

Examining Learner Satisfaction in The British University in Egypt English Language Summer Programme: The Roles of Teaching Quality, Learning Environment, and Content Relevance

Abubaker Kashada, Abubaker Sasi, Osama Kashadah, Mohamed Ramadan

(Surman College of Science and Technology, Libya)

(Az Zawiya College of Computer Technologies, Zawia, Libya)

(Faculty of Economics, Zawia University, Zawia, Libya)

Abstract:

Background: Learner satisfaction is widely used as an indicator of programme quality, yet few studies model its determinants using correlational analysis within short-term, multi-component, cross-cultural youth programmes. This study examined how content relevance, trainer/teaching quality, and the learning environment jointly relate to learner satisfaction among adolescent participants in an international summer programme.

Materials and Methods: A quantitative, cross-sectional design was used. Thirty Libyan secondary-school students aged 14 to 17, drawn from a cohort of approximately 40 who completed the British University in Egypt's International Summer Programme (encompassing English as a foreign Language EFL, Soft Skills, Computer Skills, and Future Innovators modules), responded to a structured post-programme questionnaire. Data were analyzed descriptively and correlationally using IBM SPSS Statistics, with internal consistency assessed via Cronbach's alpha.

Results: Content relevance, trainer/teaching quality, and learning environment/facilities each demonstrated acceptable-to-strong internal consistency ($\alpha = 0.71\text{--}0.89$) and were rated highly by participants ($M = 4.43\text{--}4.68$ on a 5-point scale). All three constructs showed moderate positive correlations with overall satisfaction ($r = 0.47\text{--}0.56$), with the learning environment showing the strongest association. Ninety percent of participants reported being satisfied or very satisfied overall, and 86.7% indicated willingness to recommend the programme. High inter-construct correlations ($r = 0.70\text{--}0.83$) suggest limited discriminant separation between constructs in this sample, and a supplementary two-item measure of English-specific confidence and speaking practice showed a similarly favourable pattern.

Conclusion: This study offers an empirically grounded, psychometrically transparent account of satisfaction drivers in a short-term, multi-module youth programme serving adolescents from Libya a population and programme format underrepresented in the satisfaction literature while explicitly reporting the methodological constraints (sample size, construct overlap, ceiling effects) that limit confirmatory claims.

Key Word: Learner Satisfaction; Youth Summer Programme; Cross-Cultural Education; Learning Environment; Teaching Quality; Content Relevance.

Date of Submission: 01-08-2026

Date of Acceptance: 11-08-2026

I. Introduction

English has long ceased to function merely as a foreign language subject in national curricula; for many young people across the Middle East and North Africa, it now operates as a gatekeeper to higher education, international mobility, and professional opportunity. This shift has fuelled steady growth in intensive, multi-component youth programmes designed to compress meaningful developmental gains into a matter of weeks rather than years. Such programmes differ substantially from conventional semester-long instruction: they tend to combine dense contact hours with experiential and communicative activities, often within a residential or immersive setting that removes learners from their everyday environment.

The present study focuses on the British University in Egypt's (BUE) International Summer Programme, a 45-day initiative comprising four modules EFL, Soft Skills, Computer & Microsoft Office Skills, and Future Innovators (Energy & Sustainability) delivered to Libyan secondary-school students in a cross-cultural, university-hosted setting. For a Libyan secondary-school student attending a programme hosted at a university in Cairo, the experience is not simply a set of classroom exercises it is an early, concentrated encounter with an academic culture, a set of pedagogical norms, and a social environment that may differ

sharply from what is available at home. Whether that encounter is judged worthwhile by the learner, however, depends on a set of factors that extend well beyond any single module or skill gained.

Learner satisfaction has emerged in the educational literature as a way of capturing this broader judgement. It is understood as a multidimensional evaluation, one that reflects how well a programme's environment, instruction, and content align with what a learner expected and needed. Satisfaction matters practically as well as theoretically: it is associated with sustained motivation, continued engagement, and a willingness to recommend a programme to others, all of which bear directly on the viability of future cohorts.

Research Problem

Despite the expansion of intensive, multi-component youth programming worldwide, the empirical study of learner satisfaction within this specific format remains comparatively thin. Most of what is known about satisfaction in education has been built on evidence from semester-length university courses or online learning environments, contexts that differ from short, immersive programmes in ways that are not always acknowledged. Instructional pacing is different, the relationship between learner and instructor is compressed into a shorter window, and the resources available physical, digital, and human are deployed under a fundamentally different set of constraints.

A second, related gap concerns geography. The bulk of satisfaction research in youth and language education has been generated in Europe, North America, and East Asia. Comparatively little empirical attention has been paid to learners from the Middle East and North Africa, and even less to adolescent participants from countries where formal schooling has been disrupted by conflict. Libyan secondary-school students, for instance, often arrive at international programmes with uneven prior exposure to structured, interactive, learner-centred pedagogy. Findings drawn from other regions cannot simply be assumed to transfer to this population.

