

**THE RELATIONSHIP BETWEEN SAVORING,
BALANCED TIME PERSPECTIVE, AND
SUBJECTIVE WELL-BEING AMONG
UNIVERSITY STUDENTS IN HEBEI PROVINCE,
CHINA**

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SUBJECTIVE WELL-BEING AMONG
UNIVERSITY STUDENTS IN HEBEI PROVINCE,
CHINA**

by

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LIST OF ABBREVIATIONS

ABS	Affect Balance Scale
AGFI	Adjusted Goodness of Fit Index
AMOS	Analysis of Moment Structures
ANOVA	Analysis of Variance
AVE	Average Variance Extracted
BTP	Balanced Time Perspective
BTPS	Balanced Time Perspective Scale
BTPS-PAST	Balanced Time Perspective Scale-Past
BTPS-FUTURE	Balanced Time Perspective Scale-Future
CFA	confirmatory factor analysis
CFI	comparative fit index
Chi-sq/ <i>df</i>	Chi-square Divided by Degrees of Freedom
CMB	Common Method Bias
CR	Composite Reliability
CSBI	Children's Savoring Beliefs Scale
DBTP	Deviation from Balanced Time Perspective
<i>Df</i>	Degrees of Freedom
DT	Dark Triad
EFA	Exploratory Factor Analysis
ERP-R	Emotion Regulation Profile-Revised
F	Future
f^2	Cohen effect size
GFI	Goodness of Fit Index
GWB	General Well-Being Schedule
NA	Negative Affect
OAI	Overall Affective Index
PA	Positive Affect
PANAS	Positive and Negative Affect Schedule
PF	Present-Fatalistic
PH	Present-Hedonistic
PLSS	Perceived Life Satisfaction Scale

PN	Past-Negative
PP	Past-Positive
RMSEA	Root Mean Square Error of Approximation
SBI	Savoring Beliefs Inventory
SBI-PAST	Savoring Beliefs Inventory-Past
SBI-PRESENT	Savoring Beliefs Inventory-Present
SBI-FUTURE	Savoring Beliefs Inventory-Future
SD	Standard Deviation
SEM	Structural Equation Modelling
SPSS	Statistical Package for Social Science
SRMR	Standardized Root Mean Square Residual
SWB	Subjective Well-being
SWLS	Satisfaction with Life Scale
TLI	Tucker Lewis Index
VIF	Variance Inflation Factor
WBIS	Index of Well-Being Scale
WOSC	Way of Savoring Checklist
ZTPI	Zimbardo Time Perspective Inventory

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**HUBUNGAN ANTARA MENIKMATI, PERSPEKTIF KESEIMBANGAN
MASA DAN KESEJAHTERAAN SUBJEKTIF DALAM KALANGAN
PELAJAR UNIVERSITI DI WILAYAH HEBEI, CHINA**

ABSTRAK

Perspektif masa menikmati dan seimbang ialah dua binaan berasaskan masa yang dikaitkan dengan kesejahteraan subjektif (termasuk kepuasan hidup, dan kesan positif dan negatif). Walau bagaimanapun, interaksi dan kesan bersama mereka terhadap kesejahteraan subjektif masih kurang diterokai. Kajian ini menyiasat hubungan antara tiga pembolehubah merentas dua kajian: tinjauan dan kajian intervensi. Dalam kajian tinjauan ($N = 395$), reka bentuk keratan rentas digunakan untuk menyiasat kedua-dua hubungan langsung dan tidak langsung antara menikmati, perspektif masa seimbang dan kesejahteraan subjektif, menekankan peranan pengantara perspektif masa seimbang. Data dianalisis menggunakan analisis korelasi, ANOVA, dan pemodelan persamaan berstruktur (SEM). Hasilnya menunjukkan hubungan langsung antara pembolehubah, dengan perspektif masa yang seimbang mengantarkan pengaruh menikmati kepuasan hidup dan kesan positif, tetapi bukan pada kesan negatif. Peserta yang dikategorikan sebagai "Masa Ekspansif" menunjukkan tahap kenikmatan dan kesejahteraan subjektif yang lebih tinggi daripada mereka dalam kategori "Menghadkan Masa". Dalam kajian intervensi, 200 pelajar universiti pada mulanya diambil, dengan 127 menyelesaikan kajian. Peserta menggunakan campur tangan menikmati selama 14 hari untuk menilai kesannya terhadap tiga pembolehubah. Dalam kajian intervensi, seramai 200 pelajar universiti pada awalnya direkrut, namun hanya 127 yang menamatkan kajian tersebut. Hasil kajian intervensi dianalisis menggunakan ujian t-pasangan, ANOVA berulang, dan

