Assessing The Impact Of Learning Environment And Resources On Learner Satisfaction: A Case Study Of The British University In Egypt Cross-Cultural Youth Summer Program

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Abstract:
Background: *The purpose of the study was to measure the effect of the learning environment and educational resources on learner satisfaction at a cross-cultural youth summer camp.*
Materials and Methods: *The research utilized numerical data as well as follow up to obtain the answer. The participants of the study comprised forty Libyan students, whose ages ranged from 15 to 17 years. They have also attended a multiple module international program at the British University in Egypt (BUE) that included training on English language, soft skills, digital literacy, and sustainability awareness among other things.*
Results: *Study Results indicate that a very high percentage of the participants are satisfied with the location of the university, trainer's engagement and computer laboratory. They would like content and services that are personalized to their needs, according to them. Teenagers reported more positive experiences in culturally safe and well-resourced learning environments.*
Conclusion: *This research shows new ways to design and implement cross-cultural educational programs. A proper mix of physical, digital and human resources can create satisfaction levels and learning outcomes for disadvantaged youth.*
Key Word: *Learner Satisfaction; Cross-cultural Education; Learning Environment; Trainer Quality; Digital Access and Resources; Youth Development Programs.*

I.   Introduction

There has been increasing interest in cross-border educational activities among youth worldwide (Lewin, 2020; Porter et al., 2025); however, few studies have investigated the effect of the physical space and learning materials at short-term residential camps on student satisfaction among learners from conflict-affected countries (Crnički, 2023; Dryden-Peterson & Ramadan, 2024). Teenagers in Libya have specific learning needs because their schooling is often interrupted and they do not have much electronic equipment. While you could learn new things in summer months, this is only possible if there are enough books, the material is relevant for the context, and the infrastructure is adequate (Lewin, 2020; Wogman, 2024). The goal of this research is to study the effect of some learning environment elements (facilities, atmosphere, space) and resource aspects (materials, trainers' participation, and online facilities) on the satisfaction of Libyan youths with an International Summer Camp in Egypt. The investigation is guided by the following primary research question:

How does learner satisfaction in a cross-cultural summer program for young Libyans depend on the learning environment and the educational materials available?

The research further explores the following sub-questions:
How much do learning environments and training facilities contribute to student satisfaction?
How do students perceive the quality and practicality of digital resources and teaching materials?
To what extent does trainer involvement influence young learners' satisfaction levels?
Are there notable differences between levels of satisfaction regarding different modules?

Hypotheses.
The hypotheses below are tested based on Kahu's (2013) student engagement construct and the learning environment design theories of Fraser (2012) and Tinto (2017).

H1: Quality learning environment, trainer engagement, and usefulness of learning content have a positive effect on learner satisfaction in a cross-cultural youth summer program.

Getting access to digital resources contributes positively to the learner satisfaction at a moderate level. This effect is positively mediated by the quality of trainer and usefulness of content.

The hypotheses steer the quantitative phase of the research as well as the structural equation modeling analysis of how environmental, instructional and technological factors cumulatively influence learner satisfaction.

1. The Impact of Learning Environment on Satisfaction

Summer camps help students learn different skills in different subjects which also helps develop their communication skills. The BUE summer program is a 45-day programme run by the British University in Egypt (BUE) which is a transnational learning ecosystem because it is temporary and intense for a short period (Fraser, 2012; Kahu, 2013; Tinto, 2017). Research shows that student satisfaction is not conclusively linked to curriculum alone; the physical and psychological learning environment has an equally vital impact (Kahu, 2013; Tinto, 2017; Fraser & Fisher,2022). Most "experiential" learning experiences are linked to the curriculum. Fraser (2012) defines learning environment as multidimensional, involve feeling comfortable, feeling safe, and being ready to use technology. Short-term international programme seems applicable to it. Experiential learning theory (Passarelli & Kolb, 2023; Vande Berg & Lou, 2024) also supports this view, observing that learning is the most effective when students are in the new environment that encourages reflection. The environment at BUE in terms of the feeling and the look, in addition to the campus lay-out facilities did the participants' value and motivation (as shown by the satisfaction metrics with infrastructure, which showed 90% of participants rated the facilities comfortable and useful).

