THE IMPACT OF LEARNING ORGANIZATIONS AS A MEDIATING VARIABLE IN EMOTION MANAGEMENT, KNOWLEDGE MANAGEMENT, AND PERCEIVED BENEFITS ON THE SCIENTIFIC RESEARCH PERFORMANCE OF UNIVERSITY PROFESSORS IN GUANGXI CHINA

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ABSTRACT
In China, there are many universities with strong research teams, advanced professional titles, high academic qualifications, and outstanding research capabilities, including experts who have received special allowances from the State Council and young and middle-aged experts who have made outstanding contributions to the country. They are committed to scientific research and technological innovation in various fields. Government reports show that many universities have received significant research funding, but the proportion of research results is relatively low. Some universities have received government research funding exceeding 100 million yuan and undertaken nearly 1000 research projects, but the degree to which research results are translated into practical applications is quite low. This highlights several challenges in translating these research findings into practical applications for these institutions. Therefore, this study investigated the impact of learning organizations as mediating variables on the research performance of Chinese university professors in emotional management, knowledge management, and perceived benefits. This study aims to improve the research output rate of universities in Guangxi, promote the transformation of more research results into tangible productivity, and expand the contribution to the economic and social development of Guangxi and even the entire country.
Keywords: Learning organization, Emotion management, Knowledge management, Perceived benefit, Scientific research performance

INTRODUCTION

The study aims to thoroughly examine the mediating effects of learning organizations-as intermediaries for emotional management, knowledge management, and perceived benefits-on the research performance of professors in Guangxi universities. The article initially reviews the theoretical underpinnings of learning organizations and their current applications within higher education institutions. Drawing from Ye Cuiying (2019) on the "learning organization" theory and its relevance to university teacher development, it underscores the significance of learning organizations in fostering knowledge sharing, innovative behavior, and team collaboration. The study draws upon various research on the impact of emotional management, knowledge management, and perceived benefits on employee performance, including the absence of specific author research on the impact of emotional management strategies on knowledge-based team performance, as well as Cao Zhifeng et al.'s (2023) study on the influence of university teacher competencies on job performance, examining how these mediating variables influence the research performance of university professors both individually and collectively. Emotional management concentrates on modulating teachers' work attitudes, motivations, and behaviors; Knowledge management is concerned with optimizing the allocation of scientific research resources and bolstering innovation capabilities; Perceived benefits centers on teachers' perceptions of organizational support, career development, and other advantages. The objective of this study is to identify future research directions, including further integration of regional characteristics to explore their potential impact on the research performance of university professors, and the development of targeted management strategies to enhance the effective operation of learning organizations within university research teams.

RESEARCH OBJECTIVES

To explore the relationship between learning organization, emotion management, knowledge management, peceived benefit and the research performance of professors at universities of Guangxi China.

To examine the importance of learning organization, emotion management, knowledge management and peceived benefit factors for the research performance of professors at universities of Guangxi China.

How does the role of learning organizations as mediating variables in emotion management, knowledge management, and peceived benefit affect the scientific research performance of professors at universities of Guangxi China.

REVIEW OF RELATED LITERATURE

Learning Organization Theory

The theory of learning organizations originates from Peter Senge's book "The Art and Practice of Learning Organizations", which is the foundation of the theory of learning organizations. The book elaborates on the five practices of learning organizations: self transcendence, improving mental models, establishing a shared vision, team learning, and systematic thinking. These practices constitute the core framework of learning organizations and provide specific paths for organizations to adapt and change through continuous learning. In modern research, the article "How Learning Organizations are Tempered: A Rooted Study Based on Gatco (Guangzhou)" is based on the actual case of Gatco (Guangzhou) company, using the grounded theory method to deeply explore the generation mechanism and organizational learning process of learning organizations. The study found that the formation of learning organizations is a complex and dynamic process that requires continuous efforts and changes at multiple levels (Gatco (Guangzhou) company, Zhou Hang, 2022). In the doctoral thesis of Business Administration titled "Research on Optimizing the Training System of S Insurance Company for Learning Organizations", the study takes a well-known