saiz kesan (Cohen's *d*). Kumpulan intervensi menunjukkan peningkatan yang ketara dalam menikmati, perspektif masa yang seimbang, dan kesan positif, bersama-sama dengan pengurangan dalam kesan negatif. Walau bagaimanapun, menikmati campur tangan tidak dapat meningkatkan kepuasan hidup. Penemuan ini menyokong Teori Broaden-and-Build, Model 3P kesejahteraan subjektif, serta memberikan bukti empirikal untuk Model Pengumpulan daripada empat model hipotesis antara kerangka temporal dan kesejahteraan. Walau bagaimanapun, hasil kajian ini tidak menyokong Rangka Kerja Dual-Pathway. Kajian ini adalah yang pertama mengintegrasikan menikmati, perspektif masa seimbang, dan kesejahteraan subjektif, serta meneroka kesejahteraan subjektif dalam kerangka temporal. Penemuan ini mendedahkan mekanisme yang berpotensi untuk menerangkan bagaimana menikmati mempengaruhi kesejahteraan subjektif dan menawarkan asas teori untuk aplikasi dalam kaunseling, pendidikan keluarga dan sekolah, serta penjagaan pekerja. Akhir sekali, kajian ini membincangkan keterbatasan berkaitan peserta, instrumen penyelidikan, dan metodologi, serta memberi cadangan untuk kajian masa depan.

**THE RELATIONSHIP BETWEEN SAVORING, BALANCED TIME
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STUDENTS IN HEBEI PROVINCE, CHINA**

ABSTRACT

Savoring and balanced time perspective are two time-based constructs linked to subjective well-being (including life satisfaction, and positive and negative affect). However, their interaction and joint impact on subjective well-being remain underexplored. This study investigates the relationships among three variables across two studies: a survey and an intervention study. In survey study ($N = 395$), a cross-sectional design was employed to investigate both direct and indirect links between savoring, balanced time perspective, and subjective well-being, emphasizing the mediating role of balanced time perspective. The data were analysed using correlation analysis, ANOVA, and structural equation modelling (SEM). The results revealed direct effects between variables, with a balanced time perspective mediating the influence of savoring on life satisfaction and positive affect, but not on negative affect. Participants categorized as “Time Expansive” demonstrated higher levels of savoring and subjective well-being than those in the “Time Restrictive” category. In the intervention study, 200 university students were initially recruited, with 127 completing the study. Participants employed a 14-day savoring intervention to evaluate its effects on three variables. The intervention results were analysed using paired-samples *t*-tests, two-way mixed ANOVA, and effect sizes (Cohen’s *d*). The intervention group showed significant improvements in savoring, balanced time perspective, and positive affect, along with reductions in negative affect. However, savoring intervention cannot enhance life satisfaction. These findings supported the

Broaden-and-Build Theory, the 3P Model of subjective well-being, the Dual-Pathway Framework, and the Accumulation Model. This study was the first to integrate savoring, balanced time perspective, and subjective well-being, as well as to explore subjective well-being within a temporal framework. The findings revealed potential mechanisms through which savoring influences subjective well-being and offered a theoretical foundation for applications in counselling, family and school education, and employee care. Limitations related to participants, research instruments, and methodology were discussed, with directions for future research provided.

CHAPTER 1

INTRODUCTION

1.1 Overview

Higher education represents a critical phase in an individual's life. With nearly 30 million university students in China (stats.gov.cn), their mental health has become a topic of concern. The growing academic pressures, social adjustments, and uncertainties about the future are contributing to elevated stress levels. Therefore, it is crucial to prioritize mental health initiatives for university students and implement effective support systems to help students successfully navigate this pivotal stage.

In recent years, the rise of positive psychology has highlighted the importance of addressing psychological issues and enhancing overall well-being. Research in this field focuses on not just alleviating negative experiences but also promoting positive ones (e.g., Seligman & Csikszentmihalyi, 2000; Waters, 2020). Seligman (2002) emphasized that reducing pain alone does not guarantee access to positive experiences; eliminating negative experiences does not automatically lead to happiness. Positive psychological research provides valuable insights into maximizing positive experiences, particularly within the context of higher education.

Subjective well-being is one of the core concepts in positive psychology. Studying university students' subjective well-being is crucial for alleviating psychological issues (Shamionov et al., 2020). Subjective well-being refers to the personal evaluation of one's life quality based on self-established standards (Diener, 2000). It consists of two components: cognitive and affective dimensions. The cognitive component involves a person's evaluation of their life satisfaction, while the affective component pertains to the emotional aspects of their daily experiences,

encompassing both positive and negative feelings (Diener & Seligman, 2004). Subjective well-being is related to various educational indicators, such as educational rewards/awards (Nickerson et al., 2011), academic engagement (Cui et al., 2023), academic achievement (Wong et al., 2024), and dropout rates (Passeggia et al., 2023). Therefore, enhancing university students' subjective well-being and understanding how they function, is a good way to reduce psychological problems and improve academic performance.

