughout Covid19, there seem to be serious shortcomings. Firstly, the investigators solely used gender as a moderator effect, whereas there might be other characteristics that influence learner adoption of eLearning platforms. Using such a basic regression model instead of Structural Equation Modeling (Sem would have improved the validity of the results, which is another drawback. Further research on some other socioeconomic factors affecting Aaghi LMS Portal as e-learning acceptability is also recommended, notably during the Covid-19 epidemic.

REFERENCE
Al-Adwan, a, Adwan, A. A.-, & Smedley, J. (2013). Exploring student's acceptance of e-learning using technology acceptance model in jordanian universities. *International Journal of Education and Development Using Information and Communication Technology*.

Al-Adwan, A., & Smedley, J. (2013). Exploring students acceptance of e-learning using Technology Acceptance Model in Jordanian universities Amer Al-Adwan Applied Science University, Jordan. *International Journal of Education and Development Using Information and Communication Technology*.

Al-Azzam, N., Elsalem, L., & Gombedza, F. (2020). A cross-sectional study to determine factors affecting dental and medical students' preference for virtual learning during the COVID-19 outbreak. *Heliyon*. https://doi.org/10.1016/j.heliyon.2020.e05704

Al-Emran, M., & Teo, T. (2020). Do knowledge acquisition and knowledge sharing really affect e-learning adoption? An empirical study. *Education and Information Technologies*. https://doi.org/10.1007/s10639-019-10062-w

Al Kati, S., & Asif Khan, M. (2021). Challenges and Issues of E-Learning Using Education Cloud – A Review in Context of Covid-19 Pandemic. *International Journal of Computer Applications Technology and Research*. https://doi.org/10.7753/ijcatr1005.1001

Albufalasa, M., Ahmed, M. O., & Gomaa, Y. A. (2020). Virtual learning platforms as a mediating factor in developing oral communication skills: A quantitative study of the experience of English major students at the university of Bahrain. *Proceedings of the International Conference on E-Learning, ICEL*. https://doi.org/10.1109/econf51404.2020.9385509

Ali, I., Sadique, S., & Ali, S. (2021). COVID-19 and Vaccination Campaigns as "Western Plots" in Pakistan: Government Policies, (Geo-)politics, Local Perceptions, and Beliefs. *Frontiers in Sociology*. https://doi.org/10.3389/fsoc.2021.608979

Ali, N., Ullah, A., Shah, M., Ali, A., Khan, S. A., Shakoor, A., Begum, A., & Ahmad, S. (2020). School role in improving parenting skills and academic performance of secondary schools students in

Pakistan. *Heliyon*. https://doi.org/10.1016/j.heliyon.2020.e05443

Alnaser, A. S., Al-Shibly, M. S., Alghizzawi, M., & Habes, M. (2020). Impacts of Social Media and Demographical Characteristics on University Admissions: Case of Jordanian Private Universities. *PalArch's Journal of Archaeology of Egypt/Egyptology*.

Ansar, F., Ali, W., Khattak, A., Naveed, H., & Zeb, S. (2020). Undergraduate students' perception and satisfaction regarding online learning system amidst COVID-19 Pandemic in Pakistan. *Journal of Ayub Medical College, Abbottabad : JAMC*.

Bordoloi, R., Das, P., & Das, K. (2021). Perception towards online/blended learning at the time of Covid-19 pandemic: an academic analytics in the Indian context. *Asian Association of Open Universities Journal*. https://doi.org/10.1108/aaouj-09-2020-0079

Chen, H. J. (2020). Clarifying the impact of surprise in e-learning system design based on university students with multiple learning goals orientation. *Education and Information Technologies*. https://doi.org/10.1007/s10639-020-10249-6

Cuadrado-García, M., Ruiz-Molina, M. E., & Montoro-Pons, J. D. (2010). Are there gender differences in e-learning use and assessment? Evidence from an interuniversity online project in Europe. *Procedia - Social and Behavioral Sciences*. https://doi.org/10.1016/j.sbspro.2010.03.027

Dael, A., & Saif, A. (2017). Examining faculty perceptions of Blackboard by using the technology accepatnce model. *British Journal of Education*.

