



RESEARCH ARTICLE

The impact of team talent optimization on social performance of educational organization in Heilongjiang Province, China: The mediating role of resilient capability

Xuesong Wang¹, Suraporn Onputtha^{2*}, Chotima Jotikasthira³^{1,2,3} Faculty of Business Administration, Rajamangala University of Technology Thanyaburi, Khlong Hok, Thailand**ARTICLE INFO****ABSTRACT**

Received: Jul 26, 2024

Accepted: Sep 29, 2024

Keywords

Team Talent Optimization

Social Performance

Educational Organization

Resilient Capability

***Corresponding Author**

suraporn_o@rmutt.ac.th

This research aimed to investigate the influence of team capability enhancement on social performance of educational organizations in Heilongjiang Province, China, by considering the mediating role of resilience capability. The study used quantitative research methods and collected data from 848 university personnel, including senior executives to department heads. The data collection instrument was a five-point agreement scale questionnaire. The structural equation model (SEM) analysis found that team capability enhancement had a positive effect on organizational resilience capability and social performance. In addition, resilience capability played a mediating role in enhancing the effect between team capability enhancement and social performance, indicating that team capability enhancement and resilience capability development play an important role in enhancing the social performance of educational organizations. The results provide important information on developing team capability and enhancing adaptability in a changing educational environment.

INTRODUCTION

Education in the 21st century is rapidly evolving, requiring educational organizations to not only provide knowledge but also cultivate well-rounded individuals who are ready to cope with the complexities of an interconnected world. This requires a shift in focus to enhance the social performance of educational organizations, covering areas such as student well-being, social responsibility, and community engagement (Huang & Zhou, 2022). As such, the strategic management of talent within educational organizations has become a key factor in achieving these goals through talent optimization, a data-driven approach to augmenting individual strengths to meet organizational needs. Talent optimization of individuals in organizations has received significant attention across sectors (Bohlander & Snell, 2019), with a focus on identifying, developing, and leveraging the unique talents of individuals within teams. Talent optimization aims to increase team performance and overall organizational effectiveness. However, its specific impact on the social performance of educational organizations remains largely unexplored. In addition, the ability of educational organizations to adapt and grow amidst challenges is essential for sustainable social performance. Resilience, characterized by an organization's ability to anticipate, respond to, and learn from adversity (Lengnick-Hall et al., 2011), plays a key role in ensuring continuous improvement and sustainable growth. However, many organizations face unique economic, social, and demographic challenges. The role of resilience in mediating the relationship between team talent enhancement and social performance is of particular relevance. This study aims to delve deeper into this complex relationship by examining how team talent enhancement influences social performance of educational organizations and to what extent resilience mediates this relationship.

While the existing literature emphasizes the importance of talent management in education (Abbas & Raja, 2015) and the positive impact of resilient leadership on organizational performance (Youssef & Luthans, 2007), there is a lack of research that specifically examines the effects of team talent enhancement on the social performance of educational organizations. Moreover, the mediating role of resilience in this relationship remains unexplored. Furthermore, previous studies on talent management in education have primarily focused on the development and performance of individual teachers (Day & Gu, 2013). While this approach is important, it overlooks the potential for team collaboration and the impact of team dynamics on organizational outcomes. This study attempts to bridge this gap by examining the effects of team talent enhancement, considering factors such as team composition, communication, and collaboration, on the social performance of educational organizations. Furthermore, the mediating role of resilience in this relationship has not been sufficiently explored in the existing literature.

Given this significance, the researcher sought to study the impact of team talent optimization on social performance of educational organization in Heilongjiang Province, China: The mediating role of resilient capability to examine how resilience, developed through organizational learning, adaptive leadership, and supportive organizational culture, can enhance the positive impact of team talent optimization on social performance. This study focuses on the specific context of Heilongjiang Province, China. As a border province with distinct cultural and economic landscapes, Heilongjiang provides an interesting case study to explore the interaction of these factors.

LITERATURE REVIEW

Team Talent Optimization

Team talent optimization is a key factor in enhancing organizational performance, especially in environments that require rapid innovation and adaptation. Several mechanisms involved in enhancing team talent performance include participative safety, support for innovation, vision and expectation, and task orientation. Participative safety refers to the fact that team members feel safe to share ideas and take risks without fear of negative consequences, which positively influences employees' innovative behaviors, especially in IT organizations where participatory leaders can promote knowledge sharing and innovation (Mata et al., 2023). Furthermore, support for innovation is important in work environments where team members are encouraged to think creatively and express new ideas. Research has found that teams with strong support for innovation have higher levels of creativity and problem-solving, especially when combined with a task focus that helps the team clarify its goals and performance standards (Ma & Corter, 2019). At the same time, a clear vision plays a key role in aligning team members around a common goal, enabling the team to innovate and perform effectively together. Research on software development teams found that: Participatory vision and safety have a significant impact on team performance (Aichroth, 2022). Task focus, which emphasizes setting the highest standards of performance, is also a key factor in team performance. Research on collaborative groups has found that task focus combined with innovation support increases team innovation and creativity outcomes (Lee & Chen, 2020). Thus, enhancing team performance through these factors—participatory safety, innovation support, vision, and task focus—creates an environment conducive to innovation and organizational success, and encourages organizations to produce outcomes that positively impact society.

