

Mindfulness Practices in Financial Companies: Cultivating Learning Satisfaction in Vietnam



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BACKGROUND



Mindfulness is paying attention, on purpose, in the present moment, and without any judgement (Zinn, 2003).

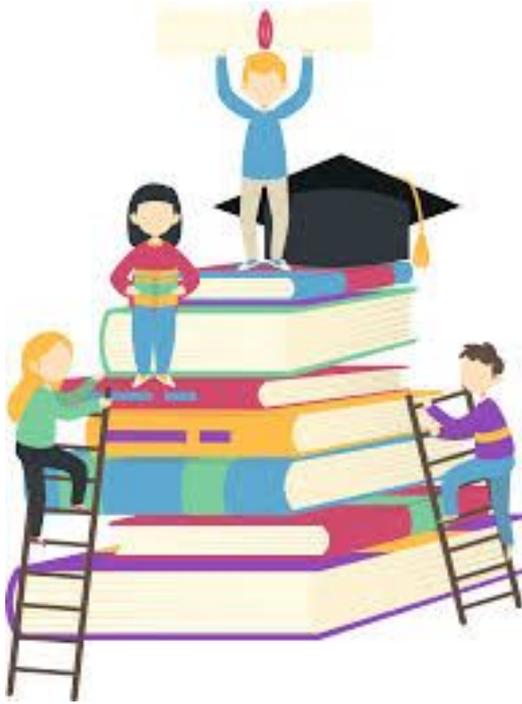
Mindfulness is being aware of what is happening inside and around you in the present moment (Thich Nhat Hanh, 2016).

Learning satisfaction is the favorable level of reaction of participants during and after the training (Kirkpatrick, 1996).

Research objectives: To find out the relationship between mindfulness and & learning satisfaction

IMPORTANCES OF LEARNING & DEVELOPMENT

Why Learning & Development?



- **Individuals:** Enhanced personal development, increased job satisfaction (Berghman et al., 2013; Sørensen et al., 1999)
- **Organizations:** Improved business performance, strengthened innovation (Gelderen et al., 2004; Baird et al., 2003)
- **Economy:** Triggered economic growth, increased competitiveness (Fulmer et al., 1993; Sullivan et al., 2000)

IMPORTANCES OF FINANCIAL SECTOR



Financial development is crucial in boosting the **economic growth** (Bong & Premaratne, 2020).

Vietnam's financial system (banking, securities, insurance) boasts a size of **300% GDP** (Luc & Nguyen, 2022)

Financial companies serve as critical pillars in the economic landscape, playing multifaceted roles in **capital regulation** (FSB, 2011; BCBS, 2013), **payment system support** (BIS, 2012; IMF, 2017), **resource provision** (World Bank, 2021; IFC, 2023), and **risk distribution** (FSB, 2023; IAIS, 2017)

PROBLEM STATEMENTS



- Though Vietnam's financial sector experiences rapid growth, research on learning satisfaction remains scarce (Ha et al., 2023; Van et al., 2022; Ha & Ngan, 2018)
- Mindfulness practices have demonstrated potential for promoting well-being and focus across various sectors. However, their specific impact on learning satisfaction within financial companies, especially in Vietnam, remains largely unexplored (Caruso et al., 2018; Lee et al., 2023; Weng et al., 2023)
- Integrating mindfulness practices with existing L&D programs presents unique challenges. This research needs to explore effective models for integrating mindfulness into L&D programs within financial companies, considering specific industry demands and employee roles (Stevens et al., 2017; Caruso, 2014; Soo et al., 2018)

LITERATURE REVIEW

Mindfulness & Learning satisfaction



Mindfulness-based practices with outcomes indicative of a **positive school climate**, including well-being, **positive emotion**, popularity, and friendship (Miners, 2008), improving self-regulation (Flook et al., 2010)

Studies linking mindfulness practice to improved learning have also been shown to **help reduce test anxiety** (Napoli, Krech, & Holley, 2005)

Higher mindfulness-based teacher training levels are possibly linked to **more positive participant outcomes** (Crane et al., 2018)

Cultivating awareness and acceptance of the present moment has been achieved by facilitating **adaptive emotion regulation** (Roemer et al., 2015)