A third gap is methodological. Where satisfaction has been studied in youth programmes, the analysis has often relied on simple correlational or regression approaches that treat predictors as independent contributors rather than as parts of an interrelated system. Structural and psychometric approaches offer a more appropriate lens because they allow latent constructs learning environment, teaching quality, content relevance to be measured through multiple indicators and examined for their relative and combined association on satisfaction. The present study addresses these three gaps together: contextually, by focusing on Libyan secondary-school learners in a cross-cultural, university-hosted programme; empirically, by examining a format (short-term, intensive, multi-component, immersive) that remains underexamined; and methodologically, by applying a psychometrically transparent, structurally-informed analysis to model satisfaction as a function of interrelated constructs rather than isolated variables.

Purpose of the Study

This study aims to examine and model learner satisfaction among Libyan secondary-school students participating in the British University in Egypt's International Summer Programme, testing the relative contributions of the learning environment, teaching/trainer quality, and content relevance.

Research Objectives

- To assess the overall level of learner satisfaction among participants in the International Summer Programme.
- To examine the association of the learning environment and facilities on learner satisfaction.
- To investigate the impact of trainer/teaching quality on learner satisfaction.
- To examine the association of content relevance on learner satisfaction.
- To evaluate the internal consistency and inter-relationship of these three constructs as measured in this cohort.
- To identify which of the three constructs shows the strongest association with learner satisfaction.

Research Questions

RQ1: What is the overall level of learner satisfaction among Libyan secondary-school students in the BUE International Summer Programme, and which of the three constructs examined shows the strongest association with it?

RQ2: To what extent are the learning environment/facilities, trainer/teaching quality, and content relevance each associated with learner satisfaction?

RQ3: Do these three constructs function as empirically distinct predictors of learner satisfaction, or do they show substantial overlap?

Significance of the Study

The study's contribution operates on three levels. Theoretically, it extends the literature on learner satisfaction into a programme format short-term, intensive, multi-component, cross-cultural that has received limited structural analysis to date, and it does so use a population largely absent from existing research.

Methodologically, it demonstrates a transparent, psychometrically grounded approach to examining satisfaction with a modest adolescent sample, including honest reporting of where the data support strong claims and where they do not. Practically, the findings are intended to inform programme designers, instructors, and university administrators who are responsible for building and refining intensive youth programmes in cross-cultural settings, particularly where resources must be allocated carefully across environment, staffing, and content.

II. Literature Review

Learner Satisfaction: Conceptual Foundations

Learner satisfaction is one of those terms that gets used loosely in everyday programme evaluation and much more precisely in the research literature. In educational research, it refers to a learner's overall evaluation of their experience, formed by comparing what a programme delivered against what they expected, needed, or hoped for going in. This framing draws heavily on Expectation-Confirmation Theory (Oliver, 1980), which holds that satisfaction is not a direct response to service quality itself but to the gap or lack of one between prior expectations and perceived performance. A learner who expected little and received a great deal will report high satisfaction even if the objective quality of instruction was modest; the reverse holds too. This distinction matters for the present study because it means satisfaction cannot be treated as a simple proxy for teaching quality or environmental adequacy it is a downstream judgement shaped by, but not identical to, those inputs.

Within youth and language education specifically, satisfaction tends to be treated as a multidimensional construct rather than a single global rating. Students are, in effect, weighing several things at once: how the classroom felt, whether the instructor was competent and approachable, whether the content was useful, and whether the whole experience left them feeling more capable than when they started. Because these dimensions rarely move in lockstep, researchers have increasingly turned to constructs and multi-item measurement to capture satisfaction as an outcome of several interacting inputs rather than a single cause.

Satisfaction also carries practical weight beyond the individual learner. Programme administrators use it sometimes more than they use test scores as a quality-assurance signal, because satisfied participants are more likely to persist, to recommend the programme to peers, and to enrol in follow-on offerings. In a market where international summer programmes increasingly compete for a limited pool of mobile families, satisfaction functions almost as a reputational currency. Recent evidence further confirms that learner satisfaction in EFL education is influenced not only by instructional quality but also by learners' readiness, self-regulated learning behaviours, and engagement with the learning process (Ip & To, 2025).

The Learning Environment as a Determinant of Satisfaction

The learning environment is usually the first thing learners notice and often the last thing researchers get around to studying carefully. Fraser's (2012) work is instructive here: he treats the learning environment as inherently multidimensional, spanning physical conditions (space, comfort, equipment), psychological conditions (perceived safety, fairness, encouragement), and social conditions (the quality of peer and instructor interaction). For adolescent learners specifically, the psychological dimension carries particular weight, since skill production and confidence-building are bound up with anxiety in ways that more passive learning tasks are not.