Resilience Capability

Resilience Capability is a key factor that enables organizations to respond and adapt when faced with unexpected events and uncertainties. This capability is comprised of several sub-capabilities, namely readiness capabilities, response and recovery capabilities, collaboration and integration capabilities, flexibility capabilities, and innovation and information technology capabilities. Each of these dimensions plays a key role in enhancing an organization's ability to meet challenges and improve its performance in various areas. Organizational readiness is the first element that enables an organization to effectively anticipate and prepare for crises, focusing on risk management and planning to avoid disruptions (Mukherjee et al., 2023). At the same time, response and recovery capabilities enable an organization to quickly resume operations after a crisis (Kazim et al., 2023). Collaboration and integration with internal and external departments strengthens the network of work and enables an organization to better adapt and cope with challenges, especially in the manufacturing and supply chain management sectors. (Poberschnigg et al., 2020) The study found

that operational resilience allows organizations to quickly adapt to changes in circumstances or market demands (Sabahi & Parast, 2020). Moreover, the introduction of technologies and innovations that enhance the ability to manage information and collaborate across departments allows organizations to operate more efficiently and increase their resilience (Cepeda & Arias-Pérez, 2019). Resilience is therefore an important factor that enables educational organizations to generate better social performance by building stability and developing their adaptability and innovation in highly changing and challenging situations.

Social Performance

Social performance of educational organizations refers to the organization's ability to meet the needs and expectations of its stakeholders, as well as create positive impacts on society. The literature on social performance, particularly on social value orientation, social exchange relationship, ethical leadership, corporate social responsibility, and stakeholder engagement, indicates that these elements play an important role in enhancing the sustainability and social responsibility of educational organizations. The research of Wang et al. (2018) indicates that social value orientation, which refers to the tendency of individuals or organizations to take into account the benefits of others and society as a whole, is an important foundation for promoting socially responsible behavior. Educational organizations with high social value orientation tend to focus on creating value for society, such as promoting access to education, community development, and environmental conservation. In addition, the social exchange relationship between educational organizations and stakeholders, such as students, parents, communities, and government agencies, is an important factor affecting social performance (Cropanzano et al., 2017). Good relationships built on the basis of trust, fairness, and reciprocity help enhance cooperation, support, and satisfaction of stakeholders, leading to improved social performance of the organization. Furthermore, ethical leadership plays an important role in creating an organizational culture that promotes social responsibility (Eisenbeiss et al., 2015). Ethical leaders are good examples of operating with honesty, fairness, and transparency, fostering a work environment that respects human rights, and takes into account the impact on society. At the same time, corporate social responsibility, which covers dimensions such as the economy, society, and the environment, is another important element that enables educational organizations to create positive impacts on society (Carroll, 2016; Onputtha, & Siriwichai, 2021; Onputtha et al., 2023). Socially responsible activities, such as supporting education, community development, and environmental conservation, help enhance the organization's image, increase credibility, and build good relationships with society. Finally, stakeholder engagement is an important process that enables educational organizations to listen, understand, and respond to the needs of stakeholders effectively (Freeman et al., 2010). Stakeholder engagement facilitates the exchange of information, opinions, and suggestions, leading to improvements, development, and innovation to better meet the needs of society by enhancing the social efficiency of educational organizations. This can be achieved through significant contributions from team talent optimization and Resilience Capability, which promote collaboration, adaptation and innovation to respond to societal challenges and changes.

