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# A Theoretical Framework for Improving English Learner Classification in Higher Education using Management Theories

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## Abstract
*This paper proposes an integrated theoretical framework for improving learner classification in university English education using management theories. By combining Refined Management Theory, Customer Relationship Management Theory, Humanistic Management Theory, and Learning Organization Theory, the study offers a comprehensive model that addresses the diverse needs of learners. Refined Management Theory focuses on data-driven decision-making and precision in student classification, while CRM Theory emphasizes personalized relationships and long-term student engagement. Humanistic Management Theory adds a focus on the emotional and psychological needs of students, and Learning Organization Theory advocates for continuous learning and adaptability within the educational system. This integrated framework aims to improve student engagement, motivation, and learning outcomes by providing a more personalized, flexible, and adaptive approach to learner classification. The paper also discusses the strengths, challenges, and contributions of the proposed framework, highlighting its potential to create a more inclusive and effective learning environment. The study concludes by suggesting areas for future research, particularly in implementing and evaluating the framework in real-world educational settings.*

## Keywords:
*Learner Classification, Management Theories, Higher Education, Personalized Learning, Adaptive Teaching*

## 1. Introduction

In recent years, university English education has encountered many problems, mainly because to the increasing diversity of learners. This diversity creates a complicated problem for educators who want to meet different needs in a particular classroom. Traditional methods of classifying students based on their academic level only are no longer sufficient to achieve the desired learning results. This is why optimizing learner classification methods has become important for increasing teaching effectiveness in higher education.

Research, especially the management theories which focus on the precision, personalization, and the effectiveness, provide useful information about how this process can be improved . As we see the development of the educational environment, the incorporation of management principles in the classification of English

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learners may result in more effective and personalized teaching approaches . Concepts which includes the humanistic , customer relationship management(CRM) ,the refined management , and learning organization theory give helpful frameworks which can be adapted in the education(Siemens, 2013; Reeve, 2012; Kumar Shah, 2004; Hattie Timperley, 2007). Such theories are of the view that suggest systems which are not only more structured and specific but also responsive to individual student needs which is very important in the context of a heterogeneous student body.

This paper aims at the construction of a theory based on the integration of these theories with the theory of management, which is helpful in the improvement of student's classification in university English education, and the application of those theories to the research of this topic can be improved by the method of sorting the student's according to this theory, which finally improves the way of teachers according to the needs of the teacher, this paper tries to solve the existing problems that have a lot of gaps in existing methods , and put forward the method of class classification that is more dynamic , individualization , data driven.

For a lot, there are many different reasons why this research works. First of all, by using management model in the educational environment (Reeve, 2012) to bridge the gap of the education and management theory, which in the learning situation (Reeve, 2012) has the possibility of providing a new dimension of learner management, which might result in the teaching methods of the students in more effective way and the learning results of the learners in a more efficient manner; and, finally, it will help to the continuous discussion of the ways of optimizing the management of students in higher education, and the application of practical solutions of the problem of development.

## 2. Literature Review

Examine the literature that is currently available about how to classify English learners in different ways and how management theories are used in educational contexts is the main goal of this chapter. Given that educational settings are always changing, it is important to investigate how management ideas might be modified to help with student management in higher education. The current learner classification models, the possible use of management theories in improving these models, and the ways in which these theories have been used in educational settings are the main topics of this review.

The concept of learner classification, means that teachers should categorize students into different groups. The classification should be based on their academic abilities, learning styles, or needs. This has been widely discussed in educational research. However, traditional methods often fail to address the increasing diversity within classrooms. As a result, there is a growing need for more refined, data-driven, and personalized classification methods. This chapter will examine the theories that can provide the foundation for improving these strategies.

### *2.1 Refined Management Theory*

Using data to improve organizational efficiency and precision is central to Refined Management Theory (Siemens, 2013). This theory applies to learner classification in education by analyzing student data, such as academic performance and engagement, to create more accurate and personalized groups. Based on real-time

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data, educators can adjust teaching strategies based on students' progress. For example, students can be grouped differently based on their learning styles or areas where they need extra support, rather than based on grades alone.