In short-term, residential, or immersive programmes, the learning environment expands beyond the classroom walls. Students are not simply attending sessions and going home; they are living, eating, and socializing within the same institutional environment for the duration of the programme. This intensifies the environment's association on satisfaction, because a poorly designed schedule, an uncomfortable facility, or a disorganized excursion can bleed into how a learner evaluates the academic content itself. Experiential learning theory (Passarelli & Kolb, 2023) offers a useful complementary lens, arguing that learning is most effective and, by extension, most satisfying when learners are placed in a genuinely new environment that invites reflection rather than passive absorption.

Trainer/Teaching Quality as a Determinant of Satisfaction

If the learning environment sets the stage, teaching quality is usually what learners remember most vividly afterward. The construct is typically broken down into a handful of observable components: instructor competence, communicative clarity, the quality and timeliness of feedback, and classroom management. Meta-analytic evidence (Titsworth, Mazer, Goodboy, Bolkan, & Myers, 2015) indicates that teacher clarity is a consistent, moderate predictor of both affective and cognitive learning outcomes across a large pooled sample of studies, and there is little reason to expect short-term youth programmes to behave differently arguably the opposite, since trainers in this format are simultaneously content experts and the most consistent point of human contact learners have across an unfamiliar experience.

Feedback deserves particular emphasis in a short-term programme. Where a semester-long course allows feedback to accumulate gradually, an intensive programme compresses the same developmental arc into

a matter of days, which places a premium on feedback that is immediate, specific, and encouraging rather than corrective in a way that dampens participation. Tinto's (2017) broader work on persistence, though developed in a higher-education retention context, is relevant here too: he argues that the relational dynamic between instructor and student, not just instructional content, is what sustains a learner's commitment to the experience. In an intensive programme where learners have little time to build rapport, that relational dynamic has to form quickly or not at all.

Content Relevance and Learning Resources as Determinants of Satisfaction

Content relevance whether learners perceive what they are taught as useful, interesting, and connected to their goals is closely tied to, but conceptually distinct from, the resources through which that content is delivered: materials, digital tools, multimedia, and classroom equipment. Access to well-designed materials and appropriately integrated technology has been shown to support more engaging instruction and, by extension, more positive learner evaluations, though the effect appears to be conditional rather than automatic: technology introduced without adequate pedagogical scaffolding tends to underperform relative to its potential (DeWitt, Chan, & Loban, 2022; Shadiev et al., 2025).

This conditionality is worth underscoring for the population under study. Many Libyan secondary-school students arrive at international programmes with uneven prior exposure to digital tools, a pattern consistent with broader research on the digital divide between well-resourced and under-resourced educational systems (Warschauer, 2003; Xiong, Wang, Normand, & Zhang, 2025). Kashada, Ehtiawsh, and Nakkas (2020) suggest that successful digital learning adoption in such contexts depends less on the mere availability of hardware than on learners' broader awareness of how to use it purposefully which places the burden back, in part, on instructional support rather than resource provision alone. For the present study, this implies that content and resource relevance may matter partly through the channel of trainer quality rather than as a fully independent association. Recent research has also demonstrated that well-designed EFL programmes can simultaneously improve learner achievement and learner satisfaction when instructional activities are aligned with learners' needs and course objectives (Uygun & Cesur, 2025).

Satisfaction in Short-Term, Intensive, and Cross-Cultural Programmes

Short-term and intensive programmes occupy a slightly awkward position in the satisfaction literature: they are neither one-off training sessions, which tend to be evaluated with simple post-session ratings, nor full academic terms, which allow satisfaction to be tracked and revised over time. Programmes of this kind typically running anywhere from one to several weeks compress instruction, cultural exposure, and social development into a narrow window, which means each component of the experience is weighted more heavily than it would be in a longer course. A single disorganized day can disproportionately colour a learner's overall evaluation in a way it likely would not in a 15-week semester. Evidence from intensive EFL programmes similarly indicates that learner satisfaction is strongly associated with perceived instructional quality, course design, and learners' expectations, with satisfied learners showing greater intentions to continue and recommend the programme to others (Alharbi & Basiouni, 2025).

Cross-cultural programmes add a further layer. Learners are not only adjusting to new instructional content but to an unfamiliar institutional culture, and in some cases to their first sustained experience away from home. Kahu's (2013) student engagement framework, though developed with a broader higher-education population in mind, captures this well by treating engagement and by extension satisfaction as the product of an ongoing interaction between the learner's own psychosocial state and the structural and relational conditions the institution provides. For adolescent participants from a context marked by educational disruption, as is the case for many Libyan students, that interaction is likely to be more consequential than it would be for a more educationally settled cohort.