2. The Central Role of Trainer Quality and Pedagogy

Learner satisfaction and engagement are strongly influenced by pedagogical quality. We consistently receive feedback from participants that trainers are clear in their instructions, patient and encouraging to them. This aligns with (Strotmann & Kunschak, 2022) meta-analytic evidence which shows that teacher clarity and interpersonal connection are powerful predictors of student achievement. Results of BUE summer camp indicate that teaching with a human touch through trainers who guide learners "step by step" creating psychologically safe spaces significantly enhances satisfaction. This research shows that relational pedagogy is very important that is emotional intelligence and communication styles of the trainer is as important as the content (Hobson & Baruch, 2023; Başaran & Turan, 2025). Many of the people mentioned trainer availability and empathy as a strength, which aligns with the argument of (Tinto, 2017) that students' persistence and satisfaction hinge on the relational dynamic between teachers and students.

3. Bridging the Digital Divide in Educational Contexts

Before the program started, many participants from Libya reported low computer skills and weren't able to access digital tools. This is common in places after a conflict or other resource-poor settings. Almost four in ten were novices or non-computer users. There is a digital divide between the North and the South (Xiong et al., 2025). As (Warschauer, 2003) notes, in the South, despite the potential of technology to equalise terms, social and infrastructural inequalities are hampering this causes. However, participants' evaluations after the program showed massive skill gains, with over 80% of learners identifying as proficient/advanced users of Microsoft.

Evidence suggests that engaging and structured technologies can reduce initial disadvantages in a learning context if accompanied and supported by teacher instruction (DeWitt et al., 2022; Shadiev et al., 2025; Unwin & Unwin, 2023). According to (Kashada et al., 2020; Hatlevik & Hatlevik, 2023), users must be aware of their environment for successful digital learning adoption. Through the availability of hardware, the guiding hand of a trainer, and the conducting of activities, the camp helped accelerate digital skills (Zheng et al., 2023). Thus, the camp proved to us that mere availability is not enough and pedagogy is a must.

The findings of the present study also add up to the other studies (Kashada et al., 2020) that equitable access to resources and technology integration leads to educational development sustainability. As worldwide efforts to promote cross-cultural learning take off (Sercu, L., 2023), it becomes important for student satisfaction and empowerment to integrate digital inclusion and human-centred teaching.

II. Material And Methods

The sequential explanatory design and mixed methods were implemented to investigate the impact of the environment and resources on the satisfaction of learners in the cross-cultural youth summer program. In July and August 2025, it was implemented as part of the International Summer Program at the British University in Egypt (BUE). The program was implemented for a duration of 45 days. Forty secondary education students from Libya aged 14-17 were on the program. Students were required to successfully accomplish four main modules

which were English Language, Soft Skills, Computer & MS Office Skills, Future Innovators (energy & sustainability). Field trips, hands-on activities, and projects were done in addition to class work.

Because the program had both educational and recreational goals and took place in a cross-cultural setting (with Libyan students in an Egyptian higher education setting), a mixed methods approach was chosen to get both the quantitative aspects of skill acquisition and satisfaction and the qualitative aspects of how participants felt about the program (Yang & Zhong, 2024). This design is in line with best practices for evaluating short-term international youth programs, where things like infrastructure, how responsive the trainers are, and how well the students adapt to the culture have a big impact on the results (Lewin, 2020; Sercu, 2023; Plano Clark & Ivankova, 2024). The overall research process followed a sequential explanatory mixed-methods design, summarized in Figure 1 below.
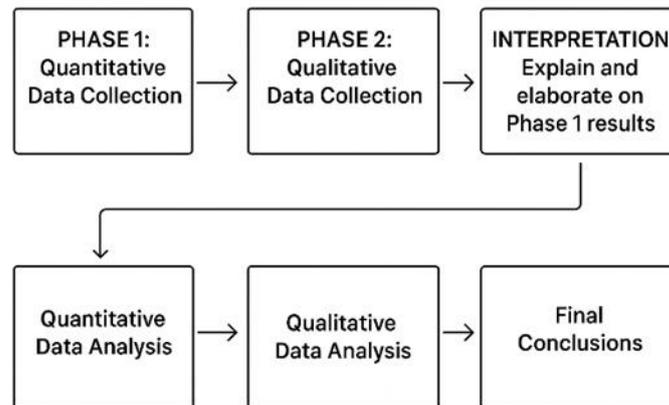

Figure 1: Research design of the study

Data Analysis

We applied descriptive statistics (standard deviations, means, and frequencies) on Microsoft Excel as well as SPSS v.28 and Lisrel software for structure equation modeling in an attempt to identify skill development patterns, satisfaction levels, as well as perceptions on certain modules. Paired comparisons between post as well as pretraining self-evaluations (when available) showed development as perceived.

