



A Study on Assimilation Style Among College Students

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DOI: <https://doi.org/10.51244/IJRSI.2026.13010202>

Received: 02 February 2026; Accepted: 07 February 2026; Published: 17 February 2026

ABSTRACT

Assimilation style plays a significant role in how college students adapt, integrate, and respond to academic, social, and cultural environments. The present study aims to examine the assimilation style among college students and understand how they adjust to new learning experiences, peer interactions, and institutional culture. A descriptive research design was adopted, and data were collected from a sample of 1023 college students using a structured questionnaire on assimilation style. The study explores different dimensions of assimilation, including cognitive, social, emotional, and academic adaptation. The findings are expected to provide insights into the level of assimilation among students and the factors influencing their adjustment in higher education settings. The results of this study may help educators and administrators design effective strategies to support students' integration and overall well-being in college environments. The formulated hypotheses and objectives were tested using appropriate statistical technique t-test and F-Test Analysis of Variance (ANOVA).

Keywords: Assimilation style, College students, Academic adjustment, Social adaptation, Student integration.

INTRODUCTION

Assimilation refers to the process through which individuals adapt to a new environment by integrating new experiences, values, and behaviors into their existing cognitive and social framework. In the context of higher education, assimilation style plays a crucial role in determining how college students adjust to academic demands, peer relationships, institutional culture, and social expectations. College life often presents students with new challenges, such as independence, diverse learning environments, and varied social interactions, which require effective assimilation skills. Students differ in their assimilation styles based on their personal, social, and educational backgrounds. Some students may easily adapt to new situations, while others may struggle with academic pressure, communication barriers, or cultural differences. Understanding students' assimilation styles is therefore essential to promote better adjustment, academic success, and overall well-being. The present study focuses on examining the assimilation style among college students and identifying its significance in their academic and social development.

Need Of The Study:

- Understand how college students assimilate into academic and social environments.
- Identify the level of assimilation among students from different backgrounds.
- Help educators recognize students who need additional support.
- Provide insights for developing student-friendly learning environments.
- Contribute to research in educational psychology and student development.

REVIEW OF RELATED LITERATURE

Jens, Liberman, et al., (2008). The effect of global versus local processing styles on assimilation versus contrast in social judgment. The authors propose a global/local processing style model (GLOMO) for assimilation and contrast effects in social judgment. GLOMO is based on Schwarz and Bless' (1992, 2007) inclusion-exclusion model, which suggests that when information is included into a category, assimilation occurs, whereas when



information is excluded from a category, contrast occurs. According to GLOMO, inclusion versus exclusion should be influenced by whether people process information globally or locally. In 5 experiments, using both disambiguation and social comparison, the authors induced local versus global processing through perceptual tasks and time perspective and showed that global processing produced assimilation, whereas local processing produced contrast. The experiments showed that processing styles elicited in one task can carry over to other tasks and influence social judgments. Furthermore, they found that hemisphere activation and accessibility of judgment-consistent knowledge partially mediated these effects.

Anton A. Kim, Vera I. Luchkova (2018). Assimilation of traditional architecture influenced by the imported styles. The main trend of orientalism and its local manifestation of chinoiserie (Chinese style) is reflected. This is the example of the usage of oriental themes in the western architecture. Besides, we analyzed the processes of borrowing of the certain techniques of architectural construction at the modern stage of its development. The conclusions have also been drawn about the necessity of further study of this process as well as the importance of reconstruction, restoration and historical preservation of architecture for future generations.

M. Tikhomirova , et al., (2016). Features Of Assimilation Of Educational Information By Students With Different Levels Of Psychological Well-Being. As a result, we identified and described characteristics of information assimilation by students with different levels of psychological well-being, as well as individual qualities that improved their level of psychological well-being. We present a comparative study of the features of assimilation of educational information by students with high and low levels of psychological well-being, and their dependence on the academic areas, with the support of statistical methods.

Objectives:

1. To find out the level of Assimilation Style of College Students.
2. To find out the difference exists if any, between the following groups of College Students on their Assimilation Style.
 - Gender (Male /Female)
 - Locality (Rural / Urban)
 - Medium of Instruction (Tamil / English)
 - Type of Management (Government/ Govt-Aided/ Self-financed)
 - Age Group (Below 20 yrs / 20 to 23 yrs / Above 23 yrs)

Hypotheses Of The Study:

1. The level of Assimilation Style of college students is high.
2. There is a significant difference between the following groups of College Students on their Assimilation Style.
 - Gender (Male /Female)
 - Locality (Rural / Urban)
 - Medium of Instruction (Tamil / English)
 - Type of Management(Government/ Govt-Aided/ Self-financed)
 - Age Group (Below 20 yrs / 20 to 23 yrs / Above 23 yrs)



METHODOLOGY

The investigator adopted the descriptive survey method of study and selected the stratified random sampling technique. Data were collected from a sample of 1023 college students were randomly selected following the random sampling technique. Using a structured questionnaire on assimilation style. The study explores different dimensions of assimilation, including cognitive, social, emotional, and academic adaptation. A Personal Data Sheet was also created by the investigator. The formulated hypotheses and objectives were tested using appropriate statistical technique t-test and F-Test Analysis of Variance (ANOVA).