Conceptual Framework

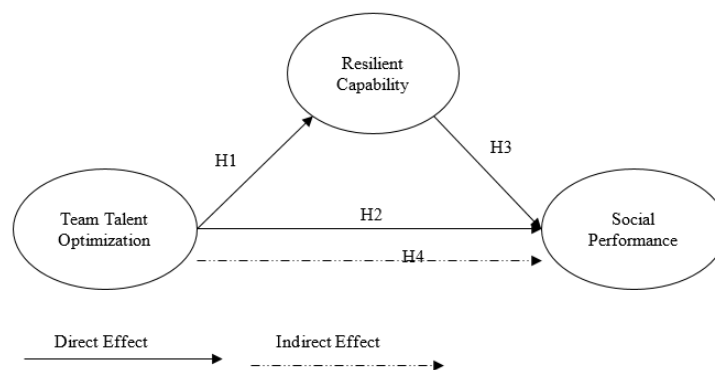


Fig 1. Conceptual Framework

Hypotheses

H1: Team talent optimization has an impact on resilient capability of educational organization in Heilongjiang Province, China

H2: Team talent optimization has an impact on social performance of educational organization in Heilongjiang Province, China

H3: Resilient capability has an impact on social performance of educational organization in Heilongjiang Province, China

H4: Resilient capability mediates the impact of team talent optimization on social performance of educational organization in Heilongjiang Province, China

RESEARCH METHODOLOGY

This quantitative research aimed to study the effects of team capability enhancement on social performance of educational organizations in Heilongjiang Province, China, by considering the mediating role of resilience capability. The sample consisted of 848 university personnel, including presidents, vice presidents/assistant administrators, deans, vice deans/assistant deans, directors, vice directors, department heads, and deputy department heads. Purposive sampling was used to obtain a sample group with experience and important roles in management and decision-making of educational organizations. The data collection instrument was a questionnaire, which was divided into 4 parts: 1) personal data, such as gender, age, marital status, education level, monthly income, work experience, and job position, to control personal factors that may affect the analysis. 2) team talent optimization, which was measured through 4 main dimensions: safety of participation, support for innovation and information technology, vision and expectations, and focus on work. These dimensions reflect the promotion of a team environment that fosters safety and innovation that is aligned with organizational goals (Al Aina, & Atan, 2020). 3) Resilient Capability, measured by preparedness, response and recovery, collaboration and integration, flexibility, and information and technology innovation capabilities, are key factors in assessing an organization's ability to adapt and respond to challenges. And 4) Social Performance, which measures the impact of an organization's practices on broader social outcomes. The questions in Sections 2 through 4 were assessed using a 5-point Likert scale ranging from 1 (strongly disagree) to 5 (strongly agree) to allow respondents to indicate their level of agreement with each statement (Lee et al., 2022). To ensure the reliability and validity of the instrument, convergent validity and discriminant validity were tested, confirming that the measured items are distinct and can adequately explain the relevant variables. Structural Equation Modeling (SEM) was used to analyze the data, which is a method that allows examining the complex relationships between variables. Including the mediating role of resilience on the relationship between team performance enhancement and social performance. Using SEM allows examining both the direct and indirect effects of the variables in the hypothesized model (Lu et al., 2023).

STUDY RESULTS

Personal Information

From the data collection of 848 personnel, including presidents, vice presidents/assistant administrators, deans, vice deans/assistant deans, directors, vice directors, department heads and deputy department heads of universities in Heilongjiang Province, China, it was found that the majority of personnel were male, accounting for 53.1 percent and female 46.9 percent. The oldest age group was 31-40 years old (45.5 percent), followed by 41-50 years old (30.2 percent), 21-30 years old at 12.9 percent and over 51 years old at 11.4 percent. In terms of marital status, the majority of personnel were married at 87.5 percent, while 10.4 percent were divorced or separated and only 2.1 percent were single. In terms of education level, the majority of personnel held a bachelor's degree (47.4 percent), followed by a master's degree (36.2 percent) and a doctorate degree (16.4 percent). In terms of monthly income, It was found that most of the personnel had an income range of 5,001 - 10,000 yuan, accounting for 38.1 percent, followed by an income range of 15,001 - 20,000 yuan (29.2 percent), while an income of more than 20,001 yuan accounted for 8.5 percent. In addition, in terms of work experience, it was found that most of the personnel had a work experience of 1 - 5 years, accounting for 37.7 percent.

Team Talent Optimization, Resilience Capability, and Social Performance**Table 1: Team Talent Optimization, Resilience Capability, and Social Performance**

Variables	Mean	S.D.	Opinion Level
Team Talent Optimization			
Participative Safety	4.2212	.66124	Extremely high
Support for Innovation and Information Technology	4.2199	.65711	Extremely high
Vision and Expectation	4.1509	.64499	High
Task Orientation	4.1377	.67542	High
Resilience Capability			
Readiness Capabilities	4.1417	.60416	High
Response and Recovery Capabilities	4.1196	.63267	High
Collaboration and Integration Capabilities	4.1856	.63173	High
Flexibility Capabilities	4.0861	.64566	High
Innovation and information technology capabilities	4.1354	.63139	High
Social Performance	4.2421	.65805	Extremely high