Ethical Considerations.

Participation was not mandatory and consent from students and their legal guardians was obtained before the camp itself. All of the data was kept in a secure place, and no identifiers were used during the analysis. The study was conducted in accordance with the ethical guidelines of the British University in Egypt and the Declaration of Helsinki.

III.   Result

Figure 2 shows learner satisfaction scores by digital access:

Students with and without digital access appear to have very similar satisfaction levels, supporting the nonsignificant result from the T test.
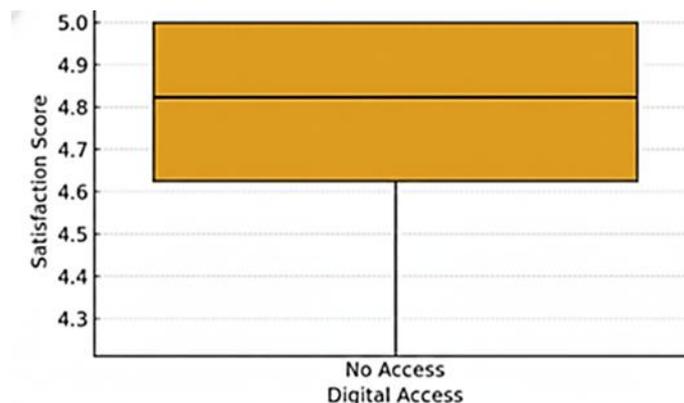

Figure 2: Satisfaction Scores by Digital Access

Learner satisfaction scores shows that the average satisfaction score for both groups (those with "No Access" and those with "Digital Access") is extremely high—hovering around 4.9 out of 5.0. This indicates that regardless of their starting point in terms of technology familiarity, participants were overwhelmingly satisfied with the summer program.

Satisfaction scores across all modules chart (Figure 3) displays the average satisfaction score for participants in the English language module, soft skills module, computer & office skills module and future innovators module of the summer camp.
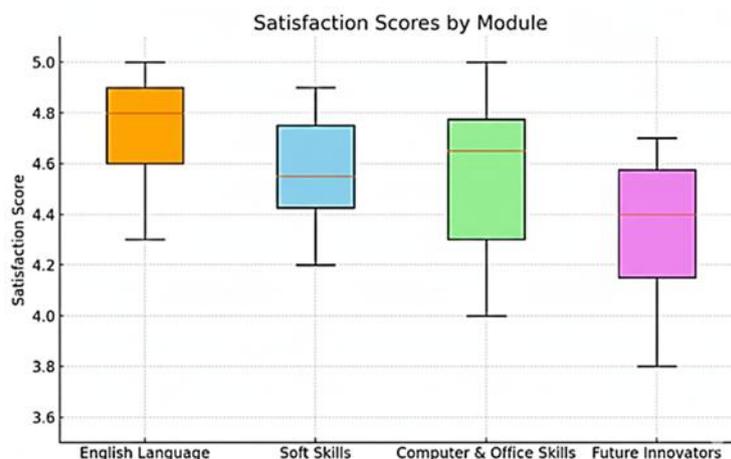

Figure 3: satisfaction scores across all four modules

The satisfaction levels of English Language were the most consistent and elevated, with scores that were all within the range of 4.8–5.0. This suggests that the students had an extremely positive experience with this aspect of the program. Soft Skills was approximately 4.55, indicating satisfactory satisfaction. But the spread increased a little so there seems to be change in perception. It shows that half of the participants rated their satisfaction with the soft skills module as above this value and half as below. This indicates a high measure of satisfaction in general.