Process optimization is also emphasized in refined management theory. As a result, learner classification needs to be dynamically adjusted in order to meet student needs. Hattie and Timperley (2007) point out, feedback plays a vital role in achieving success in education, and effective management contributes by making sure teachers have access to the necessary data for providing prompt and meaningful feedback. Combing real-time feedback and data-driven insights, educators can improve their teaching methods and students' outcomes (Hattie Timperley, 2007).

This theory is most beneficial for its data-driven method. It ensures the classifications reflect students' unique learning needs, but not just their academic abilities (Siemens, 2013). This powerful system encourages students to make continuous improvement. And the feedback from students helps refine the classification process, making it more responsive to individual needs.

## *2.2 Customer Relationship Management*

The foundation of the CRM idea was to build close personal bonds with consumers (Kumar Shah, 2004;). According to Kumar (2000), this means that students should be given consideration when it comes to what they want, which should include learning preferences, wants, and needs of the student in the classroom. Using CRM, teachers might categorize the pupils by learning more about their interests, learning styles, and academic performance in the same way as other learning methods are applied to the student body.

Customer relationship strength is increased because CRM favors continued contact between the teacher and the student (Kumar, 2004). Students who received regular feedback, individualized learning media, personalized encouragement feel appreciated, increase their engagement. Information can be obtained by technology such as learning management system(LMS) which can monitor the learning of the student, to create individualized learning experiences (Alserhan Yahaya, 2020; Alserhan, 2012).

## *2.3 Humanistic Management Theory*

Humanistic Management Theory is concerned about dealing to the psychological as well as the emotional requirements of students with the development of the school (Reeve,2012). This theory understands that with support from the students, the student's level of motivation increases and the student becomes more engaged with the emotional needs which in turn help the student to be developed with more than the level of academic performance by thinking about the extrinsic motivation and the emotional need that the teacher can categorize the learners in ways that promote the personal development of the student not only to the level of achievement of students.

Another important thing about humanistic administration is that it makes the contribution of positive input very important. According to (Hattie, Timperley 2007), the feedback should be supportive and concerned with helping the student's improvement, not only to fix the errors, so that the feedback of students in this kind of feedback creates positive environment for the learning, and encourage students to take ownership of the

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learning process .

Through the development of teaching theory, teachers can establish the teaching environment of student's emotional and motivation needs in the classroom, which is more student-centered and the results of the process of students (Reeve, 2012).

## *2.4 Learning Organization Theory*

With reference to shared learning, and ongoing improvement, the theory is the main focus of the study (Senge, 1990; Lee et al., 1990). According to this idea of instruction, learning environments should be used more frequently than other methods, which should always change according to the needs of the students and the results of their learning process and comments.

The theory promotes adaptive learning, meaning classification methods should evolve as student needs change (Senge, 1990). For example, if a student's performance improves, their classification should be updated to reflect this progress, ensuring they receive appropriate support. Feedback is key in this process, as it helps educators refine classification strategies and improve teaching methods (Leithwood Jantzi, 2006). Collaboration among educators is also essential. By sharing insights and working together, teachers can improve their classification systems and create more effective learning experiences (Leithwood Jantzi, 2006).

Finally, a student-centered learning organization hypothesis favors the development of a learner classification system that is adaptable to the changing requirements of the student body, which in turn increases the general educational outcome of the learning organization theory.

## *2.5 Integrating the Theories for Improved Learner Classification*

All of these management theories give us important information regarding how to make the most of student classification tactics in the field of university education of the world of English. Even so, although the individual theories give helpful frameworks, the research that is currently in use usually has no thorough, integrated method of putting the theory into practice in the context of the learner category. When these theories work in combination, they might provide a more comprehensive and flexible model that takes the complicated, varied wants of the student in the world of today's higher education.

In most cases, current researches focus on isolated elements of learner management. For example, the theory of Refined Management emphasizes the importance of data-driven decision-making to improve the efficiency and precision of educational practices (Siemens, 2013). However, it often overlooks the emotional and psychological needs of students, which are essential for effective learning. On the other hand, CRM emphasizes the development of personalized and long-term student relationships (Kumar & Shah, 2004), but it often ignores the need for flexible, adaptive systems that can adjust based on real-time feedback. Humanistic Management theory focuses on the emotional and motivational aspects of students (Reeve, 2012), but it does not fully integrate these insights into systematic data-driven classification models. Finally, the theory of Learning Organizations advocates continuous learning and feedback, but has rarely been applied to learner classification in higher education (Leithwood & Jantzi, 2006).