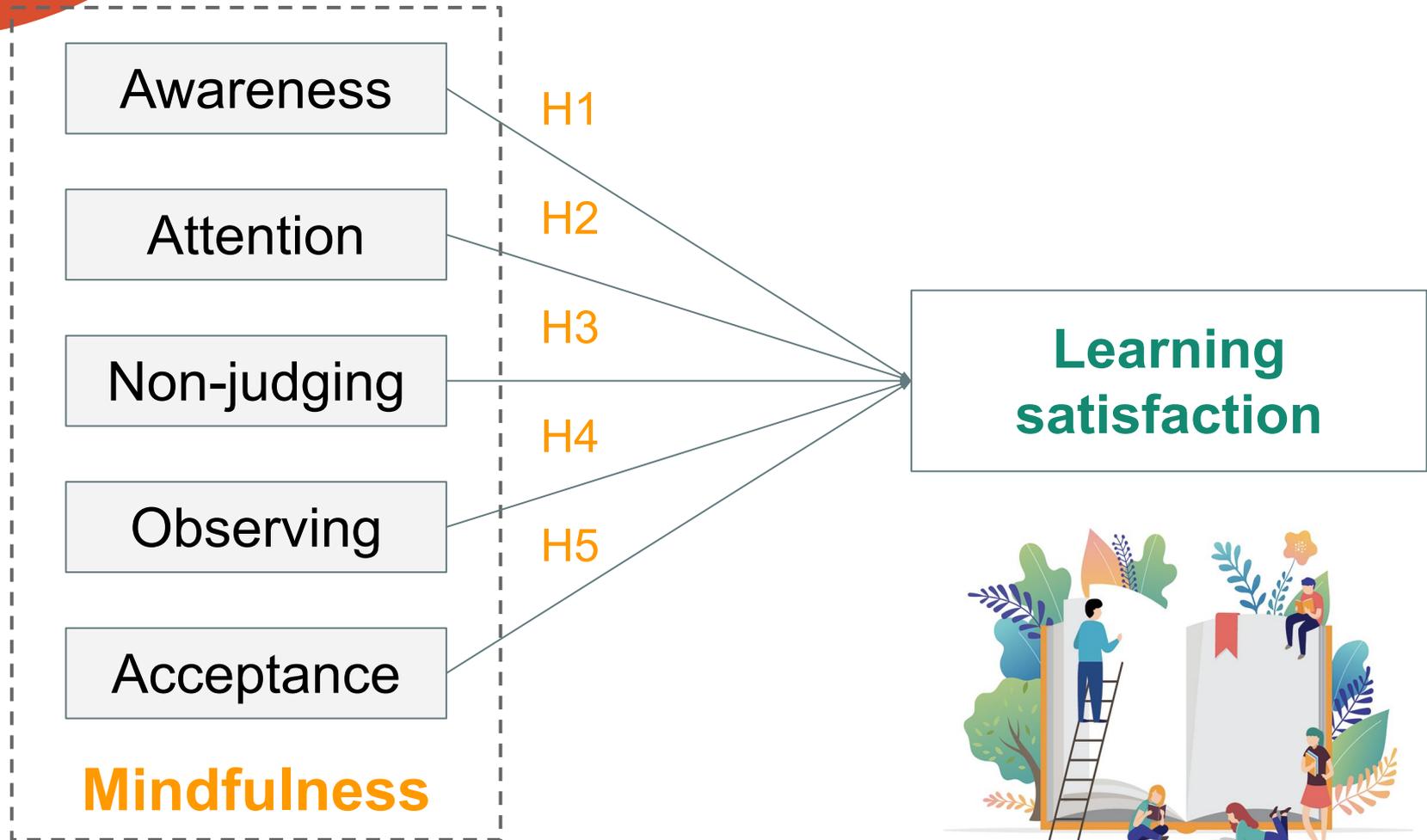
Mindfulness predicts **higher autonomous motivation** and **lower levels of controlled motivation** (Lucy et al., 2018)

Mindfulness based interventions (MBIs) are effective in **reducing stress, anxiety, and improving well-being** (Yakobi et al., 2021)