Savoring has a positive impact on subjective well-being. Savoring refers to the process of using specific cognitive and regulatory methods to prolong and enhance positive experiences (Bryant & Veroff, 1984). Some examples of savoring include appreciating the moment's beauty, and intuitively amplifying the appreciation and pleasure they get from the situation. This positive enjoyment process, in which a person cognitively interacts with a psychological description of the experience, is characteristic of savoring (Bryant & Veroff, 2017).

Research on savoring demonstrated clear associations with subjective well-being (i.e., Jiao et al., 2021; Ramsey & Gentzler, 2014). Bryant (2003) illustrated that individual's beliefs in their capacity to savoring positively impacted their mental well-being (e.g., happiness, self-esteem, and satisfaction) and negatively associated with subjective suffering (e.g., stress, depression, and perceived vulnerability) (Jose et al., 2012). Savoring is a factor influencing both positive and negative affect (Rani & Gera, 2023), and higher savoring abilities experience greater positive affect across the life span (Hurley & Kwon, 2013; Rani & Gera, 2023).

Savoring intervention is effective in enhancing subjective well-being throughout the life span (e.g., Hurley & Kwon, 2013; Smith & Hanni, 2019). Research

has shown that positive psychology interventions including savoring the moment, memory-building, savoring in retrospect, and cultivating sacred moments are associated with higher subjective well-being (Su-Keene & DeMatthews, 2022). In a two-week study focused on savoring exercises, significant increases in subjective well-being were observed (Kurtz, 2008). This means that people immersing themselves in positive experiences affects their level of well-being, and increased levels of savoring can effectively contribute to improved well-being.

Balanced time perspective is another variable that is important to subjective well-being. Zimbardo & Boyd (1999) defined time perspective as an adaptive process through which individuals engage with their external social and cultural environments, significantly influencing their behavior choices and mental health. Boniwell et al. (2010) suggested that having a balanced time perspective, which involves finding equilibrium between the past, present, and future, is an effective way for individuals to improve physical functioning, enhance social adjustment, and foster mental well-being. With a balanced time perspective, individuals can utilize the past and future for insight, strength, and subjective well-being, allowing them to adapt effectively to their environment (McKay et al., 2014). Habitually viewing the past and future from a positive perspective while fully embracing the present can greatly enhance an individual's sense of subjective well-being. This mindset encourages personal growth from past experiences, supports a positive self-image in the present, and enables one to approach the future confidently (Kairy et.al, 2017).

Balanced time perspective was shown to positively influence subjective well-being, indicating that individuals with a strong balanced time perspective experience fewer negative affect, more positive feelings, increased self-efficacy, greater life

satisfaction, and enhanced happiness (Sobol-Kwapinska & Jankowski, 2016; Zhang et al., 2013). Research has shown that a balanced time perspective not only assists individuals in adapting to changing environments and pressures but also contributes to the maintenance of their physical and mental health, along with optimal social functioning (Stolarski et al., 2016; Zajenkowski et al., 2016).

It can be argued that savoring and balanced time perspectives are integral to understanding subjective well-being, as they encompass temporal elements (past, present, future) and psychological components. Despite their relevance, research on their interplay is limited. This study aims to bridge this gap by exploring how savoring interacts with a balanced time perspective to enhance subjective well-being among university students in China. As they all have a strong relationship with subjective well-being, it would be meaningful to examine the mechanisms that outline the relationship between them. In addition, the efficacy of savoring intervention is also a concern in this study. Specifically, the study focuses on changes in savoring, balanced time perspective, and subjective well-being, using a positive psychology framework to evaluate the efficacy of savoring intervention and their association with balanced time perspective and subjective well-being.

1.2 Problem Statement

University students' mental health is a crucial aspect of social development. A survey on the mental health of Chinese university students reveals that 45.28% are at risk for anxiety and 21.48% are at risk for depression (china.com.cn). The report indicates that negative affect, especially when life feels meaningless, significantly impact mental health. Therefore, addressing the mental health of university students is vital not only for their well-being but also for broader social and economic stability.

Understanding mental health as a continuum rather than a discrete category is crucial. Keyes et al. (2002) introduced the ‘mental health continuum’, proposing a gradient from unhealthy states to subjective well-being, and from languishing to flourishing. Despite this, early research mainly focused on how individuals cope with negative events, emphasizing responses over events (Lazarus, 1993). This approach often overlooked that removing negative experiences does not inherently lead to positive experiences (Seligman, 2002). Thus, research has increasingly focused on understanding the mechanisms that enhance subjective well-being. However, existing studies have yet to comprehensively investigate the psychological processes that influence subjective well-being or how savoring can enhance it. This study aims to address this gap by examining the mechanisms linking savoring and subjective well-being.