From the Table 1, it shows the evaluation of opinions on important factors affecting team talent optimization, resilience capability, and social performance. The average results of each factor were ranked according to the level of opinions of the sample group. The results showed that participation in safety (Participative Safety) had the highest mean (4.2212) in the Team Talent Optimization group, which was at the "very high" level. The same goes for the support for innovation and information technology factors, which had a similar mean of 4.2199. Social performance had the highest mean (4.2421) and was at the "very high" level. Meanwhile, adaptability in various aspects, such as readiness to cope, flexibility, and teamwork, was at the "high" level, but not very high. The overall opinion concluded that both team potential and adaptability factors played an important role in promoting the organization's social performance, but support for innovation and safety played a more prominent role in building strong team potential.

Model Development, Convergent Validity and Discriminant Validity

Through model development, convergent validity is used to examine how closely the new scale is connected to other variables and other measures of the same construct, whereas discriminant validity is used to determine if measurements are not meant to be much related. All data are shown in Table 2, 3 and 4.

Table 2: Analysis of first-order confirmatory factor of team talent optimization, resilience capability, and social performance

Factor	Measure	Factor Loading	t-value	rho_c	rho_a	AVE	α
Talent Team Optimization	TO_PS1	0.941	138.482	0.979	0.973	0.902	0.973
	TO_PS2	0.961	183.315				
	TO_PS3	0.958	194.196				
	TO_PS4	0.948	158.259				

Factor	Measure	Factor Loading	t-value	rho_c	rho_a	AVE	α
	TO_PS5	0.939	106.962				
	TO_SIT1	0.961	198.929	0.980	0.973	0.924	0.972
	TO_SIT2	0.966	195.629				
	TO_SIT3	0.970	225.164				
	TO_SIT4	0.948	130.758				
	TO_VE1	0.957	172.027	0.979	0.973	0.903	0.973
	TO_VE2	0.949	102.070				
	TO_VE3	0.948	105.187				
	TO_VE4	0.955	168.442				
	TO_VE5	0.942	134.728				
	TO_TO1	0.948	152.834	0.982	0.977	0.758	0.977
	TO_TO2	0.966	236.602				
	TO_TO3	0.958	192.582				
	TO_TO4	0.967	229.112				
	TO_TO5	0.949	85.066				
Resilient Capabilities	RC_RC1	0.949	132.208	0.976	0.971	0.873	0.971
	RC_RC2	0.952	161.677				
	RC_RC3	0.949	105.958				
	RC_RC4	0.919	82.191				
	RC_RC5	0.938	123.609				
	RC_RC6	0.898	73.292				
	RC_RRC1	0.949	129.741	0.982	0.977	0.917	0.977
	RC_RRC2	0.965	216.578				
	RC_RRC3	0.960	176.722				
	RC_RRC4	0.962	206.402				
	RC_RRC5	0.952	142.059				
	RC_CIC1	0.960	169.201	0.984	0.980	0.925	0.980
	RC_CIC2	0.969	248.218				
	RC_CIC3	0.960	179.057				
	RC_CIC4	0.961	204.083				
	RC_CIC5	0.959	154.365				
	RC_FC1	0.941	123.391	0.971	0.960	0.892	0.959
	RC_FC2	0.944	88.443				
	RC_FC3	0.941	75.595				
	RC_FC4	0.952	166.566				

Factor	Measure	Factor Loading	t-value	rho_c	rho_a	AVE	α
	RC_ICT1	0.927	77.090	0.975	0.969	0.888	0.969
	RC_ICT2	0.951	145.351				
	RC_ICT3	0.945	120.248				
	RC_ICT4	0.957	166.517				
	RC_ICT5	0.931	101.700				
Social Performance	Per_S1	0.952	171.561	0.985	0.982	0.917	0.982
	Per_S2	0.955	180.360				
	Per_S3	0.961	223.088				
	Per_S4	0.959	186.080				
	Per_S5	0.964	221.526				
	Per_S6	0.953	166.259				

When the first-order confirmatory factor analysis of team talent optimization, resilience capability, and social performance was performed, it was found that the first-order confirmatory factor analysis had appropriate factor weights (FL), factor reliability (rho_c and rho_a), average extracted variance (AVE), and Cronbach's alpha coefficient (α) reliability values for further data analysis, which was the second-order confirmatory factor analysis.