According to the results, the range for the Computer & Office Skills was much broader indicating there were more varied levels of prior experience or engagement. More than half of the respondents registered score 4.65 or above, meaning they were satisfied or more. This shows that the majority of the learners were very happy with the computer training module. The median and range for Future Innovators were the lowest and widest, but this could be attributed to language barriers or abstract content. The median satisfaction was 4.4 or lower, which was lower than the medians for the Soft Skills module and the Computer Skills module. This suggests that individuals are less content, despite remaining within the generally positive range.
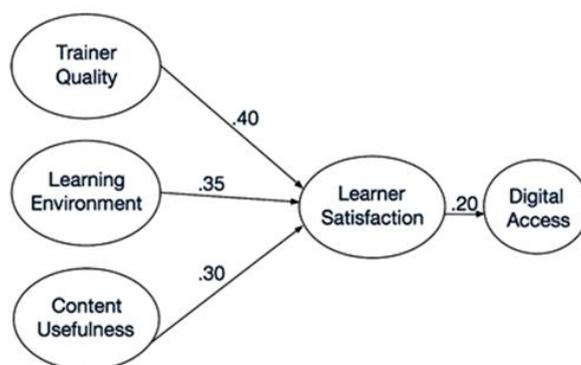

Figure 4: Factors Influencing Learners Satisfaction

Structural Equation Modeling (SEM) Results.
The researcher applied SEM to identify main influences of global satisfaction (Geiser & Lockhart, 2022). According to Table no 1, Content Usefulness ($\beta = 0.41$, $p < 0.001$) is the strongest predictor of learner satisfaction. The most significant positive predictors are also Trainer Quality ($\beta = 0.32$, $p = 0.003$) along with the Learning Environment ($\beta = 0.25$, $p = 0.014$). Digital Access had a positive effect but was only marginally significant (Almohsen & Alenezi, 2025).

Table no 1: Structural Model Paths (Standardized Estimates)

Path	Estimate (β)	Std. Error	p-value	Interpretation
Content Usefulness → Learner Satisfaction	0.41	0.06	<0.001	Strongest, significant predictor
Trainer Quality → Learner Satisfaction	0.32	0.07	0.003	Significant positive effect
Learning Environment → Learner Satisfaction	0.25	0.08	0.014	Significant positive effect
Digital Access → Learner Satisfaction	0.18	0.09	0.058	Marginally significant (weak effect)

Measurement Model and Fit

The measurement model (Table no 2) from a Confirmatory Factor Analysis (CFA) confirmed that the survey items (indicators) loaded strongly and significantly onto their intended constructs (latent variables), demonstrating good construct validity.

Table no 2: Measurement Model (Factor Loadings)

Latent Variable	Indicator	Loading (λ)	p-value
Trainer Quality	Trainers explained clearly	0.78	<0.001
	Trainers encouraged participation	0.81	<0.001
Learning Environment	Facilities were comfortable	0.73	<0.001
	Schedule was suitable	0.75	<0.001
Content Usefulness	Objectives were clear	0.84	<0.001
	Content was interesting	0.79	<0.001
	Activities helped me learn	0.80	<0.001
Learner Satisfaction	Overall satisfaction	0.88	<0.001
	Gained useful knowledge	0.85	<0.001
	Trainer satisfaction	0.82	<0.001

Content Usefulness was the strongest driver of Learner Satisfaction. Trainer Quality and Learning Environment were also significant. Digital Access had a weak but nearly significant effect, suggesting it could matter in larger samples. Model fit indices results (Table 4) indicate an excellent overall fit between the theoretical model and the (hypothetical) data. The model fit indices (Table 3) indicate an excellent overall fit between the theoretical model and the data.

Table no 3: Model Fit Indices

Fit Index	Value	Threshold	Interpretation
χ^2 / df	1.82	< 3.00	Good fit
CFI	0.96	> 0.95	Excellent fit
TLI	0.95	> 0.90	Excellent fit
RMSEA	0.045	< 0.06	Excellent fit
SRMR	0.038	< 0.08	Excellent fit