Savoring has been found to prolong and amplify positive experiences, thereby influencing subjective well-being (Bryant, 2021). However, most research has been conducted in Western contexts. For example, Quoidbach et al. (2010) found that savoring more can promote positive affect, and increase life satisfaction among Belgian university students. Hurley & Kwon (2013) found individuals with higher savoring abilities experience greater positive effects among American university students. Even during the COVID-19 pandemic, the positive effect between savoring and subjective well-being is also maintained among adolescents in Hong Kong (Lau et al., 2023). While these studies provide valuable insights, there is a scarcity of research focusing on mainland Chinese university students. Studies on savoring in China have primarily examined its relationship with self-esteem (Zhu et al., 2014), depression, and positive life events (Chen & Zhou, 2017). Given the potential cultural differences in savoring tendencies and their effects on well-being, it is essential to

explore how savoring contributes to subjective well-being among Chinese university students.

Although previous studies confirm the link between savoring and subjective well-being, the underlying mechanisms remain insufficiently explored. From a temporal perspective, subjective well-being is shaped by an individual's focus on the past, present, and future (Durayappah, 2011). This suggests that cognitive tendencies related to time, such as time perspective, may play a key role in this relationship. Time perspective is a stable tendency in which individuals develop biases toward specific temporal orientations (Stolarski et al., 2020). This study proposes that time perspective serves as a mediating mechanism in the savoring-subjective well-being relationship. Numerous studies have attempted to find a balanced view of time perspective to optimize an individual's physical functioning, enhance social adaptation, and promote psychological well-being (Boniwell et al., 2010). Therefore, this study focuses on the role of a balanced time perspective as a potential mediator between savoring and subjective well-being. To establish this mediation, it is first necessary to confirm the relationships between balanced time perspective and subjective well-being, as well as between balanced time perspective and savoring.

The relationship between time perspective and subjective well-being has been confirmed in many studies (e.g., Stolarski & Matthews, 2016; Webster, 2021), providing evidence for the view about the essential role of time frames in mental health (Stolarski et al., 2020). However, the results and methodologies have varied. Meta-analyses indicate that a balanced time perspective is moderately correlated with indicators of subjective well-being, explaining up to 40% of its variance (Stolarski et al., 2020). Research often relies on the Zimbardo Time Perspective Inventory (ZTPI)

by Zimbardo & Boyd (1999), with studies by Boniwell et al. (2010) and Drake et al. (2008) showing positive relationships in the UK and Russia, and Li (2024) confirming similar results in China. In contrast, the Balanced Time Perspective Scale (BTPS) by Webster (2011), which includes a broader view of time shifts and affective components, is less frequently used. While Webster & Ma (2013) reported positive associations between BTPS scores and well-being, studies applying this scale to Chinese university students are scarce. This study seeks to address this research gap by employing the BTPS to examine balanced time perspective in a Chinese university student sample.

Despite growing interest in the interplay among savoring, balanced time perspective, and subjective well-being, the direct effect between savoring and balanced time perspective remains largely unexplored. Few studies have systematically examined this connection, despite conceptual similarities between the two constructs. Both savoring and balanced time perspective involve engagement with past, present, and future experiences. Watson (2019) showed a strong relationship between savoring and balanced time perspective. Burzynska & Stolarski (2020) highlighted savoring as a Well-being Booster (WBBS) aligned with the present dimension, while Barsics et al. (2017) showed that individuals with positive attitudes towards the past and future are more likely to employ cognitive reappraisal for emotion regulation. This study is the first to systematically explore how savoring interacts with balanced time perspective in the context of Chinese university students.

The classification of balanced time perspective types also provides an important avenue for understanding individual differences in subjective well-being. Balanced time perspective has been classified into four types: Time Expansive,

Futurist, Reminiscers, and Time Restrictive (Webster, 2011). The Time Expansive type is characterized by a more balanced time perspective. Individuals with a Time Expansive perspective exhibit higher subjective well-being than those with other time orientations (Webster, 2016; Webster & Ma, 2013). However, research remains limited regarding how savoring varies across these categories. This study aims to address this knowledge gap by exploring how savoring differs across balanced time perspective types.

While savoring interventions have generally been found beneficial for enhancing subjective well-being, the effectiveness and methodologies of these interventions remain inconsistent. Bryant & Veroff (2017) summarized ten key savoring strategies for deeply savoring. Savoring interventions often focus on different temporal dimensions—past, present, or future. For instance, past-oriented interventions involve recalling positive experiences (Bryant et al., 2005), present-oriented ones focus on current positive stimuli (Bryant & Veroff, 2007), and future-oriented interventions involve envisioning upcoming events (Kurtz, 2008). Some studies, however, use a non-temporal approach, letting participants imagine positive events regardless of time (Borelli et al., 2023). Despite evidence supporting the effectiveness of savoring interventions in improving savoring abilities (Colombo et al., 2021), their impact on subjective well-being remains biased. Savoring interventions have reliably enhanced life satisfaction (Bryant et al., 2005; Smith & Bryant, 2016), however, as shown by Yu et al. (2020) and Hurley & Kwon (2012), it comes inconsistently in positive and negative affect. Therefore, the efficacy of savoring intervention needs to be further investigated. This study continued to examine the efficacy of the savoring intervention and examined the impact of the intervention on balanced time perspective and subjective well-being.