Research Gap

Read together, these strands of literature point toward a reasonably clear gap. Learner satisfaction, the learning environment, teaching quality, and content/resource relevance have each been studied extensively but rarely within the same short-term, intensive, multi-component, cross-cultural youth programme, and rarely with transparent reporting of where a modest, real-world dataset can and cannot support confirmatory claims about their relative contribution. The MENA region in general, and Libyan adolescent learners in particular, remain underrepresented in this literature, despite the growing number of international programmes serving exactly this population. The present study is positioned to address this gap directly. Although recent studies have begun examining learner satisfaction in EFL training centres, empirical evidence from intensive, cross-cultural university-hosted programmes involving adolescent learners remains limited, particularly within the MENA region (Uragala & Saadat, 2025).

Conceptual Framework and Hypotheses

Drawing on the constructs reviewed above, and matched to what was actually measured in the administered instrument (Section 3.4), the study proposes that learner satisfaction is associated with three constructs: learning environment/facilities, trainer/teaching quality, and content relevance. Consistent with the theoretical grounding discussed in Sections 2.2–2.4, the following hypotheses are proposed:

H1: The learning environment and facilities are positively associated with learner satisfaction in the International Summer Programme.

H2: Trainer/teaching quality is positively associated with learner satisfaction in the International Summer Programme.

H3: Content relevance is positively associated with learner satisfaction in the International Summer Programme.

III. Material And Methods

Research Design

The study adopted a quantitative, cross-sectional research design, appropriate for examining associations among a set of constructs at a single point in time rather than tracking change over an extended period. Given the sample size and the exploratory nature of satisfaction research in this particular programme format and population, the analytical strategy combined descriptive statistics, internal-consistency reliability (Cronbach's alpha), and Pearson correlation analysis, rather than a confirmatory structural equation model a decision explained in full in Section 3.6.

Context and Setting

Data were collected at the conclusion of the British University in Egypt's (BUE) International Summer Programme, a 45-day, four-module initiative for secondary-school students from Libya encompassing EFL, Soft Skills, Computer & Microsoft Office Skills, and Future Innovators (Energy & Sustainability). Rather than isolating a single module, this study examines participants' overall evaluation of the programme's content, trainers, and learning environment as reported at programme completion, with a supplementary sub-analysis of two English-specific items.

Participants and Sampling

The study sample comprised 30 Libyan secondary-school students aged 14 to 17 who completed the post-programme evaluation questionnaire, drawn from a total programme cohort of approximately 40 students (response rate $\approx 75\%$). A related module-specific questionnaire, completed by 32 students from the same cohort, provided two supplementary items specific to the EFL module (Section 3.4). Participants were recruited through non-probability convenience sampling, with all enrolled students in the programme invited to respond upon its completion.

Instrument Development

Data were collected using two structured, self-administered questionnaires developed for the programme's internal evaluation and used here for research purposes. The primary instrument ($N = 30$) was organized into three construct sections plus an outcome section:

- Content Relevance (3 items) clarity of objectives, interest/relevance of content, usefulness of knowledge and skills gained.
- Trainer/Teaching Quality (3 items) clarity and engagement of explanations, encouragement of participation, usefulness of activities and exercises.
- Learning Environment & Facilities (3 items) suitability of schedule, comfort/usefulness of facilities, quality of educational trips.
- Learner Satisfaction (2 items) overall satisfaction and willingness to recommend the programme.

A secondary, module-specific instrument ($N = 32$) included two items specific to the EFL module: self-reported confidence gains in using English, and perceived opportunity to practice speaking. All items were measured on a five-point Likert scale (1 = Strongly Disagree to 5 = Strongly Agree), with the exception of the satisfaction and recommendation items, which used categorical response options (e.g., Very Satisfied to Very Dissatisfied; Yes/Maybe/No).

Data Collection Procedure

Both questionnaires were administered digitally via an online form at the conclusion of the programme. Students completed the questionnaires independently on their own or programme-provided devices, with instructions presented in both English and Arabic to reduce comprehension-related response error. No time limit was imposed, and facilitators were available to answer procedural questions during completion.

Data Analysis Strategy

Data were cleaned and analyzed using Python (pandas) and cross-checked descriptively. Age values entered in inconsistent formats (e.g., “15y”, “14 yrs”) were standardized by extracting the numeric value. Multi-select satisfaction responses that contained internally contradictory selections (5 of 30 cases, e.g., “Very Satisfied, Very Dissatisfied” almost certainly a checkbox-format artifact rather than genuine ambivalence) were resolved by retaining the first selected option; this decision is noted as a limitation in Section 6.2.

For each of the three constructs, a composite score was computed as the mean of its constituent items, and internal consistency was assessed via Cronbach's alpha. Pearson correlations were then computed (a) among the three construct composites, to assess discriminant separation, and (b) between each composite and a numeric recoding of the overall satisfaction item, to provide an exploratory, descriptive account of association strength. This analytical strategy descriptive and correlational rather than confirmatory structural equation examining was adopted after an initial review of the data indicated that the sample size, the high inter-item correlations among constructs, and the restricted range of the satisfaction outcome (no respondent selected “Dissatisfied” or “Very Dissatisfied”) would not support statistically stable path estimation or discriminant validity testing. Reporting descriptive and correlational results transparently was judged preferable to presenting a confirmatory model the data could not genuinely sustain.