Testing Of Hypothesis:

Hypothesis – 1: The Level of Assimilation Style of college students is high.

Table 1 Level of Assimilation Style among College students

Main Variable	N	Maximum Score	Mean	Standard Deviation	Percentage of Mean
Assimilation Style	1023	200	166.89	18.524	83.45 %

The mean and standard deviation of Assimilation Style among college students is presented in the Table 1. The maximum possible score in the Assimilation Style is 200. The mean score of Assimilation Style is 166.89 and its percentage is 83.45%. Hence, from the mean score and its percentage it is clear that the College students have high level in the Assimilation Style. Therefore, the framed hypothesis that, the level of Assimilation Style among college students is high is accepted.

Hypothesis – 2:

There is a significant difference between Male and Female College Students with respect to their Assimilation Style.

Table 2 Details of t-Test Result for Gender

Gender	N	Mean	SD	t-Value	Remark
Male	511	164.00	21.757	5.042	0.01 Significant
Female	512	169.77	14.041		

From table 2, It is inferred that the calculated “t” value (5.042) for the Assimilation Style among college students is greater than the table value (2.58) at 0.01, level of significance. It is concluded that there is a significant difference between male and female college students in their Assimilation Style. It can be concluded that hypothesis 2 is accepted.

Hypothesis – 3:

There is a significant difference between Rural and Urban College Students with respect to their Assimilation Style.

Table 3 Details of t-Test Result for Locality

Locality	N	Mean	SD	t-Value	Remark
Rural	558	165.12	20.766	3.365	0.01 Significant
Urban	465	169.01	15.159		



From table 3, It is inferred that the calculated “t” value (3.365) for the Assimilation Style among college students is greater than the table value (2.58) at 0.01, level of significance. It is concluded that there is a significant difference between rural and urban locale college students in their Assimilation Style. It can be concluded that hypothesis 3 is accepted.

Hypothesis – 4:

There is a significant difference between Tamil / English College Students with respect to their Assimilation Style.

Table 4 Details of t-Test Result for Medium of Instruction

Locality	N	Mean	SD	t-Value	Remark
Tamil	339	168.28	16.930	1.693	Not Significant
English	684	166.20	19.239		

From table 4, It is inferred that the calculated “t” value (1.693) for the Assimilation Style among college students is greater than the table value (1.96) at 0.05, level of significance. It is concluded that there is no significant difference between Tamil / English college students in their Assimilation Style. It can be concluded that hypothesis 4 is not accepted.

Hypothesis – 5:

There is a significant difference between Government/ Govt-Aided/ Self-financed College Students with respect to their Assimilation Style.

Table 5 Result of One-Way ANOVA for Types of Management

Demographic Variable	Nature	Sum of Squares	Df	Mean Square	F	Remark
Types of Management	Between Groups	4137.830	2	2068.915	6.090	0.05 Significant
	With in Groups	346543.466	1020	339.748		
	Total	350681.296	1022			

From the table 5, It is inferred that, the calculated „F” value (6.090) is greater than the table value (3.84) at a 0.05 level of significance. It is concluded that there is a significant difference among College Students based on type of management of colleges (Government/ Govt-aided/ Self-financed) in their Assimilation Style. It can be concluded that the hypothesis 5 is accepted.

Hypothesis – 6:

There is a significant difference between Below 20 yrs / 20 to 23 yrs / Above 23 yrs College Students with respect to their Assimilation Style.

Table 6 Result of One-Way ANOVA for Age Group

Demographic Variable	Nature	Sum of Squares	Df	Mean Square	F	Remark
Age Group	Between Groups	2101.101	2	1050.551	3.074	Not



	With in Groups	348580.195	1020	341.745		Significant
	Total	350681.296	1022			

From the table 6, It is inferred that, the calculated „F“ value (3.074) is less than the table value (3.84) at a 0.05 level of significance. It is concluded that there is a significant difference among College Students based on age group of colleges students (below 20 years / 20 to 23 years / above 23 years) in their Assimilation Style. It can be concluded that hypothesis 6 is not accepted.

Educational Implications:

- ❖ Teachers can understand students' assimilation difficulties and provide appropriate guidance.
- ❖ Colleges can design orientation and mentoring programs to support new students.
- ❖ Counselors can help students with emotional and social adjustment issues.
- ❖ Curriculum planners can incorporate student-centered learning approaches.
- ❖ Institutions can create a more inclusive and supportive campus environment.

CONCLUSION

Assimilation style is a vital factor influencing the overall development of college students. The study highlights the importance of understanding how students adapt to academic and social environments in higher education. By identifying students' assimilation patterns, educators and institutions can provide better support systems to enhance students' adjustment, learning experiences, and well-being. Ultimately, promoting positive assimilation can contribute to academic success, personal growth, and a healthy college environment.

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