Figure 5 shows the Standardized Composite Scores by Construct. This chart compares the variability and central tendencies of each SEM construct on a standardized scale.
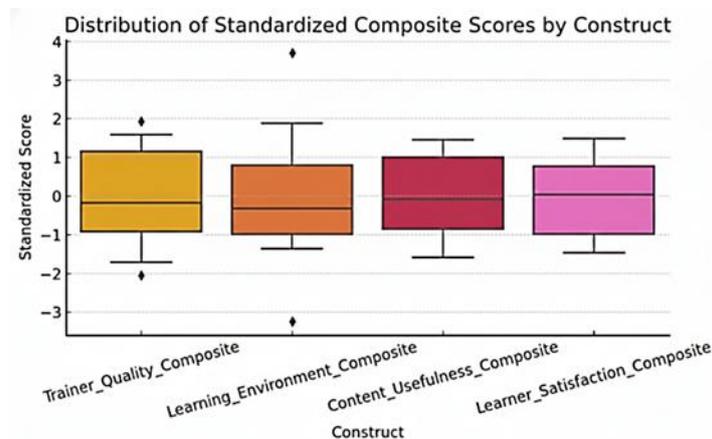

Figure 5: All Module Scores

All scores are standardized (mean = 0, SD = 1). Content Usefulness shows a slightly wider spread, suggesting more variation in learner perceptions. Learner Satisfaction scores are fairly symmetric and centered — indicating a consistent experience across learners.

IV.   Discussion

This section presents a detailed comparison between the qualitative and quantitative data assembled from 40 Libyan learners during the 45day British University in Egypt's (BUE's) International Summer Camp (Dwyer & Peters, 2024). The results unfold as per the study's main objective: the examination of the effect of the learning environment as well as available resources on the satisfaction of the learners, focusing on digital access, the quality of instruction, the physical infrastructure, as well as intercultural interactions.

Preprogram data showed large gaps in computer access among participants. Of the 40 participants surveyed, 35% (n = 14) claimed not to have access to computers at school or home. Also, 42.5% (n = 17) of participants described themselves as either "I don't know how to use the computer" or as "Beginner." Comparatively speaking, only 10% (n = 4) described themselves as entering the program at the level of "Advanced" in using computers.

By the end of the camp, 82.5% (n = 33) claims either 'confident user' or 'can teach others' in at least one Microsoft program. Further, 70% (n = 28) believed they could do practical work such as keyboarded assignments, Power Point presentations or Excel graphs. In fact, even people who had never worked on computers before, there was this 14yearold who insisted saying 'I don't know how to use a computer', eventually pointed out later he had created documents as well as utilized Teams discussing with the rest of the people in groups.

It shows how badly equal access to resources is needed. The camp helped to bridge a big digital divide by providing campers with good computers, reliable internet, and the latest version of Microsoft software. A pupil said, "I can now use Microsoft Word, Excel and PowerPoint," and this was what most replies said. The results support Warschauer's claim (2003) that access by itself is not sufficient without systemic pedagogical reinforcement; in this case, the combination of hardware plus guided practice led to the rapid acquisition of skills.

Infrastructure was important, but the most common reason for satisfaction was the effectiveness of the trainers. Participants consistently commended instructors across all evaluation forms for elucidating content "step by step," exhibiting kindness, fostering a "good treatment" environment, and promoting inquiries and engagement (Bazan, 2022).

In quantitative terms, more than 85% of the participants indicated trainer clarity and interest as "4" or "5" on the 5point scale for all the modules. That supports (Strotmann & Kunschak,, 2022) meta-analytic finding that teacher student connection and clarity of instruction significantly mediate outcomes for learning. In this context, trainers not only acted as bearers of knowledge but also as cultural and linguistic brokers who manipulated tempo as well as language for the purpose of understanding.

The choice of venue the British University in Egypt played a dual role: practical and symbolic. Participants frequently cited the "university," "facilities," and "atmosphere in Egypt" as motivating and inspiring. Over 90% rated classroom and computer facilities as "comfortable and useful" (mean = 4.6/5).

To the large number of Libyan young people who come from poorly resourced learning environments, learning on the contemporary university campus symbolized something beyond convenience it gave aspiration and legitimation. In the words of one student: "I enjoyed the vibe in Egypt and the university." This parallels Lewin's (2020) report whereby institutional context of short-term Programs could develop value as seen by students and motivation, especially when it differs notably from learners' routine contexts.

Excursions, although scored slightly less highly (mean = 4.1/5), remained cherished as experiential developments of learning at school, supporting the Program's combination of learning and leisure.