De Schutter, O. (2018). The United Nations human rights treaties system. In *International Human Rights Law*. https://doi.org/10.1017/cbo9781107479913.013

Edelhauser, E., & Lupu-Dima, L. (2020). Is Romania prepared for elearning during the COVID-19 pandemic? *Sustainability (Switzerland)*. https://doi.org/10.3390/su12135438

Fitriana, H., & Siswantara, P. (2019). PENDIDIKAN KESEHATAN REPRODUKSI REMAJA DI SMPN 52 SURABAYA. *The Indonesian Journal of Public Health*. https://doi.org/10.20473/ijph.v13i1.2018.110-121

Fossen, B. L., & Schweidel, D. A. (2017). Television advertising and online word-of-mouth: An empirical investigation of social TV activity. *Marketing Science*. https://doi.org/10.1287/mksc.2016.1002

Gaffar, M. R., & Septyandi, C. B. (2020). FACTORS THAT INFLUENCE STUDENT SATISFACTION IN USINGE-LEARNING MEDIA DURING THE CORONA PANDEMICPERIOD. *Jurnal Ilmiah Publipreneur*. https://doi.org/10.46961/jip.v8i1.52

Haasler, S. R. (2020). The German system of vocational education and training: challenges of gender, academisation and the integration of low-achieving youth. *Transfer*. https://doi.org/10.1177/1024258919898115

Haider, A. S., & Al-Salman, S. (2020). Dataset of Jordanian university students' psychological health impacted by using e-learning tools during COVID-19. *Data in Brief*. https://doi.org/10.1016/j.dib.2020.106104

Herminingsih, A. (2021). THE ROLE OF VISIONARY LEADERSHIP IN QUALITY CULTURE DEVELOPMENT THROUGH THE IMPLEMENTATION OF INTERNAL QUALITY ASSURANCE SYSTEM AS A MEDIATION (AN EMPIRICAL STUDY IN INDONESIAN PRIVATE HIGHER EDUCATION). *Dinasti International Journal of Education Management And Social Science*. https://doi.org/10.31933/dijemss.v2i3.754

Jena, P. K. (2020). Impact of Covid-19 on higher education in India. *International Journal of Advanced Education and Research*.

Jibran Jamshed, Ammara Mujtaba, Muhammad Waqas Javed, & Syed Wajdan Rafay Bukhari. (2020). Measuring Pakistan's Legislative Preparedness against COVID-19: A Critical Study of Newly Promulgated Law. *Journal of Business and Social Review in Emerging Economies*. https://doi.org/10.26710/jbsee.v6i4.1493

Jonkman, J., Boukes, M., & Vliegenthart, R. (2020). When Do Media Matter Most? A Study on the Relationship between Negative Economic News and Consumer Confidence across the Twenty-Eight EU States. *International Journal of Press/Politics*. https://doi.org/10.1177/1940161219858704

Just, E. (2021). Learning and Students' Experiences with Blended Education. *International Journal of Higher Education*. https://doi.org/10.5430/ijhe.v10n6p213

Keržič, D., Tomaževič, N., Aristovnik, A., & Umek, L. (2019). Exploring critical factors of the

perceived usefulness of blended learning for higher education students. *PLoS ONE*. https://doi.org/10.1371/journal.pone.0223767

Khodzhaevich, A. K., Zokirova, Kalandarovna, N., Khodjaeva, & Yakubdjanovna, M. (2020). Trends and prospects for digitalization educational environment. *Journal of Critical Reviews*. https://doi.org/10.31838/jcr.07.17.271

Kim, Y. C., & Jung, J. Y. (2017). SNS dependency and interpersonal storytelling: An extension of media system dependency theory. *New Media and Society*. https://doi.org/10.1177/1461444816636611

Lee, C. S. (2012). Exploring emotional expressions on YouTube through the lens of media system dependency theory. *New Media and Society*. https://doi.org/10.1177/1461444811419829

