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THE INFLUENCE OF STUDY-WITH-ME CONTENT ON STUDENTS’ PERCEIVED ACADEMIC PRODUCTIVITY AND STUDY MOTIVATION

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ANNOTATSIYA: Study-With-Me (SWM) content has become a popular digital study tool among university students, mainly because it can create a feeling of studying together with someone. However, it is not clear whether this virtual companionship actually improves students’ productivity and learning performance. This small-scale study examined the relationship between exposure to Study-With-Me content and university students’ perceived academic productivity, study motivation, and short-term memory performance. Twenty students from Uzbekistan State University of World Languages participated in the study and were divided into an experimental group and a control group. The experimental group completed a short memory task while watching a Study-With-Me video, whereas the control group completed the same task without the video. The results showed that the control group reported significantly higher perceived productivity than the experimental group. No significant differences were found in study motivation or memory recall between the two groups. These findings suggest that watching Study-With-Me content does not necessarily make students feel more productive or improve their immediate memory performance. The study also highlights the difference between students’ perceived productivity and their actual performance and suggests that the effectiveness of SWM content may depend on the learning situation and individual preferences

Kalit so‘zlar: Study-With-Me, academic productivity, study motivation, short-term memory, university students, digital learning.

Introduction

Nowadays, students use different digital tools and online content to support their studying. One of the popular examples is “Study With Me” (SWM) content, which allows students to watch another person studying while they complete their own tasks. These videos usually show a person studying in a quiet environment and may include background music, timers, or other elements that create a study atmosphere. Although SWM videos are not traditional educational materials, they have become increasingly popular among students as a form of virtual study companionship. Recent studies have also shown growing academic interest in how these videos may affect students’ learning experiences.

One possible reason for the popularity of SWM content is that it can make studying feel less lonely and more structured. Watching another person study may create a feeling that someone is studying together with the viewer, even though they are physically in different places. Previous research has connected SWM environments with motivation, self-efficacy, learning engagement, and other psychological experiences. For example, a recent study of 509 college students found that peer support in SWM environments was positively related to motivation, self-efficacy, learning satisfaction, and engagement.

However, feeling motivated does not always mean that students are actually more productive or perform better. A student may feel focused and productive during a study session, while their actual performance on a learning task may remain the same. This distinction is important when examining SWM content. In a recent experimental study involving 60 university students, learning with an SWM video did not show a significant advantage over learning alone, although participants experienced some differences in pressure and task accuracy compared with other learning conditions.

Therefore, it is useful to examine both how productive students feel and how they actually perform during a short learning activity. While previous studies have mainly focused on motivation, psychological needs, engagement, self-regulation, and learning outcomes, fewer small-scale experimental studies have directly compared students' perceived productivity with their short-term task performance when using SWM content.

The present study investigates whether exposure to a short Study With Me video is related to university students' perceived academic productivity and study motivation. It also examines whether students exposed to the video perform differently on a short memory task compared with students who complete the same task without the video. By comparing these two groups, the study aims to provide a small-scale exploratory view of whether the feeling of studying together virtually is reflected in students' motivation, perceived productivity, and actual task performance.

Methodology

Participants

The study included 20 students from Uzbekistan State University of World Languages (UzSWLU). All participants were university students and took part in the study voluntarily. Before starting the experiment, they were asked to give their consent to participate.

The students were divided into two groups of 10. The first group was the experimental group, which completed the task while watching a Study-With-Me video. The second group was the control group, which completed the same task without watching the video.

Research Design

For this study, a simple experimental design was used. The main difference between the two groups was whether they watched Study-With-Me content during the task.

The study looked at three things: how productive students felt, how motivated they felt, and how many words they could remember. They were also asked how distracting they found the study environment.

Since only 20 students participated, the study was treated as a small-scale exploratory study.

Materials

The main task was a short memory activity. Students were given a list of 12 English words:

lantern, meadow, compass, velvet, glacier, walnut, ribbon, marble, thunder, basket, mirror, and *garden.*

They had two minutes to look at the words and try to remember them.

For the experimental group, a Study-With-Me video was played during these two minutes. The video showed someone studying in a quiet environment. The control group did not watch a video.

After two minutes, the word list was removed and the video was stopped. Students then had another two minutes to write down the words they could remember.

After the memory task, students answered questions about their perceived productivity and study motivation. Both parts included five statements rated from 1 (Strongly disagree) to 5 (Strongly agree). Students also rated how distracting they found the study environment on a scale from 1 to 5.

Procedure

First, the participants were asked to give their consent and provide some basic information. They were then given the instructions for the memory task.

The experimental group received the list of 12 words and started the two-minute memorization task while the Study-With-Me video was playing. After two minutes, the video was stopped and the words were removed. The students then had two minutes to recall the words.

The control group completed exactly the same task and had the same amount of time, but without the Study-With-Me video.

After finishing the memory task, all participants completed the questions about productivity, motivation, and distraction. At the end, they were briefly told about the purpose of the study.

Data Analysis

The responses were collected through Google Forms and organized for analysis. First, the mean and standard deviation were calculated for each of the main variables.

The experimental and control groups were then compared using independent-samples t-tests. Cohen's *d* was also used to see how large the differences between the groups were. In addition, Cronbach's alpha was calculated for the productivity and motivation items to check their internal consistency.

Because the study had a small sample of only 20 students, the results were treated as preliminary findings rather than conclusions that can be applied to all university students.

Results

Descriptive Results

The results showed some differences between the experimental and control groups. The mean scores for perceived productivity, study motivation, memory recall, and distraction are presented below.