Table 3: Analysis of second-order confirmatory factor

Factor	Measure	Factor Loading	t-value	rho_c	rho_a	AVE	α
Talent Team Optimization	TO_PS	0.841	62.740	0.980	0.979	0.758	0.988
	TO_SIT	0.876	75.866				
	TO_VE	0.940	150.725				
	TO_TO	0.932	143.630				
Resilient Capabilities	RC_RC	0.952	177.428	0.988	0.988	0.772	0.979
	RC_RRC	0.950	194.439				
	RC_CIC	0.938	148.732				
	RC_FC	0.877	58.943				
	RC_ICT	0.902	93.545				

When the second-order confirmatory factor analysis of team talent optimization and resilience capability was performed, it was found that the second-order confirmatory factor had appropriate factor weights (FL), factor reliability (rho_c and rho_a), average variance extracted (AVE) and Cronbach's alpha coefficient (α) reliability values for further data analysis.

Table 4: Discriminant validity by Fornell-Larcker Criterion

Variables	Team Talent Optimization	Resilience Capability	Social Performance
Team Talent Optimization	0.871		
Resilience Capability	0.843	0.879	
Social Performance	0.603	0.651	0.957

Note: Bold values in diagonal line display the square root of AVE meanwhile the others are correlation matrix

From the Table 4, the results of the discriminant validity test using the Fornell-Larcker criterion, the results show that the square root of the average variance (AVE) on the diagonal is the value highlighted in bold, which indicates the internal validity of the variable. The values of team talent optimization, resilience capability, and social performance are 0.871, 0.879, and 0.957, respectively. Meanwhile, the values below the diagonal indicate the relationship between the variables, which is found to be the relationship between team talent optimization and resilience capability at 0.843, and between resilience capability and social performance at 0.651. The fact that the square root of the AVE is higher than the relationship indicates that each variable is clearly separated.

Finalized Model and Hypothesis Analysis

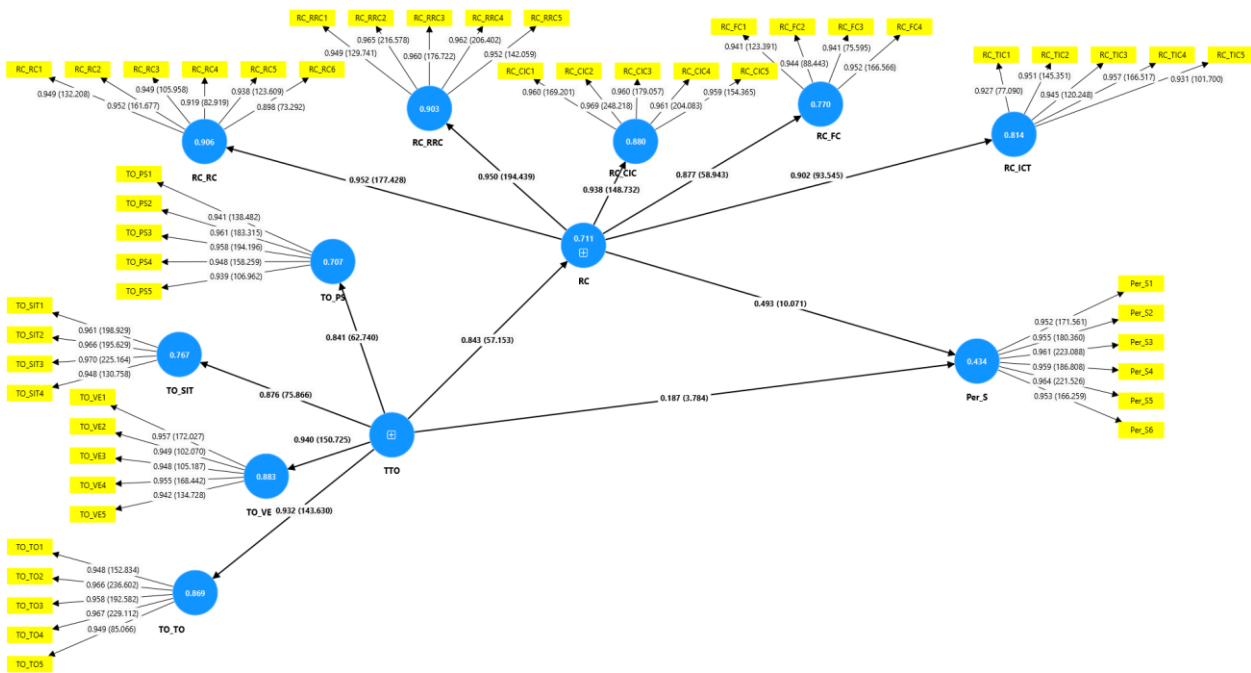


Fig 2. Finalized Model

Table 5: Hypothesis Analysis

Hypothesis	Standardized Estimates	t-value	P values	Result
H1: TTO -> RC	0.843	57.153	.000	Accept
H2: TTO -> Per_S	0.187	3.784	.000	Accept