Llamazares de Prado, J. E. (2021). Inclusive politics on the international scene, arts and education as key elements in the international workplace. In *Arts Education Policy Review*. https://doi.org/10.1080/10632913.2021.1923602

Luctkar-Flude, M., Tyerman, J., Ziegler, E., Walker, S., & Carroll, B. (2021). Usability testing of the sexual orientation and gender identity nursing education eLearning toolkit and virtual simulation games. *Teaching and Learning in Nursing*. https://doi.org/10.1016/j.teln.2021.06.015

Luo, M. M. (2018). INTERNET USE IN CAMBODIA: A MEDIA DEPENDENCY THEORY PERSPECTIVE. In *International Journal of Management and Applied Science*.

Maduku, D. (2015). An empirical investigation of students' behavioural intention to use e-books. *Management Dynamics : Journal of the Southern African Institute for Management Scientists*.

Mailizar, M., Burg, D., & Maulina, S. (2021). Examining university students' behavioural intention to use e-learning during the COVID-19 pandemic: An extended TAM model. In *Education and Information Technologies*. https://doi.org/10.1007/s10639-021-10557-5

Mazer, J. P., Thompson, B., Cherry, J., Russell, M., Payne, H. J., Gail Kirby, E., & Pfohl, W. (2015). Communication in the face of a school crisis: Examining the volume and content of social media mentions during active shooter incidents. *Computers in Human Behavior*. https://doi.org/10.1016/j.chb.2015.06.040

Mehrad, J., & Yousefi, Z. (2018). Introducing the theory of "media system dependency" with emphasis on its potential application in theoretical framework of researches in the field of information science and knowledge. *International Journal of Information Science and Management*.

Mergel, I. (2012). OpenCollaboration in Public Sector: The case of social codign on Github. *Government Information Quarterly*.

Milis, K., Wessa, P., Poelmans, S., Doom, C., & Bloemen, E. (2008). The impact of gender on the acceptance of virtual learning environments. *Proceedings of the International Conference of Education, Research and Innovation, International Association of Technology, Education and Development*.

Mitra, S. K., & Pathak, P. K. (2007). The Nature of Simple Random Sampling. *The Annals of Statistics*. https://doi.org/10.1214/aos/1176346810

Muedini, F. (2015). The Importance of Education: What Are the Benefits of Providing Free Child Primary Schooling? In *Human Rights and Universal Child Primary Education*. https://doi.org/10.1057/9781137523242_2

Müller, A. M., Goh, C., Lim, L. Z., & Gao, X. (2021). Covid-19 emergency elearning and beyond: Experiences and perspectives of university educators. *Education Sciences*. https://doi.org/10.3390/educsci11010019

Mumtaz, N., Saqulain, G., & Mumtaz, N. (2021). Online academics in Pakistan: COVID-19 and beyond. *Pakistan Journal of Medical Sciences*. https://doi.org/10.12669/pjms.37.1.2894

Nawi, N. W. M., Alsagoff, S. A., Osman, M. N., & Abdullah, Z. (2020). New Media Use Among Youth in Malaysia: a Media Dependency Theory Perspective. *PalArch's Journal of Archaeology of Egypt/Egyptology*.

Nikdel Teymori, A., & Fardin, M. A. (2020). COVID-19 and Educational Challenges: A Review of the Benefits of Online Education. *Annals of Military and Health Sciences Research*. https://doi.org/10.5812/amh.105778

Ong, C. S., & Lai, J. Y. (2006). Gender differences in perceptions and relationships among dominants of e-learning acceptance. *Computers in Human Behavior*.

https://doi.org/10.1016/j.chb.2004.03.006

Pandey, S., & Tiwari, S. (2014). Education and Prosperity through Technology – Case of Virtual Education Limited, Nigeria. *Procedia - Social and Behavioral Sciences*. https://doi.org/10.1016/j.sbspro.2014.11.009

Peters, L., Shmerling, S., & Karren, R. (2011). Constructivist pedagogy in asynchronous online education: Examining proactive behavior and the impact on student engagement levels. *International Journal on E-Learning: Corporate, Government, Healthcare, and Higher Education*.