Variable	Experimental Group (n=10)	Control Group (n=10)
Perceived productivity	M = 3.12, SD = 0.77	M = 3.82, SD = 0.68
Study motivation	M = 3.60, SD = 1.03	M = 3.44, SD = 0.83

Memory recall (/12)	M = 6.20, SD = 4.13	M = 6.50, SD = 3.60
Distraction	M = 2.80, SD = 0.92	M = 2.70, SD = 1.16

As the table shows, the control group reported a higher level of perceived productivity than the experimental group. In contrast, the experimental group had a slightly higher mean score for study motivation. The two groups had very similar memory recall scores. The distraction scores were also close to each other.

Comparison of the Groups

Independent-samples t-tests with Welch's correction were used to compare the two groups.

For perceived productivity, there was a statistically significant difference between the groups, $t(17.73) = -2.15$, $p = .046$. The control group reported higher productivity than the experimental group. The effect size was large (Cohen's $d = -0.96$).

For study motivation, the difference was not statistically significant, $t(17.22) = 0.38$, $p = .707$. Although the experimental group had a slightly higher mean motivation score, the difference between the groups was very small (Cohen's $d = 0.17$).

There was also no significant difference in memory recall, $t(17.67) = -0.17$, $p = .864$. The experimental group recalled an average of 6.20 words, while the control group recalled 6.50 words. The effect size was negligible (Cohen's $d = -0.08$).

Finally, the groups did not differ significantly in their reported distraction levels, $t(17.11) = 0.21$, $p = .833$.

Internal Consistency

The five productivity items showed good internal consistency, with a Cronbach's alpha of .87. The five motivation items also showed high internal consistency, with a Cronbach's alpha of .92.

Overall, the results suggest that Study-With-Me exposure did not lead to higher perceived productivity, motivation, or memory performance in this sample. Interestingly, the only statistically significant difference was found for perceived productivity, but it was in the opposite direction from the original hypothesis: students in the control group reported feeling more productive.

Discussion

The purpose of this study was to examine whether watching Study-With-Me content during a short learning activity was related to students' perceived productivity, study motivation, and memory performance. Based on the results, the Study-With-Me video did not improve all of the outcomes as expected. In fact, the most interesting finding was that the control group reported higher perceived productivity than the experimental group.

The first hypothesis predicted that students who watched the Study-With-Me video would feel more productive. However, the results showed the opposite pattern. The experimental group had a lower productivity score than the control group, and this difference was statistically significant. One possible explanation is that watching another person study may not always help students concentrate on their own task. Although Study-With-Me videos are designed to create a feeling of studying together, the video itself may sometimes become an additional element that students pay attention to. This may be especially relevant during a short and simple task such as the memory activity used in the present study.

The second hypothesis predicted higher motivation in the experimental group. The experimental group did have a slightly higher motivation score than the control group, but the difference was very small and was not statistically significant. This result may suggest that Study-With-Me content can create a positive study atmosphere without necessarily producing a strong increase in motivation. Previous research has also connected Study-With-Me environments with motivation and other positive learning experiences. For example, Hou et al. (2025) found that peer support in Study-With-Me environments was positively related to students' motivation, self-efficacy, satisfaction, and engagement. However, their study involved a much larger sample and focused on students who already used Study-With-Me content, so the results are not directly comparable with the short experiment in the present study.

The memory results also did not support the third hypothesis. The experimental and control groups recalled a very similar number of words, and the difference was not statistically significant. This finding is interesting because it suggests that feeling accompanied while studying does not necessarily lead to better short-term memory performance. A similar point can be seen in the experimental study by Ren et al. (2025), where Study-With-Me videos did not provide a significant performance advantage over learning alone. This may mean that the main value of SWM content is not necessarily improving immediate academic performance, but rather creating a more comfortable or structured study environment.

Another important point is the difference between **perceived productivity and actual performance**. In this study, the control group felt more productive, but the two groups performed almost the same on the memory task. This shows that how productive students feel during a study session may not always reflect how well they actually perform. For this reason, using both self-report measures and a short performance task was useful in the present study.

There are also several limitations that should be considered. First, the sample was very small, with only 20 participants, so the findings cannot be generalized to university students in general. Second, the experimental group and control group were tested

separately rather than being randomly assigned at the same time. The experimental participants were tested first and the control participants afterwards, so differences in time or testing conditions may have influenced the results. Third, the study used a very short memory task and a single Study-With-Me video. Different types of SWM videos, longer study periods, or different academic tasks could produce different results. Finally, some recall responses contained spelling mistakes or unclear answers, which may have affected the memory scores.

Despite these limitations, the study provides an interesting small-scale view of how Study-With-Me content may work in a real student setting. The findings suggest that simply adding a Study-With-Me video does not automatically make students feel more productive or perform better. It may have some connection with motivation, but this effect was small in the present study. Future studies could use a larger sample, random assignment, longer study sessions, and several types of Study-With-Me content to examine the issue in more detail.

Conclusion

This study examined whether Study-With-Me content could influence university students' perceived academic productivity, study motivation, and short-term memory performance. The results did not fully support the original hypotheses. Students who watched the Study-With-Me video actually reported lower perceived productivity than students in the control group, while the difference in study motivation was small and not statistically significant. Memory performance was also very similar between the two groups.

These findings suggest that watching someone study does not automatically make students feel more productive or help them remember more information. Although Study-With-Me content may create a sense of companionship or a suitable study atmosphere, its effect may depend on the type of task, the study environment, and individual preferences.

At the same time, the study has some limitations, especially its small sample size and the fact that the two groups were tested separately. Therefore, the findings should be viewed as preliminary. Future research with more participants, random group assignment, and longer study sessions could provide a clearer picture of how Study-With-Me content affects students' learning.

Overall, this small-scale study shows that studying with someone virtually may feel appealing, but feeling accompanied does not necessarily mean feeling more productive or performing better. This makes Study-With-Me content an interesting area for further research in the context of students' digital learning habits

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