insurance company as an example to explore the optimization of the training system for learning organizations. Through empirical analysis, specific strategies and suggestions for optimizing the training system are proposed, providing reference for the construction of learning organizations in other enterprises (Liu E, 2023). The Honor of the City: Exploration and Research on the Practice of Learning City Construction - Based on the Perspective of UNESCO's "Learning City Award" Winning Cities "Based on practical cases of UNESCO's" Learning City Award "winning cities, this study deeply analyzes the experience and inspiration of learning city construction. The research not only focuses on the connotation, theoretical basis, and construction significance of learning cities, but also proposes specific construction strategies from multiple aspects such as policy and law, funding guarantee, and resource utilization.

From classical literature to modern research, the theory of learning organizations continues to enrich and develop. Peter Senge's "The Fifth Discipline" laid a solid foundation for the theory of learning organizations, and subsequent research has deepened and expanded this theory from different perspectives and fields. Modern journal articles and dissertations have combined specific cases and practical experience to propose many innovative and practical research results. These studies not only enrich the content system of learning organization theory, but also provide strong guidance for organizational practice. In the future, with the continuous development and changes of society, the theory of learning organizations will continue to maintain its vitality and energy, providing more useful insights for organizations to adapt and change.

Definition and Observation Variables of Emotional Management
1）Definition of Emotional Management
Salovey&Mayer (1997) improved the elements of emotional management by emphasizing that the principle of emotional intelligence lies in the overall application of abilities in the thinking process. In terms of intelligence and emotions, there are four elements for improvement: perception, evaluation, and expression; Using emotions to support ideas includes organizing ideas, viewing things positively, and finding solutions to problems; Analyze and use feelings from the emotions generated, including the relationships between emotions and the correct use of words; Perceive and control emotions to promote emotional and intellectual development. Maclach&Jackson (1986) classified work fatigue syndrome into three types: emotional exhaustion; The feeling of belittling the personality of others (personality disintegration); Reduce Personal Accomplishment. Later, Leiter&Maclach (1998) showed that we cannot predict fatigue work based on individual factors, whether it is gender, race, or status. This is because there are currently no research results that can confirm this result with certainty, but adults with good mental health will be able to better cope with work pressure. The main causes of fatigue are work overload and personal conflicts. James J. Gross (1998) is a renowned scholar in the field of emotional psychology. He proposed a theoretical framework widely used in emotional management research, called the Emotion Control Theory, which provides purposeful and in-depth research on the generation, control, and expression of emotions. Researching how an individual controls and expresses their emotions to adapt to different situations and goals, focusing on how individuals control and express their emotions, and believing that emotional management is a dynamic process in which individuals control the generation, experience, and expression of emotions through different strategies and mechanisms.
2) Observation Variables of Emotional Management
The Jia Long model (2021) includes five important emotional control processes.
1. Emotional assessment is the beginning of the process of emotional control, involving the individual's evaluation and interpretation of events that trigger emotions. Individuals evaluate the importance and potential consequences of the event and assess their emotional response

to it. 2. Emotional selection is based on emotional perception. Everyone will choose specific emotions. Responding to a stimulus event means that the person decides to express or suppress their emotions. Which one and adjust its level accordingly. Emotional expression is the process by which a person conveys selected emotions to others through nonverbal and verbal means. This includes facial expressions, gestures, sounds, language, etc. 4. Emotional experience refers to an individual's inner feelings and emotional experiences. It involves an individual's subjective feelings and the inner experience of the chosen emotion. Emotional control is the process by which individuals actively manage and regulate their emotions. It includes various strategies and techniques to increase or decrease the intensity, intensity, duration, and expression of emotions.