Qazi, A., Naseer, K., Qazi, J., AlSalman, H., Naseem, U., Yang, S., Hardaker, G., & Gumaei, A. (2020). Conventional to online education during COVID-19 pandemic: Do develop and underdeveloped nations cope alike. *Children and Youth Services Review*. https://doi.org/10.1016/j.childyouth.2020.105582

Saide, S., & Sheng, M. L. (2021). Knowledge exploration–exploitation and information technology: crisis management of teaching–learning scenario in the COVID-19 outbreak. *Technology Analysis and Strategic Management*. https://doi.org/10.1080/09537325.2020.1854714

Santos, G. N. M., da Silva, H. E. C., Leite, A. F., Mesquita, C. R. M., Figueiredo, P. T. S., Stefani, C. M., & Melo, N. S. (2021). The scope of dental education during COVID-19 pandemic: A systematic review. In *Journal of Dental Education*. https://doi.org/10.1002/jdd.12587

Schleicher, A. (2020). The impact of COVID-19 on education: Insights from education at a glance 2020. *OECD Journal: Economic Studies*.

Shahid, R., & Mughal, A. M. (2020). E-learning: A way out in COVID-19 Crisis. *Journal of Rawalpindi Medical College*. https://doi.org/10.37939/jrmc.v24i3.1486

Siti Syarah, E., Mayuni, I., & Dhieni, N. (2020). Understanding Teacher's Perspectives in Media Literacy Education as an Empowerment Instrument of Blended Learning in Early Childhood Classroom. *JPUD - Jurnal Pendidikan Usia Dini*. https://doi.org/10.21009/jpud.142.01

StatisticsSolutions. (2016). Conduct and Interpret a Bivariate (Pearson) Correlation. *Statistics Solutions Advancement Through Clarity*.

Syah, R. H. (2020). Dampak Covid-19 pada Pendidikan di Indonesia: Sekolah, Keterampilan, dan Proses Pembelajaran. *SALAM: Jurnal Sosial Dan Budaya Syar-I*. https://doi.org/10.15408/sjsbs.v7i5.15314

Tewari, A., Bansal, A., Ranjan, R., Tripathi, R., & Dhanasekaran, S. R. (2020). Generation Z pharmacy students discernment and inclination towards online education in India during the COVID-19 pandemic. *International Journal of Pharmaceutical Research*. https://doi.org/10.31838/ijpr/2020.SP1.331

Thakker, S. V., Parab, J., & Kaisare, S. (2021). Systematic research of e-learning platforms for solving challenges faced by Indian engineering students. *Asian Association of Open Universities Journal*. https://doi.org/10.1108/aaouj-09-2020-0078

Thandevaraj, E. J., Gani, N. A. N., & Nasir, M. K. M. (2021). A Review of Psychological Impact on Students Online Learning during Covid-19 in Malaysia. *Creative Education*. https://doi.org/10.4236/ce.2021.126097

Valverde-Berrocoso, J., del Carmen Garrido-Arroyo, M., Burgos-Videla, C., & Morales-Cevallos, M. B. (2020). Trends in educational research about e-Learning: A systematic literature review (2009-2018). In *Sustainability (Switzerland)*. https://doi.org/10.3390/su12125153

Wongwuttiwat, J., Buraphadeja, V., & Tantontrakul, T. (2020). A case study of blended e-learning in Thailand. *Interactive Technology and Smart Education*. https://doi.org/10.1108/ITSE-10-2019-0068

World Halth Organization. (2020). Considerations in adjusting public health and social measures in the context of COVID-19. *World Health Organisation Interim Guidance, 16 April 2020*.

Xu, C., Zhao, P., Liu, Y., Sheng, V. S., Xu, J., Zhuang, F., Fang, J., & Zhou, X. (2019). Graph contextualized self-attention network for session-based recommendation. *IJCAI International Joint Conference on Artificial Intelligence*. https://doi.org/10.24963/ijcai.2019/547

Zare, M., Sarikhani, R., Salari, M., & Mansouri, V. (2016). The impact of E-learning on university students' academic achievement and creativity. *Journal of Technical Education and Training*.