The relationship between savoring interventions and balanced time perspective has not been extensively explored. While Time Perspective Therapy (TPT) and mindfulness training have been shown to influence time perspective development (Rönnlund et al., 2019), no study has investigated whether savoring interventions can enhance balanced time perspective. Given the theoretical connection between savoring and time perspective, this study explores whether savoring-based interventions can be an effective tool for improving balanced time perspective.

In summary, this study aims to bridge several critical research gaps by investigating the interplay among savoring, balanced time perspective, and subjective well-being. It will also assess the efficacy of savoring interventions in enhancing these constructs and provide a theoretical framework to explain these relationships.

1.3 Research Questions

Generally, this study aims to explore the relationship among savoring, balanced time perspective, and subjective well-being and tries to understand whether balanced time perspective plays the mediating role between savoring and subjective well-being. Another research question is to investigate the efficacy of savoring intervention. Based on the research gaps discussed above, it is essential to focus on answering the following research questions:

1. What is the relationship between savoring and subjective well-being among university students in China?
2. What is the relationship between balanced time perspective and subjective well-being among university students in China?

3. What is the relationship between savoring and balanced time perspective among university students in China?

4. How balanced time perspective play a role as a mediator between savoring and subjective well-being among university students in China?

5. Can savoring intervention improve savoring ability among university students in China?

6. Can savoring intervention improve balanced time perspective among university students in China?

7. Can savoring intervention improve subjective well-being among university students in China?

1.4 Research Objectives

To answer the above questions and give empirical support to the study of savoring, balanced time perspective, and subjective well-being, this study systematically examined the relationship among the three variables using a survey study and an intervention study. Echoing the research questions, the research objectives of this study are as follows.

1. To investigate the direct effect between savoring and subjective well-being among university students in China.

2. To explore the direct effect between balanced time perspective and subjective well-being among university students in China.

3. To examine the direct effect between savoring and balanced time perspective among university students in China.

4. To determine the mediating effect of balanced time perspective on the relationship between savoring and subjective well-being among university students in China.

5. To investigate whether the savoring intervention can improve savoring ability among university students in China.

6. To investigate whether balanced time perspective can improve through savoring intervention among university students in China.

7. To examine whether the savoring intervention can improve subjective well-being among university students in China.

1.5 Significance of the Study

This study is significant in several ways. It attempts to address the problems discussed earlier in the problem statement.

University students are at a critical stage in their lives, experiencing higher education that symbolizes youth and vitality while shaping the future development of the country. Their mental health is closely linked to broader social constructs. Investigating factors that enhance subjective well-being is essential for improving the mental health of university students. Moreover, examining ways to boost subjective well-being provides valuable theoretical support for advancing mental health.

This study aims to contribute to the enhancement of positive experiences among university students in China. By exploring the mechanisms influencing

subjective well-being and identifying strategies to improve it, this research seeks to understand the continuum of mental health. The findings will offer insights into factors that enhance subjective well-being and contribute to the broader understanding of mental health dynamics.

Earlier, it was proposed that limited research has focused on the relationships between savoring and subjective well-being in the context of university students in China. It has been noted that cultural factors significantly influence savoring experiences. This study aims to address this gap by examining how savoring affects subjective well-being specifically in Chinese university students. The findings will enhance our understanding of savoring within a cultural context and offer insights for practical applications.

Previous research has highlighted a gap in understanding the relationship between balanced time perspective and subjective well-being among university students in China. Time perspective is also crucial for mental health and can serve as an effective tool in preventing and treating mental disorders. Individuals with a balanced time perspective are typically better able to adapt to their surroundings, drawing strength, happiness, and insight from their experiences of the past and future. Understanding how university students can achieve and maintain a balanced time perspective is key to alleviating psychological issues. Our perception of time shapes nearly every aspect of human behaviour and profoundly impacts social interactions and cultural narratives.

Additionally, employing the Balanced Time Perspective Scale (BTPS) to examine the relationship between balanced time perspective and subjective well-being is significant for expanding empirical evidence regarding BTPS as a research tool. This

approach not only validates the effectiveness of BTPS in capturing time perspective dimensions but also provides insights into how balanced time perspective influences the well-being of Chinese university students. The study enriches the understanding of how students' orientation toward past, present, and future events impacts their overall happiness, contributing to the theoretical and practical applications of balanced time perspective in educational settings.

This study represents a groundbreaking attempt to explore the role of balanced time perspective in the connection between savoring and subjective well-being. It provides empirical evidence on how savoring affects subjective well-being through the mediating influence of balanced time perspective. By incorporating balanced time perspective into the analysis, this research enriches the understanding of savoring and offers potential guidelines for enhancing savoring practices. Examining these three variables together yields novel insights into subjective well-being within a temporal framework.