The process of emotional control can be divided into five forms: (Thompson, 2017)

1. Situation Selection: Situation selection refers to a person's tendency to approach or avoid, which can affect their subsequent emotions. Situation modification refers to a person changing the situation they are experiencing in order to alter the emotions they may experience. 3. Attention adjustment (attention deployment): Attention adjustment reflects a person's choice to focus on situations that trigger emotions, which can be divided into two ways: shifting attention and concentrating attention. 4. Adjusting the perspective of thinking (cognitive restructuring) Adjusting the perspective of thinking is to adjust emotions by changing the way of thinking in evaluating situations. The methods used in the process of evaluating their ability to manage the situation there include adjusting a person's perception of the current situation (reassessment). 5. The methods used in the process of response modulation include suppression, which can be divided into various forms, whether it is suppressing emotional expression, suppressing emotional experience, suppressing thoughts about emotional situations, or it may suppress expression and experience.

Table 1 Observation Variables of Emotion Management

Emotion Management	emotional evaluation	emotional selection	emotional expression	emotional experience	emotional control
(Maclach & Jackson, 1986)		√	√	√	
(Salovey & Mayer, 1997)	√	√	√	√	√
(James Gross, 1998)	√	√	√	√	√
(Leiter & Maclach, 1998)	√	√	√	√	√
(Thompson, 2007)	√	√	√	√	√
Total	4	5	5	5	4

To sum up, the observation variables of emotion management are selected from five observation dimensions: Emotional evaluation, emotional selection, emotional expression, emotional experience and emotional control according to the most frequent occurrence of table 1.

Definition and Observation Knowledge management

1) Definition of Knowledge management

Dalkir's (2005) concept gives meaning: Communicating and applying knowledge for the benefit of organizations. Knowledge management can help achieve performance, innovation, and responsiveness goals. Effectively meeting customer needs. Knowledge management is an important process modernorganizations. Effective knowledge management can help organizations achieve various goals. The concept and theory of knowledge management collecting the meanings and abilities of researchers and scholars. Managing research Knowledge Management: Based on Perspectives and the interests of each researcher and scholar. Knowledge management is the coordination of members, technologies, programs,

and structures, by promoting creativity, sharing, and applying knowledge and sharing experience and best practices; and Corporate Memory "(Dalkir, 2005) and" Uriarte Concept "(2008) Knowledge management is the process of transforming profound knowledge into clear and practical knowledge. By studying the above meanings, researchers have summarized the following meanings: Knowledge management refers to the process of acquiring knowledge from sources. Both in-depth and clear knowledge can be obtained both inside and outside the organization employees within an organization can seek, collect, and share knowledge and expertise.Appropriately and systematically, employees within the organization have access to this knowledge source.Develop oneself into a knowledgeable person and pass it on to employees within the organization, creating benefits for the organization.

2) Observation Variables of Knowledge Management

By studying concepts and theories related to knowledge management processes. Researchers and scholars have identified that the details of the knowledge management process vary. Marquardt (1996) pointed out that the knowledge management process belongs to the transitional subsystem of knowledge from knowledge sources to knowledge use, including the following four steps: 1. The knowledge acquisition process allows organizations to seek knowledge from both internal and external sources. External knowledge collection can come from comparing abilities with other organizations, from external information such as attending conferences, seminars, hiring consultants to read various publications, collaborating with other organizations, etc; Seeking knowledge within an organization (internal knowledge gathering) is the learning ability of individuals within the organization, which increases the value of the organization, such as focusing on knowledge. A team that learns from direct experience or supports constantly changing operational processes. 2.The process of knowledge creation is participation, which involves knowledge types composed of explicit knowledge and tacit knowledge. These two types of knowledge can be explained in four ways: Tacit to Tacit Creation of Knowledge is knowledge that grows as privacy, transmitted from one person to another, often generated through close learning, which has significant limitations in creating knowledge; Explicit to Explicit Creation of Knowledge is a type of knowledge obtained through the combination and synthesis of explicit knowledge, which has limitations in creating new knowledge; The implicit to explicit transformation of knowledge Creation (implicit to explicit creation) is the process of adding explicit knowledge to one's own implicit knowledge and redesigning some knowledge that can be shared with other members of the organization; The creation of explicit knowledge to implicit knowledge (explicit to implicit knowledge creation) occurs when newly emerging explicit knowledge is collected. 3. Stored procedure knowledge storage and retrieval is a process involving technical fields, such as knowledge recording and being related to personnel, as well as organizing the creation of storage systems to store knowledge for fast and accurate retrieval, retrieval, and sending of knowledge. The process of knowledge transfer and utilization involves the rapid and appropriate dissemination of knowledge to individuals within an organization, both intentional and unintentional, through technology driven knowledge information and knowledge transfer between people. Including McAdam's (2000) study, which proposed a knowledge management model for creating innovation. It consists of four processes: 1. Knowledge creation 2. Knowledge Dissertation 3. Knowledge Embodism 4. Knowledge Use.the research results of some scholars are summarised and sorted out as follows, as shown in Table 2.

