



GUJARAT TECHNOLOGICAL UNIVERSITY

(Established by Government of Gujarat under Gujarat Act No. : 20 of 2007)

ગુજરાત ટેકનોલોજીકલ યુનિવર્સિટી

(ગુજરાત સરકારના ગુજરાત અધિનિયમ ક્રમાંક : ૨૦/૨૦૦૭ દ્વારા સ્થાપિત)

Accredited with A+ Grade by NAAC

Abstract of the Thesis



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Discipline/Branch: Management

Title of the Thesis: Effect of Constructivism-Based eLearning system on Bank of Baroda Employees

Abstract

The increasing adoption of digital learning technologies has transformed employee learning and development across knowledge-intensive organizations, particularly within the banking sector, where rapid technological advancements, evolving regulatory requirements, and increasing operational complexity necessitate continuous professional development. Constructivism-based e-learning, which emphasizes active participation, experiential learning, contextual understanding, and knowledge construction, has emerged as an effective learner-centred approach for workplace learning. Despite its growing implementation, empirical evidence regarding its effectiveness within the Indian public sector banking sector remains limited. Therefore, the present study examined the effect of constructivism-based e-learning on employees of Bank of Baroda.

Research Problem

The study examined the influence of learner-related factors, namely self-efficacy, professional factors, personal factors, motivation to learn, and employee engagement, along with system-related factors comprising content design and interface design, on employees' continuous intention to use, user satisfaction, and perceived net benefits derived from constructivism-based e-learning. The study also examined the moderating influence of selected demographic variables on these relationships.

Methodology

The research adopted a quantitative, descriptive, and cross-sectional research design. Primary data were collected through a structured questionnaire administered to employees who had successfully completed selected



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constructivism-based e-learning modules through Bank of Baroda's Learning Management System, Baroda Gurukul.

A total of 399 valid responses were obtained using stratified random sampling. The collected data were analysed using reliability analysis, descriptive statistics, Spearman's rank correlation, multiple regression analysis, Mann–Whitney U test, Kruskal–Wallis H test, and interaction analysis.

Key Findings

The findings revealed that the effectiveness of constructivism-based e-learning is influenced by a combination of learner-related and system-related factors. Motivation to learn emerged as the strongest predictor of continuous intention to use, followed by personal factors, employee engagement, and self-efficacy. Employee engagement was identified as the strongest determinant of user satisfaction, while content design, personal factors, interface design, and self-efficacy also demonstrated significant positive influence. Personal factors emerged as the strongest predictor of perceived net benefit, followed by professional factors, employee engagement, motivation to learn, and interface design. Moderation analysis further revealed that experience and Branch location category significantly influenced several relationships between constructivism-based e-learning factors and learning outcomes.

Contribution

The study establishes that constructivism-based e-learning is an effective approach for enhancing employee learning and development within Bank of Baroda. It contributes to the existing literature by extending the application of constructivist learning theory to workplace learning in the Indian banking sector and provides an integrated framework for understanding e-learning effectiveness. The findings offer practical implications for learning and development professionals, instructional designers, and organizational decision-makers in designing learner-centred, contextually relevant, and engagement-driven e-learning programmes that promote continuous learning, improve employee satisfaction, and strengthen organizational capability development.

List of Publication(s):

- 1) Gautamkumar H. Vyas & Dr. Harishchandra Singh Rathod: "*Constructivism Based E-Learning: A Bibliometric Analysis Using VOS Viewer*" (2023). Published in ShodhKosh: Journal of Visual and Performing Arts, ISSN: 2582-7472 (UGC Care).
- 2) Gautamkumar H. Vyas & Dr. Harishchandra Singh Rathod: "*Transformative Learning in the Digital Age: Constructivism-based eLearning*" (2025). Published in International Journal of Engineering Technologies and Management Research, ISSN: 2454-1907 (Peer Reviewed).