H3: RC -> Per_S	0.493	10.071	.000	Accept
H4: TTO -> RC -> Per_S	0.416	9.796	.000	Accept

Note: TTO, Team Talent Optimization; RC, Resilience Capability; Per_S, Social Performance

From the Table 5 and Fig. 2 showing the results of the hypothesis analysis, it was found that all hypotheses set had high standardized estimates and t-values consistent with the significance level of .000, resulting in all hypotheses being accepted. Hypothesis 1 (H1) stated that team talent optimization had a significant influence on resilience capability (0.843). Hypothesis 2 (H2) stated that team talent optimization had a lower influence on social performance (0.187). Hypothesis 3 (H3) indicated that adaptability had a significant positive effect on social performance (0.493). Finally, Hypothesis 4 (H4) indicated that adaptability mediated the link between team talent optimization and social performance (0.416).

Table 6: Direct Effect, Indirect Effect, Total Effect

Variables	Resilience Capability			Social Performance		
	Direct	Indirect	Total	Direct	Indirect	Total
Team Talent Optimization	0.843***	-	0.843***	0.187***	0.416***	0.603***
Resilience Capability				0.493***	-	0.493***

Note: *** means p-value of .000

From the Table 6 showing direct, indirect and combined effects of the variables, it was found that team talent optimization had a very high direct impact on resilience capability (0.843) and no indirect effect. For the impact on social performance, team talent optimization had a small direct impact (0.187) but the indirect impact through resilience capability was higher (0.416), resulting in a total impact of 0.603. Meanwhile, resilience capability had a direct impact on social performance (0.493) with no indirect effect.

SUMMARY AND DISCUSSION

Discussion

From the study, it was found that team talent optimization has an impact on resilient capability of educational organization in Heilongjiang Province, China. This is because that team talent optimization has been shown to play a significant role in enhancing resilience. This talent optimization focuses not only on identifying and developing the unique talents of team members, but also on creating an environment that fosters effective collaboration and learning from challenges (Mata et al., 2023). Resilience, which includes readiness, response, and work integration, enables organizations to effectively cope with unexpected changes and crises (Kazim et al., 2023). In Heilongjiang Province, which is faced with social and economic challenges, developing this capability is essential to sustain the continued performance of educational organizations. Managing and developing teams with talents can enhance teamwork and clear communication, leading to better adaptation and innovation in response to challenging situations (Ma & Corter, 2019). With a clear vision and support for innovation, teams in educational organizations can develop resilience, which directly affects the organization’s social performance (Mukherjee et al., 2023).

In addition, the study also revealed that team talent optimization has an impact on social performance of educational organization in Heilongjiang Province, China. This is because that team talent optimization is an important factor that directly affects the social performance of educational organizations. This concept focuses on developing and leveraging the unique talents of individuals in the team to align with the needs and goals of the organization. Team talent optimization not only strengthens the organization, but also helps to create an environment that is conducive to team members being able to work together effectively, innovate, and adapt quickly to challenges (Mata et al., 2023). Factors such as participative safety and support for innovation play an important role in making team members feel safe to share ideas and take risks without worrying about negative consequences. These promote innovation and creative work behaviors, which are essential for

educational organizations to develop student capabilities and respond to societal needs (Ma & Corter, 2019). In addition, a clear vision and task orientation can help teams produce more effective results by integrating team goals and organizational members. When teams have clarity on their goals and how they work, they will be able to deliver quality work that meets stakeholder expectations better (Aichroth, 2022). Focusing on tasks also allows teams to meet higher standards of performance, which is important for educational organizations that want to create value for society, whether it is developing students or responding to community needs (Lee & Chen, 2020). In terms of social performance, educational organizations that effectively increase team effectiveness will be able to better respond to the needs of stakeholders, such as students, parents, and the community, by creating social value and engaging in activities that promote societal well-being (Wang et al., 2018). Finally, having good relationships with stakeholders also fosters cooperation and trust, which are important factors in increasing the social performance of educational organizations (Cropanzano et al., 2017). Therefore, enhancing the effectiveness of the personnel team within educational organizations in Heilongjiang Province is an important strategy to promote effective collaboration, adaptability to challenges, and the creation of sustainable social value.