IV. Result

Demographic Profile

Descriptive statistics were computed to summarize the demographic characteristics of respondents to the general evaluation questionnaire (N = 30) and the module-specific questionnaire (N = 32). No gender field was included in either instrument.

Table No1. Age Distribution of Respondents

Sample	N	Age 14	Age 15	Age 16	Age 17	Mean Age	SD
General Evaluation	30	4 (13.3%)	10 (33.3%)	7 (23.3%)	9 (30.0%)	15.70	1.06
Module-Specific (English items)	32	4 (12.5%)	11 (34.4%)	7 (21.9%)	10 (31.3%)	15.72	1.05

Both samples skew toward the middle-to-upper end of the 14–17 target range, with 15- and 17-year-olds together accounting for roughly two-thirds of respondents in each sample.

Programme-Level Constructs

Table No2. Descriptive Statistics and Internal Consistency for Programme-Level Constructs (N = 30)

Construct	Items	Mean	SD	Cronbach's α
Content Relevance	3	4.56	0.69	0.894
Trainer/Teaching Quality	3	4.68	0.52	0.791
Learning Environment & Facilities	3	4.43	0.70	0.710

All three composites cleared the conventional 0.70 reliability threshold, with Content Relevance showing particularly strong internal consistency ($\alpha = 0.894$). Item-level means ranged from 4.17 (Educational Trips) to 4.77 (facilities comfort/usefulness), indicating uniformly high and narrowly distributed agreement across items rather than meaningful variation within constructs.

Table No3. Inter-Construct Correlations

	Content	Trainers	Environment
Content	—		
Trainers	0.829	—	
Environment	0.787	0.705	—

These correlations are quite high (0.70–0.83), which is common in short, uniformly positive satisfaction surveys but is also a signal of limited discriminant separation statistically, these three constructs may not be measuring clearly distinct dimensions in this sample. This finding is reported directly and revisited in the Discussion (Section 5) and Limitations (Section 6.2).

EFL Module: Confidence and Speaking Practice

Table No 4. English-Specific Items (N = 32)

Item	Mean	SD
“I feel more confident using English after this course”	4.56	0.67
“The trainer gave me enough opportunities to practice speaking”	4.62	0.61
Composite (2-item)	4.59	0.53

Inter-item correlation: $r = 0.376$; Cronbach's $\alpha = 0.545$ (two-item scale). Both English-specific items received high mean ratings, comparable in magnitude to the programme-level constructs reported in Table 2. The modest inter-item correlation and sub-threshold alpha indicate that these two items are not capturing a single, tightly unified construct unsurprising, since “confidence gained” and “opportunity to practice speaking” are conceptually adjacent but distinct outcomes, and two items is generally too few to establish reliable internal consistency regardless of content.

Overall Satisfaction and Recommendation

Table No5. Satisfaction and Recommendation (N = 30)

Response	n	%
Satisfaction — Very Satisfied	16	53.3
Satisfaction — Satisfied	11	36.7
Satisfaction — Neutral	3	10.0
Recommend — Yes	26	86.7
Recommend — Maybe	4	13.3

No respondent selected “Dissatisfied” or “Very Dissatisfied” as their primary response, and 90% reported being satisfied or very satisfied overall, with 86.7% willing to recommend the programme. Five of the 30 raw responses to the satisfaction question selected multiple, internally contradictory options simultaneously; these were resolved by retaining the first selected option (see Section 3.6).

Association Between Constructs and Satisfaction

As a descriptive, exploratory supplement not a confirmatory hypothesis test Pearson correlations were computed between the three programme-level composites (Table 2) and a numeric recoding of the satisfaction item (Very Satisfied = 5 ... Neutral = 3; N = 30, no lower values present).

Table No6. Correlation of Constructs with Overall Satisfaction

Construct	r with Satisfaction
Learning Environment & Facilities	0.562
Content Relevance	0.527
Trainer/Teaching Quality	0.473

All three constructs show moderate positive association with overall satisfaction, with the learning environment showing the strongest bivariate relationship in this exploratory analysis. Given the small sample, restricted outcome range, and high inter-construct collinearity noted in Table 3, these correlations should be read as suggestive rather than as a validated test of relative predictor strength; a formal regression or structural equation model run on this data would be statistically unstable given how collinear the three predictors are.

Taken together, these results indicate that the learning environment plays a somewhat larger role in shaping learner satisfaction within this programme than trainer quality or content relevance, even though trainers received the highest raw ratings of the three constructs a pattern discussed further in Section 5.1.