This innovative approach advances theoretical knowledge and opens new avenues for developing comprehensive savoring interventions to enhance balanced time perspective and subjective well-being. By investigating the impact of savoring interventions on savoring, balanced time perspective, and subjective well-being, this study offers empirical evidence of their efficacy.

Unlike previous research that relied solely on cross-sectional methods, this study utilizes both cross-sectional and longitudinal approaches. This methodological combination allows for a thorough understanding of both the immediate and long-term effects of the three variables, thereby strengthening the robustness and applicability of the findings.

This study provides evidence that supports the development of the advancement of four theoretical frameworks related to savoring, balanced time perspective, and subjective well-being. By synthesizing these theories, the study enhances our understanding of the complex interplay among these variables and their mutual influence. The findings provide valuable contributions to the existing theoretical landscape, offering novel insights for future research. This theoretical progress not only refines but also expands the temporal perspective on subjective well-being.

This study examines how savoring interventions can enhance subjective well-being, offering clearer evidence of their effectiveness. It addresses existing gaps in savoring research related to interventions, leading to a deeper understanding of this field. The theoretical insights derived from this research may support educational and counselling practices. The findings are pertinent for stakeholders such as parents, schools, and counsellors. By providing evidence-based recommendations for improving savoring, balanced time perspective, and subjective well-being, the study informs educational strategies and psychological counselling methods. This practical application assists educators, parents, human resources and counsellors in developing more effective approaches to fostering students' mental health and overall well-being.

1.6 Definitions of Key Terms

1.6.1 Savoring

1.6.1(a) Conceptual Definition of Savoring

Savoring is defined as the ability to focus on, value, and amplify the positive experiences in one's life, which includes one's past, present, and future. Savoring is an active process that allows individuals to enhance and prolong their positive experiences (Bryant & Veroff, 2007).

1.6.1(b) Operational Definition of Savoring

In this study, the operational definition of savoring is the participant's total score in the past, present, and future subscales that measure savoring ability. The instrument to measure savoring ability is the Savoring Beliefs Inventory (SBI) (Guo, 2014). A higher score on the SBI represents a better ability to savoring.

1.6.2 Balanced Time Perspective

1.6.2(a) Conceptual Definition of Balanced Time Perspective

Balanced time perspective is a mental ability to shift effectively between different time perspectives based on task characteristics, situations, and personal resources rather than in a single time perspective (Webster, 2011).

1.6.2(b) Operational Definition of Balanced Time Perspective

In this study, the operational definition of balanced time perspective is the total score of the Balanced Time Perspective Scale (BTPS), which consists of two subscales that assess positive orientations toward the past and future (Song, 2021). Higher total BTPS score represents a more balanced view of time.

1.6.3 Subjective Well-being

1.6.3(a) Conceptual Definition of Subjective Well-being

Subjective well-being is an overall evaluation of an individual's quality of life based on self-defined criteria (Diener, 2000). It contains two main components: the cognitive dimension (i.e., life satisfaction) and the affective dimension (i.e., positive and negative affect), that is, an individual's subjective evaluation and experience of their quality of life and their own emotions (Xiang et al., 2020).

1.6.3(b) Operational Definition of Subjective Well-being

Based on the two dimensions of subjective well-being, the operational definition of this study combines both cognitive and affective dimensions to provide a more comprehensive measurement. Specifically, the Satisfaction with Life Scale (SWLS) is used to evaluate the cognitive dimension, while the Positive and Negative Affect Schedule (PANAS) assesses the affective dimension (Xiang et al., 2022). Higher SWLS and PA score, lower NA score represents higher subjective well-being.

1.6.4 Savoring Intervention

1.6.4(a) Conceptual Definition of Savoring Intervention

Savoring intervention is the process of enhancing savoring skills using structured techniques, such as immersion in positive affect and imagery of different time dimensions.

1.6.4(b) Operational Definition of Savoring Intervention

In this study, the savoring intervention used a methodology developed by Smith and Hanni (2019) to implement a 14-day structured program. Participants in the intervention group engaged in a daily savoring activity, which included guided exercises designed to enhance their ability to savor positive experiences. Each activity lasted approximately 5-10 minutes. Participants were required to complete and record each day's exercise, and adherence was monitored through a mini-program clock. The control group did not receive any intervention during this period.

1.7 Scope of the Study

The scope of this study is to examine the relationship among savoring, balanced time perspective, and subjective well-being. The study is based on four theoretical foundations: the Broaden-and-build Theory of Positive affect, the 3P Model of Subjective Well-being, the Dual-Pathway Framework of Balanced Time Perspective and Subjective Well-being, and the Four Hypothetical Models between Temporal Framing and Well-Being. The study investigates three main relationships: between savoring and subjective well-being, between balanced time perspective and subjective well-being, and between savoring and balanced time perspective.