LITERATURE REVIEW

Variables	Citations
Mindfulness	Germer et al. (2016); Hanh (2009); Baer (2003); Tang et al. (2015); Hanley et al. (2015); Hassed & Chambers (2014); Noone et al. (2016); Brown & Ryan (2003); Walach et al. (2006); Chadwick et al. (2008); Bishop et al. (2006); Zeng et al. (2015); Hayes et al. (2005); Bruin et al. (2012); etc.
Awareness	Baer et al. (2004); Lau et al. (2006); Nicholas et al. (2017); Michele et al. (2000); Wicklund (1972); Gu et al. (2015); Morin (2012); Goleman (2012); Vago et al. (2012); Feize (2020); Church (1997); Blachman (2000); Amanuel et al. (2007); Feldman et al. (2014); Rachel et al. (2018); etc.
Attention	Baer et al. (2009); Nicholas et al. (2017); Kahneman (1973); Gardner et al. (1989); Bishop et al. (2004); Jha et al. (2009); Schmertz et al. (2009); Chambers et al. (2008); Lynn et al. (2010); Leonard et al. (2013); Beccera et al. (2016); Napoli et al. (2005); etc.
Non-judging	Baer et al. (2008); Nicholas et al. (2017); Gilbert (2009); Peters et al. (2016); Gabarre et al. (2016); Roemer & Orsillo (2010); Glazzard et al. (2015); Geurtzen et al. (2015); Freeman, 1982); etc.
Observing	Baer et al. (2004); Nicholas et al. (2017); James (1890); Wundt (2001); Rudkin et al. (2018); Osborn & Derbyshire (2010); Kerr et al. (2011); Lilja et al. (2013); Golubikis et al. (2015); etc.
Acceptance	Lau et al. (2006), Nicholas et al. (2017); Williams & Lynn (2010); Kumar et al. (2005); Regan et al. (2002); Fieldman et al. (2007) ; Anthony et al. (2007); Chen & Hamilton (2015); Bond et al. (2006); etc.
Learning satisfaction	Kirkpatrick (1996), Mohamed et al. (2017); Piccoli et al. (2001); Jones (1996); Leimbach (2010); Wrzesien & Raya (2010); Stonebraker & Hazeltine (2004); Haverila & Barkhi (2009); Ahmad & Ives (1998); Spitzer (2005); Pretorius (2010); Hu & Hui (2012); Ariffin et al. (2014); Kintu et al. (2017); etc.

RESEARCH FRAMEWORK



RESEARCH METHODOLOGY



Respondents: Financial companies' employees

Sample size: 234 cases

Data collection method: Questionnaire by Google Form

Sampling method: Random sampling, Cross-sectional

Data analysis methods: Frequency, Reliability tests (Cronbach α), Hypothesis testing (MLR)

Analysis tool: PSPP open source software

HYPOTHESIS TESTING

Coefficient with Learning satisfaction (R Square = .27)

IVs	β	t	Sig.
(Constant)	2.28	5.19	.000
Awareness	.15	2.14	.033
Attention	.00	.07	.942
Observing	.19	2.40	.017
Acceptance	.29	3.30	.001
Non-judging	-.21	-3.27	.001

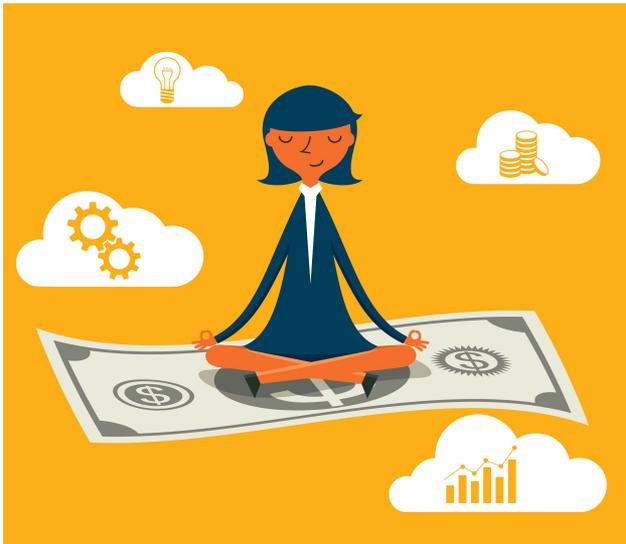
FINDINGS & CONCLUSION

$$\text{Learning satisfaction} = 2.28 + .15 \times \text{Awareness} + .19 \times \text{Observing} + .29 \times \text{Acceptance} - .21 \times \text{Non-judging}$$

Mindfulness significantly impacts learning satisfaction in financial companies in Vietnam. The model explained 27% of the variance in learning satisfaction scores (R Square = .27).