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This literature review identifies the research gap that is either too general, with the focus on academic performance, or too broad and lacking in the inclusion of data-driven, emotional and adaptive factors; or, in other words, the current learner classification systems in university English education are either too narrow and focused on academic performance only. A more integrated approach that combines the strengths of these different management theories is required to develop a data-informed and adaptive learner classification model that is more individualized.

From this gap is the research question: To help students in university English education be more classified, how can management theories—particularly the Refined Management Theory, CRM, Humanistic Management, and Learning Organization Theory—be combined to do so? Moreover, what are the possible advantages of this integrated approach in terms of student engagement, adaptability and individualized learning: What are the possible effects of this approach?

A learner classification system, which combines these theories and is dependent on the emotional and psychological requirements of the students, can be developed by a more individualized learning experience and would improve student engagement and learning results (Liu et al., 2017).

## 3. Theoretical Framework

This part discusses management theories presented in last chapter, to see how could they provide an overall and a more flexible way to deal with students management.

### *3.1 Refined Management Theory in Learner Classification*

The theory of Refined Management focuses on utilizing data to optimize organizational processes (Siemens, 2013). In the context of learner classification, this theory emphasizes the importance of precision and systematization. Refined management allows educators to analyze a wide range of data, such as students' academic performance, engagement, and learning behavior. Then, educators can classify students more effectively.

This theory is particularly useful in a university setting. Because student diversity in university is high. By using data for the classification, educators can develop more targeted teaching strategies. For example, using performance data and feedback, educators can adjust teaching methods to better suit different learning needs (Siemens, 2013).

### *3.2 CRM in Learner Classification*

The CRM theory emphasizes the importance of establishing long-term, personalized relationships with customers (Kumar Shah, 2004). In education field, students should be viewed as individuals with unique needs and preferences. By applying CRM principles, educators cannot only classify learners based on their academic performance, but also consider their personal motivations, learning preferences, and past experiences.

CRM focuses on the importance of really understanding what students need and keeping the communication flowing to build trust and keep them engaged. This could mean things like regular feedback, tailored learning materials, and giving students a say in how they approach their learning. As Kumar and Shah (2004)

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point out, students tend to do better when they feel understood and valued. When it comes to university English education, using CRM can help teachers create a more personalized learning environment that caters to each student's needs, ultimately making their learning experience and results better.

### *3.3 Humanistic Management Theory in Learner Classification*

According to the Humanistic Management Theory, taking into account the psychological and emotional requirements of people inside a company is important (Reeve, 2012).This idea places more of an emphasis on the requirement to deal with the intrinsic reasons of pupils as well as the emotional and general development of them in the context of learner categorization. A humanistic method of student categorization would require the identification of students as whole people with particular psychological, social, and emotional requirements as opposed to only being classified as academic subjects.

When students feel that their emotional and psychological needs are met, they are more likely to be motivated, engaged, and successful in their learning (Reeve, 2012). This theory encourages educators to consider students well-being, self-esteem and internal dynamics when they classify them. By creating an environment that values and supports students' emotional growth, educators could foster a more positive and effective educational experience. They could offer students with feedback mechanisms, counseling services, and developing a curriculum that considers student's comprehensive development.

### *3.4 Learning Organization Theory in Learner Classification*

The Learning Organization Theory emphasizes the importance of continuous learning and improvement within an organization (Senge, 1990). In the field of education, it means educators should establish an adaptive system that involves both teachers and students in continuous learning. This theory also encourages educators to view student classification process as a process that can be continuously developed and improved based on feedback and changing student needs (Leithwood Jantzi, 2006).

Classifying students with this theory, educators can develop a flexible and responsive system. For example, learning organization methods do not rely on fixed student categories, but allow for regular reassessment and adjustment based on student progress and feedback. This flexibility is crucial for addressing the dynamic nature of student learning, as their needs and abilities may change over time (Leithwood Jantzi, 2006).