V. Discussion

Interpretation of Key Findings

The results point to a consistently positive evaluation of the BUE International Summer Programme across all three constructs examined, with participants rating trainer quality highest ($M = 4.68$), followed by content relevance ($M = 4.56$) and the learning environment/facilities ($M = 4.43$). All three showed moderate positive correlations with overall satisfaction, with the learning environment showing the strongest bivariate association ($r = 0.562$), followed by content relevance ($r = 0.527$) and trainer quality ($r = 0.473$).

This finding warrants further consideration, because it runs slightly against what a good deal of the literature reviewed in Section 2 would predict. Studies grounded in Kahu's (2013) engagement framework and Tinto's (2017) relational model of persistence tend to place instructor-related factors at the centre of satisfaction outcomes, on the logic that the relationship between learner and teacher is what sustains commitment when a programme is short and unfamiliar. Here, the environment/facilities composite edged out both content and trainer quality as the strongest correlate of satisfaction, even though trainers received the highest raw ratings. One reading of this is that trainer quality was uniformly excellent enough, across this cohort, that it stopped functioning as a differentiator when almost everyone rates trainers a 4 or 5, the construct has little room left to explain who ends up more or less satisfied, and the variance that remains gets picked up by whichever construct still has some spread left in it, which in this case was the environment.

The English-specific findings (Section 4.3) fit within this broader pattern rather than standing apart from it. Both confidence gain and perceived speaking-practice opportunity were rated highly ($M = 4.56$ and 4.62 respectively), consistent with the programme-wide pattern of strong trainer-related evaluations, though the

modest inter-item correlation ($r = 0.376$) suggests that feeling more confident in English and feeling given enough opportunity to practice speaking are related but not interchangeable experiences for these learners a distinction that a two-item measure can register but not fully unpack.

The near-absence of dissatisfaction in the sample (zero respondents selecting “Dissatisfied” or “Very Dissatisfied,” Table 5) is itself a finding worth commenting on, if a cautious one. Ceiling effects of this kind are common in short-term, voluntary youth programmes, where participants who disliked the experience are both less likely to have stayed engaged through to the final questionnaire and less likely to complete an optional evaluation at all. This has a direct bearing on how the correlational results in Section 4.5 should be read: with satisfaction responses clustered almost entirely between “Neutral” and “Very Satisfied,” the associations reported likely understate whatever relationship would emerge in a sample with fuller variation on the outcome side.

Comparison with Prior Literature

The high overall satisfaction levels reported here (90% satisfied or very satisfied) sit comfortably within the range typically reported for short-term, residential youth programmes internationally, where the combination of novelty, structured social contact, and a compressed timeframe tends to produce more favourable evaluations than longer-format educational experiences (Fraser, 2012; Passarelli & Kolb, 2023). The strength of the environment-satisfaction association is broadly consistent with Fraser's (2012) argument that the learning environment operates as a multidimensional backdrop against which all other programme components are experienced, particularly in residential or immersive formats where the boundary between “classroom” and “programme” is less distinct than in conventional schooling.

The high inter-construct correlations observed in Table 3 ($r = 0.70$ – 0.83) also echo a recurring methodological pattern in short-form satisfaction surveys more broadly: when a questionnaire is completed quickly, by a relatively young respondent group, on a uniformly agree-leaning scale, distinct theoretical constructs often collapse into what is sometimes described in the measurement literature as a “halo effect” a generalized positive disposition toward the whole experience that bleeds across items regardless of their specific content, a pattern consistent with the logic of Expectation-Confirmation Theory (Oliver, 1980). This is not a flaw unique to this study; it is a known limitation of brief, single-timepoint satisfaction instruments, and it is one reason the present analysis stopped short of claiming a validated structural model.

Theoretical Contributions

This study contributes to the satisfaction literature in a modest but genuine way: it extends empirical attention to a population Libyan adolescents in a cross-cultural, university-hosted programme that remains underrepresented in existing research, and it does so with transparent reporting of where the data support strong claims (internal consistency of the three constructs, the overall satisfaction profile) and where they do not (discriminant separation between constructs, confirmatory path examining). In a literature that not infrequently overstates what small, cross-sectional, single-instrument datasets can support, a study that reports its own construct-overlap and ceiling-effect limitations openly arguably contributes as much methodologically as it does substantively.

Practical Implications

For programme designers, the clearest actionable signal in these results is that the learning environment and facilities schedule design, comfort, and the structure of activities like educational trips — carry at least as much weight in shaping overall satisfaction as content or instruction, despite typically receiving less design attention than curriculum or trainer selection. The item-level detail in Table 2 is informative here: Educational Trips scored notably lower ($M = 4.17$) and more variably ($SD = 1.15$) than any other individual item across all three constructs, marking it as the single most improvable component of the programme as currently structured, even though the environment composite as a whole correlated most strongly with satisfaction.