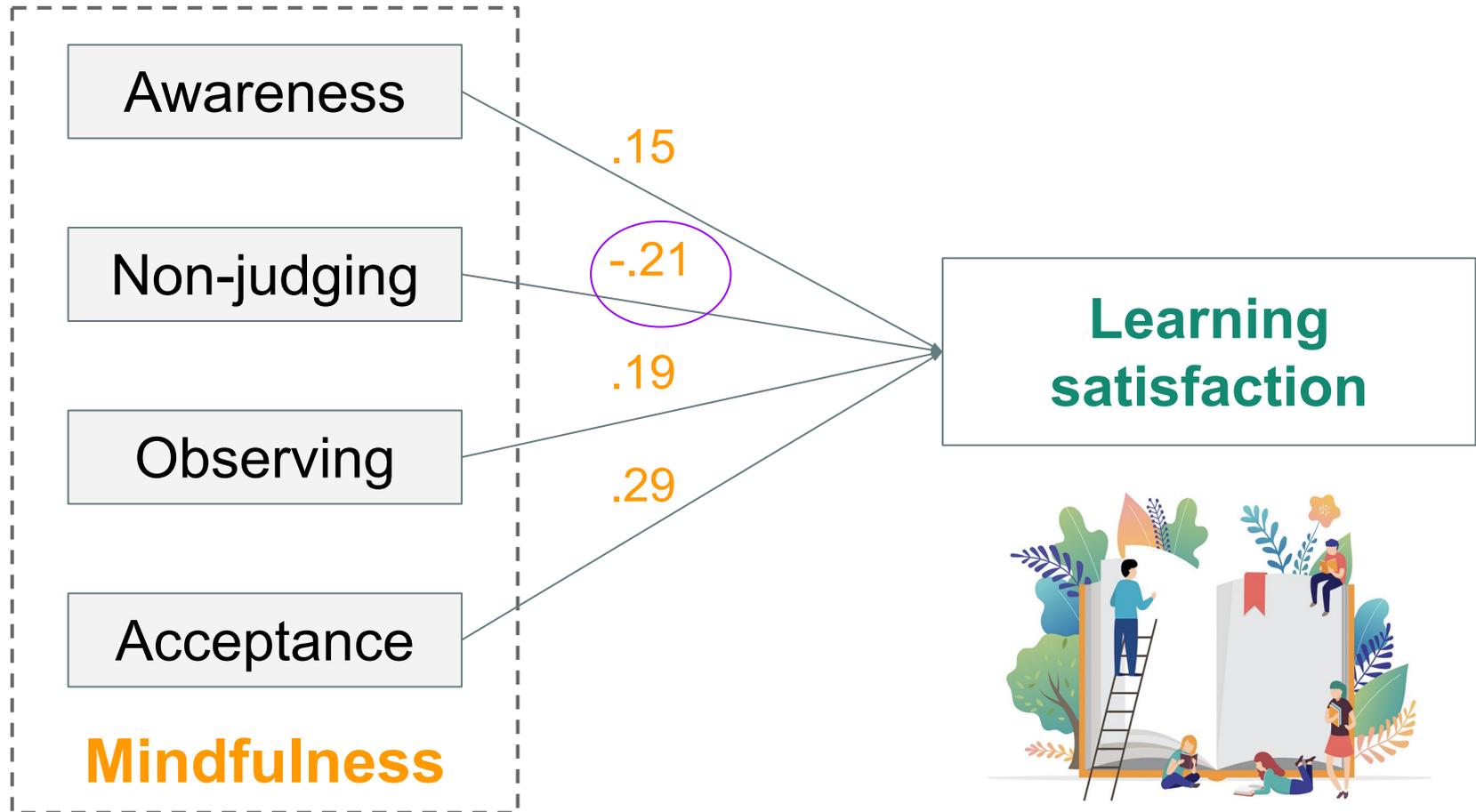


CONCLUSION & RECOMMENDATION



- **Awareness, observing,** and **acceptance positively** contribute to learning satisfaction. Recommend to improve.
- **Non-judging** has a **negative** relationship with learning satisfaction, suggesting potential drawbacks of excessive self-criticism in learning contexts.
- **Attention** did not exhibit a significant relationship, warranting further exploration.

RECOMMENDED MODEL FOR ACADEMY



FUTURE RESEARCH



- **Replicate across industries and cultures:** Strengthen generalizability and explore cultural nuances.
- **Longitudinal design:** Unravel cause-and-effect and assess long-term impact.
- **Investigate confounding factors:** Unmask the influence of training quality, instructor traits, and learning styles.
- **Deepen understanding of attention:** Refine measurement or explore relevant types of attention for learning.
- **Develop tailored mindfulness interventions:** Cater to specific needs and contexts within financial companies.

Thank you