Table 2 Observation Variables of Knowledge Management

Knowledge Management	knowledge seeking process	knowledge creation process	knowledge process, storage and	knowledge process, transfer and utilization	benefiting from knowledge

			retrieval		
(Marquardt, 1996)	√	√	√	√	√
(McAdam, 2000)	√	√	√	√	√
(Dalkir, 2005)	√	√	√		
(Uriarte, 2008)	√		√	√	√
(Alharbi.R & Alnoor.A, 2022)		√	√		√
Total	4	4	5	3	4

In this study, based on previous literature, we divided the different determinants of knowledge management into five dimensions: Process seeking knowledge, knowledge creation process, knowledge process, storage and retrieval, knowledge process, transfer and utilization, benefiting from knowledge.

Definition and Observation Perceived Benefits
1) Definition of Perceived Benefits
Davis (1989) described the perceived benefits of individual belief levels in using technology. This will help increase the potential for working with less difficult technology. The belief level of improving personal work efficiency can be divided into two factors, which is consistent with Zeithaml's (1998) concept of perceived value. It refers to the overall evaluation of products and services by consumers, especially their recognition of export value and revenue, as well as their recognition of costs; Alderfer (1969) defined the perception of psychological and emotional benefits. Realizing emotional benefits refers to the need to connect with others in the workplace. Or they hope to be accepted, belong, mutually acknowledge, and share their emotions, including Ridings&Gefen's (2004) theory that people who benefit from society are more inclined to share information about their participation in interaction and perceived usefulness. Measuring an individual's attitude and belief in using a specific technology or system to enhance their work potential (Davis, this is a belief or viewpoint used to analyze and recognize the value or expected benefits of technology). If the benefits of technology meet an individual's needs, it will often generate benefits from their behavior in order to accept and use technology, such as increased alertness or positivity, and external benefits such as rewards. However, (Pender et al., 2002) typically, a person is more inclined to benefit from the outside rather than from the inside.
2) Observation variables of Perceived Benefits
Venkatesh, Morris, Davis&Davis (2003) defined social interest awareness as the level of social influence given by an individual, which refers to the opinions or actions influenced by others. Amaro&Duarte (2015) researched and developed a benefit perception model that evolved from the technology acceptance model - TAM provides consumers with various convenient products or online services, enjoying and saving time.The comprehensive results of the concept based organizational learning variable scale. Research based on scholars Amaro&Duarte (2015) and Pender et al (2002) developed a perception benefit variable scale based on the concept of emotional management, knowledge management, and learning organizations. The scale consists of four variables: comfort related enjoyment, time saving, and reward acquisition. The comprehensive concept and reference research can be linked to the influence and relationship between variable factors in emotional management, knowledge management, and learning organizations.the research results of some scholars are summarised and sorted out as follows, as shown in Table 3.

Table 3 Observation Variables of Perceived Benefits

Perceived Benefits	comfort	enjoyment	time saving	reward results
(Zeithaml, 1998)	√	√	√	
(Pender etal, 2002)	√	√	√	√
(Rifings & Gefen, 2004)	√	√	√	
Amaro & Duarte, 2015)	√	√	√	
(Rashid.A.S,Tout.K.& Yakan.A. , 2021)	√		√	√
Total	5	4	5	2

In this study, based on previous literature, we divided the different determinants of knowledge management into five dimensions: Process seeking knowledge, knowledge creation process, knowledge process, storage and retrieval, knowledge process, transfer and utilization, benefiting from knowledge.