For the English module specifically, the strong ratings on both confidences gain and speaking-practice opportunity suggest that whatever pedagogical approach was used evidently one that prioritized active speaking practice was well received. Programme designers considering how to allocate limited instructional time within a short, intensive format may find this a reasonable justification for maintaining or expanding communicative, practice-heavy activities rather than shifting toward more content-delivery-focused approaches.

Contextual Considerations

The cohort's demographic profile Libyan adolescents aged 14 to 17, several of whom entered with limited prior exposure to structured digital instruction matters for how these findings should be interpreted. A programme delivering consistently high satisfaction to a population with uneven prior educational access is a

meaningfully different achievement than the same satisfaction levels among a more educationally advantaged cohort, even if the raw numbers look similar. One plausible, though speculative, explanation for why environment and facilities carried unusually strong weight in this sample is that for participants for whom consistent access to comfortable, well-resourced learning spaces may not be a given at home, the physical and logistical quality of the programme setting may register as more salient than it would for a more resource-secure population. This interpretation is offered as a plausible reading of the pattern, not as a finding the data directly demonstrate.

VI. Conclusion

This study set out to examine how the learning environment, trainer/teaching quality, and content relevance relate to learner satisfaction among adolescent participants in a short-term, cross-cultural youth programme. Drawing on real post-programme evaluation data from 30 Libyan secondary-school students (out of a cohort of approximately 40) who completed the BUE International Summer Programme, the study found consistently high satisfaction across the sample, with all three constructs demonstrating acceptable-to-strong internal consistency and moderate positive associations with overall satisfaction. The learning environment and facilities emerged as the strongest correlate of satisfaction, a finding that runs somewhat against the instructor-centred emphasis common in the broader satisfaction literature and is discussed as a plausible artifact of ceiling effects on trainer ratings combined with genuine contextual relevance of environmental quality for this particular cohort. A supplementary analysis of two English-specific items indicated strong self-reported gains in confidence and perceived speaking-practice opportunity, consistent with the programme's broader pattern of favourable evaluation.

Beyond its substantive findings, the study's methodological contribution lies in its transparency about what a small, cross-sectional, single-timepoint dataset can and cannot support. Rather than forcing the data into a confirmatory structural equation model the sample could not sustain given high inter-construct correlations and a satisfaction outcome with almost no variance at the low end the analysis was scaled to descriptive and correlational statistics, with the limitations of that approach stated explicitly rather than obscured behind statistical machinery that would have implied more certainty than the data warranted.

VII. Limitations

Several limitations should be considered when interpreting these findings.

Sample size and composition. With 30 respondents to the general evaluation and 32 to the module-specific form, the sample is small even by the standards of exploratory correlational research. The sample was also drawn from a single cohort at a single programme offering, using non-probability convenience sampling, which limits generalizability to other cohorts, other programme iterations, or other populations.

Construct overlap. The three constructs examined content relevance, trainer quality, and learning environment showed high inter-correlations ($r = 0.70-0.83$), suggesting limited discriminant separation in this dataset. This may reflect a genuine halo effect common to brief satisfaction instruments, or it may indicate that the questionnaire items, as written, were not sufficiently differentiated to isolate distinct constructs. Either way, the constructs should not be treated as fully independent predictors on the strength of this data alone.

Ceiling effects in the outcome variable. No respondent selected "Dissatisfied" or "Very Dissatisfied," and the satisfaction variable was effectively compressed into a three-point range (Neutral to Very Satisfied). This restricts the variance available for correlational analysis and likely attenuates the true strength of the relationships between predictors and satisfaction.

Instrument scope. The instrument administered measured three programme-level constructs and did not include a dedicated, multi-item measure of English-specific outcomes; the two English-specific items available (confidence and speaking-practice opportunity) are insufficient to establish a reliable, multi-indicator latent construct for that module in isolation.

Self-report and single-timepoint design. All data were collected via self-report at a single point in time, immediately following programme completion. This design cannot capture whether reported gains in confidence or satisfaction persist beyond the immediate post-programme period, and self-report measures of this kind are also susceptible to social desirability bias, particularly among adolescent respondents completing an evaluation of a programme they may still feel invested in.

VIII. Recommendations For Future Research

Future research on this programme, or similar short-term cross-cultural youth programmes, would benefit from several adjustments. First, a larger sample ideally the full programme cohort rather than a subset would allow for more robust correlational analysis and, with sufficient scale, genuine structural equation examining. Second, a more differentiated instrument, with a larger number of items per construct and constructs written to minimize conceptual overlap, would help address the discriminant validity concerns raised in Section

5.2. Third, incorporating a delayed follow-up measure even a brief one administered several weeks after programme completion would allow researchers to distinguish immediate post-programme enthusiasm from more durable gains in confidence, skills, or satisfaction. Finally, future instruments intended to examine English-specific outcomes should include enough dedicated items (a minimum of three to four is standard practice) to support reliable measurement of English-related constructs independent of general programme evaluation.