Furthermore, resilient capability has an impact on social performance of educational organization in Heilongjiang Province, China. This is due to the fact that Resilient capability plays a crucial role in promoting the social performance of educational organizations in Heilongjiang Province, China. Resilience refers to an organization's ability to anticipate, adapt, and learn from unexpected situations or challenges (Lengnick-Hall et al., 2011). In the context of Heilongjiang Province, which is facing economic and social challenges, this capability becomes even more important. An organization's ability to prepare for a crisis and quickly resume operations after an unexpected event not only enhances organizational stability but also creates sustainable social value (Kazim et al., 2023). In addition, effective collaboration between different departments and internal integration within an organization allows an organization to better respond to the needs of its stakeholders, such as students and communities (Poberschnigg et al., 2020). Organizations' ability to quickly adapt and be highly resilient enable them to innovate and introduce new technologies to improve their work processes, which results in better social outcomes (Sabahi & Parast, 2020). In Heilongjiang Province, educational organizations' ability to effectively adapt to changing circumstances and build partnerships with communities This results in social responsibility and adds value to society as a whole (Carroll, 2016).

Lastly, resilient capability mediates the impact of team talent optimization on social performance of educational organization in Heilongjiang Province, China. This is because in the context of Heilongjiang Province, China, resilience serves as an important mediator in enhancing team talent optimization and influencing the social performance of educational organizations. Team talent optimization enables teams to have effective collaboration through creating collaborative safety, fostering innovation, and focusing on tasks (Mata et al., 2023; Ma & Corter, 2019). However, for teams to fully utilize these capabilities and continuously adapt to challenges, they need resilience, which refers to being prepared for unexpected situations and being able to respond quickly (Kazim et al., 2023). This capability enables teams to work together and innovate effectively to adapt and create positive social impacts (Poberschnigg et al., 2020). Thus, resilience serves as a mediator that links team capabilities developed through optimization with the ability to respond to the needs of stakeholders, such as students and communities, which results in higher social performance (Lengnick-Hall et al., 2011).

Practical Implications

The study on the impact of team enhancement on social performance of educational organizations in Heilongjiang Province, China, highlights the importance of adopting talent management approaches that focus on leveraging individual talents within teams. Developing a team of high-caliber talents not only improves organizational performance but also effectively improves the social outcomes of educational organizations, especially in the context of Heilongjiang Province, which faces economic and social challenges. The results of this study suggest that educational administrators should prioritize supporting team collaboration, emphasizing the creation of a safe environment and fostering innovation in work development. In addition, organizational resilience, which includes preparing for and responding to unexpected situations, is essential for effectively coping with change. Well-coordinated team management, encouraging the exchange of ideas, and allowing team

members to participate in decision-making can help create sustainability in educational organizations' operations, both in terms of social outcomes and community engagement. Adopting these approaches can strengthen educational organizations and enable them to respond more effectively to the needs of society and stakeholders.

Theoretical Implications

This research plays an important role in expanding theoretical knowledge in many areas, especially in the areas of people management and social performance of educational organizations. It demonstrates that enhancing team performance through supporting collaboration, creating a safe environment, and leveraging innovation can significantly enhance the resilience of educational organizations. The fact that this research examines the mediating role of resilience between team performance and social outcomes demonstrates the complexity and importance of adaptability and innovation in managing educational organizations. This research also helps expand the conceptual framework of the relationship between team management and social value creation, suggesting that collaboration and adaptability to challenging situations can significantly enhance positive social impacts. In addition, this study supports the concept of resilience, which emphasizes preparedness and collaboration among different units, which is an important concept that can be used to develop theories related to organizational management in rapidly changing environments.

Future Study Possibility

The results of the study showed that team efficiency and resilience have an impact on the social performance of educational organizations. However, there are still many issues that need to be further studied in the future. For example, the study should be expanded to samples in other contexts beyond Heilongjiang Province to compare the impact in each area. In addition, the use of mixed methods research, such as qualitative studies through in-depth interviews, can help gain more insights into team adaptation and the role of resilience in challenging situations. Further studies should be conducted on other variables, such as team personnel satisfaction or the creation of an organizational culture that supports learning and innovation, which may be additional factors affecting the social performance of organizations. Finally, the study should focus on the long-term impact of team efficiency on organizational social performance in the context of social and technological change.