Additionally, the study explores the role of balanced time perspective in the relationship between savoring and subjective well-being. Furthermore, this study implements a 14-day savoring intervention to evaluate its effectiveness. The intervention's role in enhancing balanced time perspective and subjective well-being was also assessed.

The research was conducted at a comprehensive university in Hebei Province, China. The university enrolls students from 34 provinces across the country and offers 72 majors in three disciplines: arts, sciences, and engineering. Given previous findings of differences in savoring between Eastern and Western countries, studying Chinese university students provides valuable insights into savoring, balanced time perspective, and subjective well-being in Asia.

The study employed a quantitative research approach and consisted of two phases. The first phase was completed in October 2023 and the second phase in March 2024. In the first phase, a cross-sectional survey was conducted with 416 participants. Validated questionnaires derived from previous research were used to explore the relationships among savoring, balanced time perspective, and subjective well-being. The second phase used an intervention study methodology and 200 participants were recruited. Participants were randomly and equally assigned to the intervention and control groups. The intervention group engaged in a 14-day savoring intervention, while the control group did not. To assess the efficacy of the intervention, participants completed questionnaires both before and after the 14 days.

CHAPTER 2

LITERATURE REVIEW

2.1 Introduction

This chapter provides a review of the existing literature and theories related to savoring, balanced time perspective, and subjective well-being. Specifically, it begins with an overview of savoring, including savoring concept, components, distinctions across related concepts, measurement tools, and improvement methods. Similarly, a literature review on balanced time perspective and subjective well-being, covering their concepts, measurement tools, and relevant research is also presented. Following this, the chapter explores the relationships between savoring and balanced time perspective, savoring and subjective well-being, and balanced time perspective and subjective well-being, as well as combine the three variables. Four related theories are proposed to examine these relationships. Finally, the chapter presents the conceptual framework of the study and concludes with a summary.

2.2 Savoring

This section is crucial in the study as it outlines the concept of savoring from multiple perspectives. The objective of this section is to provide a comprehensive understanding of savoring.

2.2.1 The Definition and Components of Savoring

2.2.1(a) Definition of Savoring

In the early 1980s, Bryant and Veroff recognized that emotional responses to events are not solely determined by the events themselves, but also by an individual's perception of the stress caused by those events and their coping strategies. Positive events, such as happiness and life satisfaction, elicit different reactions compared to negative events, such as anxiety, hopelessness, and depression. While people employ various cognitive and behavioural strategies to regulate their negative affect, they also need to use strategies to manage their positive experiences. Bryant (1989). proposed a four-factor model of self-evaluation, which included perceived control over avoiding, coping, obtaining, and savoring. People should try to avoid stressful events whenever possible in their daily lives, and cope with them effectively to minimize negative experiences. Similarly, when positive events occur, people can actively savor them rather than just passively obtain positive experiences.

Savoring was defined as the ability to focus on, value, and amplify the positive experiences in one's life (Bryant & Veroff, 2007). Early research on savoring drew an analogy to coping, however, with the rise of positive psychology, it became clear that removing negative experiences is not equivalent to gaining positive ones (Seligman, 2002). Savoring has been found to have benefits for the affective dimension of subjective well-being, including pain relief and increased happiness (Borelli et al., 2015; Jose et al., 2012). It can involve focusing on sensory experiences or more

complex cognitive associations, metaphorically seeking pleasure at the moment (Bryant & Veroff, 2007). However, simply experiencing positive events does not guarantee the ability to savor them; savoring requires active engagement in producing, enhancing, and prolonging the enjoyment of positive experiences. To effectively manage positive affect, individuals must be able to both experience happiness and regulate, manipulate, and maintain it (Russell, 2003). Given the lack of research on the application of pleasure in psychology, it is crucial to pay attention to the characteristics and underlying mechanisms of savoring to better understand and improve it.

Savoring involves self-regulating positive affect mainly by creating, maintaining, or enhancing positive feelings through concentrating on pleasurable experiences from the past, present, or future (Bryant, 2003; Bryant & Veroff, 2017). According to Bryant & Veroff (2007), savoring can occur naturally or be intentionally organized, but it requires three essential conditions. The first is a mindfulness and fluidness process for the present moment. This involves being fully present and attentive to the positive experience, whether it is happening right now or is a memory of the past. This state of absorption, which involves immersing oneself in the experience, has been shown to enhance positive affect, as it enables individuals to focus on the positive aspects of the experience (Quoidbach et al., 2010). The second condition for savoring is freedom from social and esteem needs. When people are too preoccupied with social and esteem needs, they can lose themselves in those thoughts and lose the ability to savor the present moment. Therefore, before attempting to savor an experience, it is recommended to forget about any worries or concerns, allowing

individuals to be fully present and engaged in the experience. The third condition for savoring is the focused nature of what is being savoured. Savoring enables people to reflect on ongoing experiences or memories, but it requires individuals to be focused on the positive aspects of that experience. By noticing and identifying positive affect, individuals can enhance their positive affect further. Furthermore, savoring goes beyond simply experiencing pleasure. It requires an increased level of awareness, allowing one to consciously reflect on and evaluate cognitive representations of experiences, while engaging with these thoughts in a positive manner. Savoring acts as a positive emotional amplifier linked to greater well-being (Layous et al., 2018).