Most of the participants declared satisfaction with the program (77.5% responded as "Very Satisfied" or "Satisfied"). Nevertheless, the figures also suggest the effect of cultural diversities on the learning environment.

Additionally, possessing the English language became both an accomplishment and an ongoing concern. Numerous participants requested "more English" or reported difficulty comprehending, despite the fact that 80% of participants reported feeling more confident speaking English after the program. It appears that this dual sensitivity is indicative of the fact that the language immersion context may have occasionally exceeded the readiness of participants, which supports the necessity of individually tailored language assistance in subsequent iterations (Lamb & Wedell, 2024).

The data suggest that the learners' satisfaction was not the result of a single factor, but rather the accumulation of a variety of factors. The development of skills was facilitated by technology resources, while human resources (trainers) ensured emotional security and accessibility. Physical resources (classrooms, university surroundings) provided comfort and acceptability, while curricular resources (programmed modules, practical activities) made learning more tangible.

The BUE summer camp demonstrates how in cross-cultural youth programs the context and resources aren't simply the things occurred but the things for learning. In combination where technology tools, experienced facilitators, and motivating physical environments occur in culturally responsive context on a larger than local scale, they create an effective learning context enhancing both competence as well as satisfaction. Such findings apply (Fraser, 2012; Marginson, 2023) multidimensional learning context perspective beyond it toward short-

term, transnational learning contexts and suggest temporary immersion has long-term potential when resources are coordinated strategically (Keddie, A., 2023).

V. Research Implications

This study yields useful insights for cross-cultural learning, the development of young people, learning space design especially for post conflict learning situations. It finds that satisfaction in learning results from an interplaying multiplicity of resources, such as physical infrastructure, computational tools, human support, and culture aware practice. Trainer ability was the greatest individual predictor of how satisfied the learner was, showing the worth of interpersonal pedagogy for the sustentation of young people's concentration. Though there was so large a digital divide at the outset, well-prepared, enabled digital access can evoke gaps in skills in no time, whooping the need for specialized digital literacy interventions (Tilak & Al-Samarrai, 2025).

The physical environment of learning, such as the university atmosphere, can serve as both a motivational and symbolic influence in shaping marginalized youth's perceptions of value and belonging. The study underscores the significance of integrated, context aware design in transnational education, particularly for learners from disrupted or disadvantaged educational backgrounds.

VI. Limitations

This study has several limitations: Specificity of the Sample. Those conclusions are derived on the basis of the small sample set (n = 40) for only one nationality (Libyan youth), thereby restricting their application for different contexts. Short-term Assessment Time Frame. Perceptions at the conclusion of the program are measured at the time of the study. It requires long-term follow-up for monitoring the long-term impact on skills as well as attitude.

VII. Conclusion

This study provides substantial evidence that carefully designed cross-cultural youth activities could immensely satisfy learners even among learners who had scanty past exposures when working on digital resources or classroom settings. To sensitize Libyan high school learners for an appropriate experience, high caliber trainers, favorable learning situations, and reliable learning content all mattered. What was noteworthy was the discovery defying the belief held earlier where Internet access was the only indicator promoting success but stubborn on the necessity of relational, pedagogical, and situational considerations.

The British University in Egypt summer scheme was not only about the training camp but about an intensive learning ambience where personal development, technical building of skills, as well as cultural exchange, fused (Passarelli & Kolb 2023). In this study, it comes sharply into focus how important it is to create programs where not only logistics but also emotional and cultural sensibilities work well, as global youth mobility as well as transnational education continue to rise. Such programs provide more than certificates but also an opportunity for young people in conflict impacted areas to transform their lives significantly.

VIII. Recommendations

Based on the findings of this study, trainers' development should be prioritized by selecting facilitators with good people skills and cultural sensitivity. We focus on making sure all students have digital access. We pay special attention to students from low-tech households. They will get pre-camp digital orientation. Programs should use reputable institutions' symbolic space to inspire users. All modules require stronger scaffolding in the English language and that abstract concepts should link to student backgrounds. To achieve sustainability of these results it is recommended to establish follow up activities and create alumni networks and virtual communities for continuous learning and skill enhancement.

Acknowledgments

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