### *3.5 Combing Theories for a Comprehensive Learner Classification Model*

These four management ideas are combined in the university's teaching of English as the whole, which is also helpful as the integration of these three management theories, the comprehensive platform of improving the classification of the learner of university's course of learning in the college's teaching of the university in general, the personalized student management of CRM by combining the data driven theory of the CRM, the focus of which is the humanistic management of customer's needs and the emphasis of which was the adaptation of CRM and the continuous improvement of the learner of learning organization theory, which is more comprehensive, the effective and flexible of this integrated model for the classification of the class and the support of the students, so as to be able to achieve the goal of teaching and learning.

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# 4. Implementation Strategies

How to put the integrated theoretical framework into practice for the classification of learners in the field of university English teaching is the main topic of this chapter.

## *4.1 Refined Management Theory Implementation in Learner Categorization*

Refined Management The use of data, which is included into the classification process of learners, is the application of theory to the learner, which increases the accuracy in the student groupings(Siemens, 2013) .By examining the performance and engagement of the students, and the behaviour of the learner's learning and teachers can more reliably categorize the learners so that they can get the corresponding support to the students .

Beyond the use of standard grading procedures in that regard, this method takes the role of taking into account other variables such as learning style. For example, in a group of people with particular talents, students might be placed in the same group for specific instruction, which makes it possible for instruction to be done in a particular way (Siemens, 2013).

As it permits teachers to gradually improve teaching methods and classes, continuous feedback is another important thing to consider. According to Hattie and Timperley (2007) there is more to the feedback and it also helps to ensure that classes are still relevant and useful, and so the results of that learning process are not only relevant, however, Hattie and Timperley (2007) emphasizes that the feedback is not only responsible for the improvement, but also to make sure that classes are still relevant and effective.

Furthermore, LMS is one such example that it may be used to assist the collecting of and analyzing of data, which gives the student with real-time information of the development of the student . That is, this permits the teacher to decide on the data which is being processed by the researcher, thus to adapt the approaches to the needs (Siemens,2013) .

A method for organizing learners based on data that is both organized, data-driven and has a more precise, dynamic, and efficient management of the requirements of the student is offered by the Refined Management Theory.

## *4.2 CRM Implementation on the Student Classification*

According to Kumar Shah (2004) management theory focuses on developing long-term, individualized bonds with pupils by taking into account their motivation for learning (and their own learning preferences). Through the use of CRM, educators may categorize pupils by the individual learning inclinations in addition to their academic standing. With this method of teaching, the learning environment might get more personified.

Through continued communication, and personalized comments, CRM helps to keep the student's involvement and, by doing this, through the use of technology (for example: LMS) in the form of a monitoring of interactions and performance by the use of technologies (for example: Alserhan Yahaya ,2021]), which is to give the students personalised support (for example: Alserhan Yahaya ;20,21), so as to increase the level of

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student's engagement, thus to improve the students' reactions with the learning needs of the students, which is in line with this.

As a result, CRM makes the process of student classification more individual and more effective, and makes the relationship of student to the teacher and the student more strong, so it is possible to achieve the goal of CRM.

### *4.3 Humanistic Management Theory Implementation to the Classification of Learner*

In the field of humanitarian management theory, the emphasis on the need of dealing with the psychology of the student and the psychological need(Reeve, 2012). This method is to make the teacher aware about the student's internal reasons and the mental state in the form of class, so that the teacher can classify the student according to the academic performance of the student and also according to their internal reasons and the emotional state of them .

A good environment is encouraged by the encouragement of a positive learner environment, which includes the development of internal motivation (Hattie Timperley, 2007).Students that practice humanism feel better about themselves because of this, which increases motivation (Reeve, 2012), and it also increases their engagement, and the level of their academic performance by increasing the sense that they are valued by the student.

Finally, by using Humanistic Management Theory to solve the academic- and affectual requirements of a learner, it is guaranteed that they can be a more balanced and supporting learner classification system, which is also helpful for the learner's class.

### *4.4 Implementation of Learning Organization Theory in Learner Classification*

Innovation and ongoing study are promoted by learning organization theory, which makes classification systems possible to adjust to the demands of the pupils (1990). To keep students in the most appropriate group, teachers should routinely review student classifications based on performance data and actual feedback, which will always be done by the most suited groups of people.

Feedback is a basic component that makes it possible to further improve and develop classification methods (Leithwood Jantzi, 2006;).According to this idea, there is a need for teachers to work together in order to increase classification methods and exchange information, which will increase the level of learning that is being done there.