Savoring is regarded as a feeling of control over positive affect and a strategy that individuals employ to nurture and boost their positive emotional experiences (Bryant & Veroff, 2007). When savoring, an individual consciously engages in enhancing and extending the positive affect that emerge from experiencing an event or reflecting on a past or future experience (e.g., when looking forward to a future camping trip to maintain pleasure, people who have planned and taken a trip and are fully feeling the positive event with loved ones at the time of the trip, or recalling a wilderness trip they have taken the positive event, or remembering a field trip that has already taken place). Savoring has emotional benefits for individuals, alleviating pain and enhancing well-being (Hurley & Kwon, 2013a). The fact that a person experiences positive events does not mean that he is capable of savoring them. It involves using one's own will to create, amplify, and extend the pleasure derived from these events. In contrast, actively managing positive affect demands not only the ability to feel

enjoyment, but also the skills to manage, explore, influence, and maintain that enjoyment.

Savoring is the main focus of this study. In this study, according to Bryant & Veroff (2007), it was defined as the ability to focus on, value, and amplify the positive experiences in one's life., which includes the three time dimensions. Savoring is an active process that allows individuals to enhance and prolong their positive experiences. It requires a mindfulness and fluid focus on the present moment and focused attention on the positive aspects of the experience. Savoring is not just about experiencing pleasure; it involves a higher level of consciousness and cognitive reflection that amplifies positive affect. Understanding the characteristics and mechanisms of savoring is crucial for individuals to effectively regulate their positive affect and enhance their subjective well-being.

2.2.1(b) Components of Savoring

To articulate the concept of savoring, it is crucial to acknowledge the presence of three interrelated elements: savoring experiences, savoring processes and savoring strategies (Bryant et al., 2011). Guo et al. (2013) proposed a three-level model of savoring, building on the interdependence of the three aforementioned concepts (see Figure 2.1).

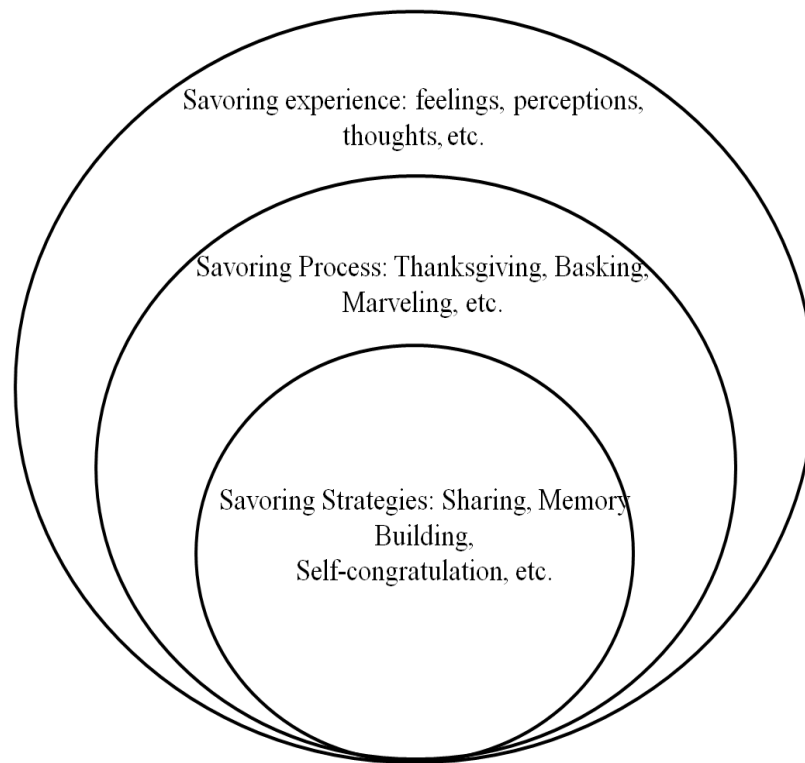


Figure 2.1 Savoring Three-Level Model

Savoring experiences, at the broadest level, involve an individual's sensations, perceptions, thoughts, behaviours, and feelings while consciously focusing on and appreciating a positive event (e.g., enjoying a wonderful afternoon tea time, and receiving the desired gift). Specifically, the focus of attention during the savoring experience can be directed either toward the external world or toward the internal self. Bryant & Veroff (2017) categorized the savoring experience into two types: world-focused savoring, which occurs when positive affect is derived from someone or something independent of oneself, such as being captivated by a beautiful sight, and self-focused savoring, which arises from personal accomplishments or victories, such as winning a competition. The source of positive experiences in world-focused