REFERENCES

- Abbas, Q., & Raja, U. (2015). Impact of human resource management (HRM) practices on organizational performance: A case study of university in Pakistan. **Journal of Business Studies Quarterly**, 6(4), 169.
- Aichroth, L. S., Nuszbaum, M., & Campoy-Gómez, L. (2022). Do you feel it? The relationship between the perceived team climate for innovations and the experience of flow and worry. **International Journal of Innovation and Technology Management**, 19(06), 2250019.
- Al Aina, R., & Atan, T. (2020). The impact of implementing talent management practices on sustainable organizational performance. **Sustainability**, 12(20), 8372.
- Bohlander, G. W., & Snell, S. (2019). *Managing human resources*. Cengage Learning.
- Carroll, A. B. (2016). Carroll's pyramid of CSR: Taking another look. **International Journal of Corporate Social Responsibility**, 1(1), 1-8.
- Cepeda, J., & Arias-Pérez, J. (2019). Information technology capabilities and organizational agility. **Multinational Business Review**, 27(2), 198-216.
- Cropanzano, R., Anthony, E. L., Daniels, S. R., & Hall, A. V. (2017). Social exchange theory: A critical review with theoretical remedies. **Academy of Management Annals**, 11(1), 479-516.
- Day, C., & Gu, Q. (2013). **Teacher emotions: Well-being, burnout and coping strategies**. In Q. Gu & C. Day (Eds.), *Teachers' emotions and wellbeing in the changing world: A comparative study* (pp. 1-18). Springer.
- Eisenbeiss, S. A., van Knippenberg, D., & Boerner, S. (2015). Transformational leadership and team innovation: Integrating team climate principles. **Journal of Applied Psychology**, 100(1), 140.
- Freeman, R. E., Harrison, J. S., Wicks, A. C., Parmar, B. L., & De Colle, S. (2010). **Stakeholder theory: The state of the art**. Cambridge University Press.

- Huang, S., & Zhou, J. (2022). Effect of high-performance human resource practice in colleges and universities in China on teachers' turnover intention: A moderated mediation model. **Frontiers in Psychology, 13**, 857826.
- Kazim, M., Qureshi, I. M., Asghar, M. A., Hassan, A. F., & Ashfaq, S. R. (2023). Insights on resilience and flexibility during covid-19 pandemic: a study on wheat supply chains in Pakistan. **Research Journal for Societal Issues, 5**(2), 467-504.
- Lee, J. Y., Yahiaoui, D., Lee, K. P., & Cooke, F. L. (2022). Global talent management and multinational subsidiaries' resilience in the Covid-19 crisis: moderating roles of regional headquarters' support and headquarters–subsidiary friction. **Human Resource Management, 61**(3), 355-372.
- Lee, J.-C., & Chen, C.-Y. (2020). Exploring the team dynamic learning process in software process tailoring performance. **Journal of Enterprise Information Management, 33**(3), 502-518.
- Lengnick-Hall, C. A., Beck, T. E., & Lengnick-Hall, M. L. (2011). Developing a capacity for organizational resilience through strategic human resource management. **Human Resource Management Review, 21**(3), 243-255.
- Lu, Y., Zhang, M. M., Yang, M. M., & Wang, Y. (2023). Sustainable human resource management practices, employee resilience, and employee outcomes: toward common good values. **Human Resource Management, 62**(3), 331-353.
- Ma, Y., & Corter, J. (2019). The effect of manipulating group task orientation and support for innovation on collaborative creativity in an educational setting. **Thinking Skills and Creativity, 100**587.
- Mata, P., Mata, M. N., & Martins, J. (2023). Does participative leadership promote employee innovative work behavior in it organizations. **International Journal of Innovation and Technology Management, 20**(05), 2350027.
- Mukherjee, S., Nagariya, R., Mathiyazhagan, K., & Scuotto, V. (2023). Linking supply chain resilience with knowledge management for achieving supply chain performance. **Journal of Knowledge Management, 28**(4), 971-993.
- Onputtha, S., Phopphan, K., Iamsomboon, N., Bhumkittipich, P., & Sathiankomsorakrai, T. (2023). Sustainable performance of Thai automobile industry: the impact from green organizational culture and green transportation. In **E3S Web of Conferences** (Vol. 389, p. 05014). EDP Sciences.
- Onputtha, S., & Siriwichai, C. (2021). The impact of green corporate identity and green personal-social identification on green business performance: A case study in Thailand. *The Journal of Asian Finance, Economics and Business, 8*(5), 157-166.
- Poberschnigg, T. F. da S., Pimenta, M., & Hilletoth, P. (2020). How can cross-functional integration support the development of resilience capabilities? The case of collaboration in the automotive industry. **Supply Chain Management, 25**(6), 789-801.
- Sabahi, S., & Parast, M. M. (2020). Firm innovation and supply chain resilience: a dynamic capability perspective. **International Journal of Logistics Research and Applications, 23**(3), 254-269.
- Wang, H., Tong, C., Takeuchi, R., & George, G. (2018). Social value orientation and employee creativity: The mediating role of prosocial motivation and the moderating role of task interdependence. **Journal of Applied Psychology, 103**(12), 1405–1419.
- Youssef, C. M., & Luthans, F. (2007). Positive organizational behavior in the workplace: The impact of hope, optimism, and resilience. **Journal of Management, 33**(5), 774-800.