The study of the organization hypothesis, which is used in the study, makes it possible to use the system as a means of responding and working with others in an adaptive, collaborative way of learning classification that takes the system into account for the rest of the process.

### *4.5 Conclusion*

Teachers can use the same ideas to help teachers build a better personalization and adaptability as a way to group the student as they are in the learning environment and how to deal with the different learning requirements of university English learners by developing a more individualized and adaptive and effective way to

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class classification by applying these theories . Integration of these approaches means to improve the learning, and to increase the student's engagement which eventually helps in the betterment of the learning results .

# 5. Strengths and Contribution

This chapter covers how the suggested integrated theoretical framework can help improve student classification in college education and how it might affect the overall advantages of the suggested system in this area.

## *5.1 The Strengths of the Integrated Theoretical Framework*

A key component of this integrated system is the individualized approach to student classification. CRM theory, which underlines the significance of comprehending each student needs and permits individualized instructional strategies, as noted by Kumar and Shah (2004). This method guarantees that students are classified according to their own learning styles, goals, and personal inclinations in addition to their academic achievement. The framework supports and builds an environment of learning that is valued by addressing these different parts of student identity; instead of depending only on one-size-fits-all (Reeve, 2012).

This system is also more capable of changing, changing throughout the course because of its capacity to change learning, organization, and motivation (Senge, 1990; ). Flexibility in the face of an ever changing learning environment is a key for good student administration . The framework is based upon the continuous learner’s input/learning and the feedback loops which help to re-examine and modify the student's categorization according to the real-time data with the continuous feedback of the learner . this flexibility guarantee to keep the classification system as applicable and to the changing situation with which the learner’s learning (Leithwood Jantzi, 2006; ). Teachers may keep the teaching method which is always being effective and responsive to the problems which they are in as the students develop by developing a system that is changing with the needs of the learners .

## *5.2 Contribution to the teaching theory and application*

This integrated theoretical framework makes a significant contribution to both educational theory and practice. First, it provides a new, comprehensive approach to learner classification that bridges the gap between traditional, performance-based classification systems and the increasingly complex needs of modern learners. By incorporating management theories that prioritize precision, personalization, and student well-being, this framework offers a more adaptable and effective system for student classification. This framework can be applied to any educational setting, particularly where diversity among students is a significant factor.

Second, through a more focused approach to the discussion of the whole process of teaching, the framework forms a continuous discussion among teachers as well as the learning and learning process of the students by focusing on the continuous development, cooperation, and the feedback; therefore in this way, the learning environment that the whole of teaching, in particular the students, according to this situation, is not limited to the existing skills, but the ability to develop, the development of the learning process of the whole process of teaching the growth of the environment (living, nurture, etc.), so in this regard (Lithwood Jant-

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zi,2006) .

Finally, in this regard the integrated framework of learner classification is very helpful as a way of dealing with the different requirements of the students in university English education. This framework is to combine the data-driven management, individualized support, emotional intelligence and constant learning to provide a holistic and adaptable answer to the problems of students as well as teachers. Although the implementation of such a model is problematic, the advantages of such model are very useful in the area of educational management because it is very helpful to increase the level of student engagement, motivation and the overall academic achievement.

## 6.Conclusion

The goal of this work is to combine theory from the following areas: learning organization theory, customer relationship management theory, humanistic management theory and the refined management theory to improve learner classification in university English education. Every one of these management theories takes into account a specialty with an emphasis on data-driven decision-making, individualized student management, the needs of the individual student, and constant adapting to the input of their responses. When taken as a whole, these theories combine and solve the various requirements of contemporary learners; they are both comprehensive and adaptable.

In terms of the emphasis given, the framework demonstrates to the significance of data analytics in the specific classification as indicated by the suggestion of the Theory of Refined Management, which also stresses that there should be personalized, long term relationship with the students which is shown in CRM and the need of taking into account emotional well-being of the students as emphasized by the Humanistic Management Theory; finally, the theory of Learning organization promotes a system which is flexible , cooperative , and always improvement .

Future studies might be directed toward putting this framework into practice in actual situations and assessing how well it is being used by other researchers with the help of empirical research. We may gain a better understanding of how these theories work in practice and help to refine the method of further enhancing student classification systems in higher education by doing this.

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