CONCETUAL FRAMWORK
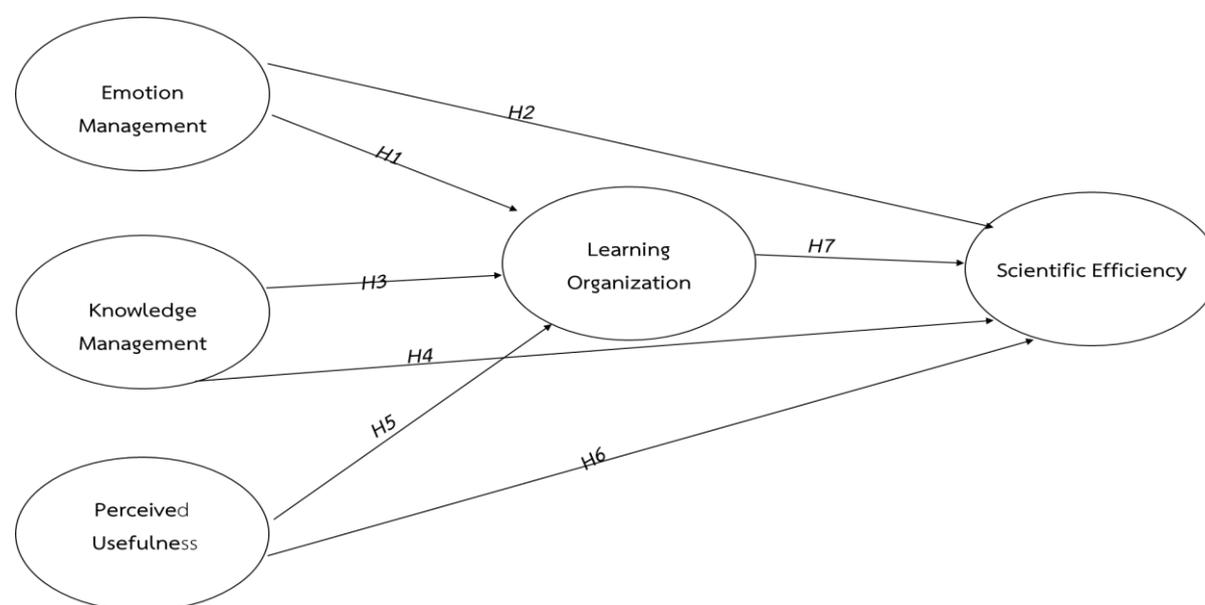
RESEARCH HYPOTHESIS

Hypothesis 1: Factors in managing emotions that influence learning organizations.

Hypothesis 2: Emotion management factors influence performance in university scientific research in Guangxi Province. People's Republic of China.

Hypothesis 3: Knowledge management influences learning organizations.

Hypothesis 4: Knowledge management influences efficiency in university scientific research in Guangxi Province People's Republic of China.

Hypothesis 5: Perceived benefits influence learning organizations.

Hypothesis 6: Perceived benefits influence efficiency in university scientific research in Guangxi Province People's Republic of China.

Hypothesis 7: Learning organization influences efficiency in university scientific research in Guangxi Province People's Republic of China.

CONCLUSION

It is hoped that through this study, research results on the importance levels of emotional management, knowledge management, perceived benefits, and learning organizational factors can be explored, which will help teachers use positive emotional states to reduce negative emotional interference, improve creativity and innovation ability, promote teamwork and knowledge sharing, and enhance scientific research ability and efficiency. I hope to verify the research results on the impact of learning organizations as mediating variables on emotional management, knowledge management, and perceived benefits, which can help university teachers better cope with failures, losses, and difficulties, improve their resilience and adaptability, enhance the overall research ability, research output efficiency, and research achievement conversion rate of university teachers in Guangxi, and promote scientific research progress and healthy economic development.

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