Recommendations

For programme administrators, three recommendations follow directly from the findings. First, given that facilities and environment showed the strongest association with overall satisfaction while also containing the most variable individual item (Educational Trips, $M = 4.17$, $SD = 1.15$), targeted investment in improving and standardizing the trip/excursion component may yield disproportionate returns on satisfaction relative to further investment in already highly-rated trainer quality. Second, the strong ratings for English-specific speaking practice suggest that communicative, practice-heavy instructional approaches should be preserved or expanded in future programme iterations rather than displaced by more content-delivery-focused instruction. Third, given the near-ceiling satisfaction ratings observed here, administrators seeking more diagnostically useful evaluation data in future cohorts should consider revising the questionnaire to better capture variation at the lower end of the satisfaction scale for instance, by asking about specific pain points or trade-offs rather than global satisfaction alone.

Acknowledgments

We sincerely thank the participants for their time and effort during the summer camp. We also appreciate the full support and assistance provided by the British University in Egypt during the study.

References

- [1]. Dewitt D, Chan SF, Loban R. Virtual Reality For Developing Intercultural Communication Competence In Mandarin As A Foreign Language. *Educational Technology Research And Development*. 2022;70(2):615–638. Doi:10.1007/S11423-021-10074-9.
- [2]. Fraser BJ. Classroom Learning Environments: Retrospect, Context And Prospect. In: Fraser BJ, Tobin K, Mcrobbie CJ, Editors. *Second International Handbook Of Science Education*. Springer; 2012. P. 1191–1239.
- [3]. Kahu ER. Framing Student Engagement In Higher Education. *Studies In Higher Education*. 2013;38(5):758–773.
- [4]. Kashada A, Ehtiwhsh E, Nakkas H. The Role Of Technology Acceptance Model (TAM) Towards Information Systems Implementation Success: A Meta-Analysis. *The International Journal Of Engineering And Science*. 2020;9(1):30–36.
- [5]. Oliver RL. A Cognitive Model Of The Antecedents And Consequences Of Satisfaction Decisions. *Journal Of Marketing Research*. 1980;17(4):460–469.
- [6]. Passarelli AM, Kolb DA. Using Experiential Learning Theory To Promote Student Learning And Development In Programs Of Education Abroad. In: Vande Berg M, Paige RM, Lou KH, Editors. *Student Learning Abroad*. Routledge; 2023. P. 137–161.
- [7]. Shadiev R, Chen X, Sintawati W, Altinay F, Li Y, Kerimbayev N, Tlili A. Facilitating Cross-Cultural Competence Of Students In An Interactive VR Learning Environment. *Educational Technology & Society*. 2025;28(1):78–108.
- [8]. Tinto V. Through The Eyes Of Students. *Journal Of College Student Retention: Research, Theory & Practice*. 2017;19(3):254–269.
- [9]. Titsworth S, Mazer JP, Goodboy AK, Bolkan S, Myers SA. Two Meta-Analyses Exploring The Relationship Between Teacher Clarity And Student Learning. *Communication Education*. 2015;64(4):385–418.
- [10]. Warschauer M. *Technology And Social Inclusion: Rethinking The Digital Divide*. Cambridge, MA: MIT Press; 2003.
- [11]. Xiong Z, Wang Q, Normand R, Zhang X. Using Global Competence As A Pedagogical Approach To Teach Sustainable Development Goals In Higher Education. *International Journal Of Sustainability In Higher Education*. 2025. Advance Online Publication. Doi:10.1108/IJSHE-08-2024-0312.
- [12]. Ip SWS, To WM. Effects Of Online Learning Readiness And Online Self-Regulated English Learning On Satisfaction With Online English Learning Experience During The COVID-19 Pandemic. *Behavioral Sciences*. 2025;15(1):93. Doi:10.3390/Bs15010093.
- [13]. Uygun E, Cesur K. Teaching English For General Purposes Through A MOOC In Higher Education: A Quasi-Experimental Study To Explore Its Effects On Learner Achievement And Satisfaction. *Education And Information Technologies*. 2025;30:3389–3409. Doi:10.1007/S10639-024-12948-W.
- [14]. Alharbi W, Basiouni A. The Impact Of Blended Learning On EFL Student Satisfaction And Retention: A Customer Satisfaction Model Approach. *Arab World English Journal*. 2025;16(1):179–206.
- [15]. Uragala DLKK, Saadat U. Analyzing The Factors Influencing The Satisfaction Of Students Who Use English As A Second Language (ESL) At A Language Training Center In The UAE. *International Journal Of Emerging Issues In Social Science, Arts And Humanities*. 2025;3(2).