# Exploring Sources for Seeking Cultural Heritage Information

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## ABSTRACT

The purpose of this study is to identify different sources used for seeking cultural heritage information. The paper aims to study the most vital sources used to seek cultural heritage information and examine the significant difference between sources and demographic variables. The study is conducted among youth of the Tangkhul tribe from Manipur state, India. The study used a structured questionnaire to collect data. Data screening, examining validity and reliability were conducted before analysis. SPSS version 20 was used for data analysis. An independent samples t-test and one-way ANOVA test were carried out to check the significant differences. The study reveals that "elders" are the most prominent sources used for seeking cultural heritage information. The findings also indicate that there is a significant difference between gender and Internet sources (p-value=0.040), similarly between marital status and electronic sources (p-value=0.028), likewise between education qualification and electronic sources (p-value=0.005), also between education qualification and audiovisual sources (p-value=0.042) and between the current place of residence and audiovisual sources (p-value=0.049). The findings revealed that youth used different sources for seeking cultural heritage information and the most desired sources are elders (mean score=4.02), followed by the Internet (mean score=3.48) and social media (mean score=3.46). The authors consider the study is the unique in conducting the research design. It acknowledged the gaps in the literature and the study proposed to fill the existing gaps. The study also identified the most sought source used for seeking cultural heritage information, thereby adding value to research.

**Keywords:** Cultural heritage; Cultural heritage information; Information sources; Information seeking; Motivate youth; Tangkhul youth

## 1. INTRODUCTION

Over the years, cultural studies have concerned researchers, information professionals, cultural institutions, government and non-government organisations. The global concern and interest in cultural heritage are evident from the propagation of international organisations such as the UNESCO (United Nations Educational, Scientific and Cultural Organisation), ICOMOS (International Council on Monuments and Sites), ICCROM (International Centre for the Study of the Preservation and Restoration of Cultural Property), the ICOM (International Council of Museums) and the World Heritage Convention. This global interest also finds manifestation in all countries, although some countries developed and involved earlier and more vigorously than in other countries. For example, Great Britain is so much involved in heritage studies whereby the whole country has been conceived as one large museum[1]. Several reasons have resulted in concerns related to cultural heritage studies; the first concern is globalisation, strengthening the drifts in localisation[2]. Because of globalisation, individuality and uniqueness of place and people become significant, with the necessity for security in an ever-changing and undefined age[3]. Secondly, heritage is used as a political weapon; it has become a political scheme, an arsenal for conditions in every nation-building effort[4]. A different intention for the renaissance of heritage is economic instead of social or cultural or political[5].

Today, indigenous communities across the world are facing potential loss and embezzlement of cultural heritage knowledge due to ignorance of the government and public alike, either owing due to lack of infrastructure and resources to preserve or due to lack of knowledge among the current generation to protect rich cultural wealth and knowledge. The majority of the Indian tribal cultural heritage knowledge is gradually disappearing with time. These problems are further complicated due to the loss of elder members within the indigenous communities who are the owners of their cultural heritage knowledge[6]. Similarly, the Tangkhul tribe cultural heritage need to be preserved and communicated to future generations.

## 2. OBJECTIVE OF THE STUDY

A cultural heritage study is imperative as it strongly impacts our sense of identity. It is one of the most valuable lessons, aiming to preserve and educate the younger generation about their cultural heritage. Libraries, archives, museums and other memory institutions have accountability for researching cultural heritage studies; therefore, there are reasonable causes to study sources used to seek cultural heritage[7]. Lately, a debate on boiling issues such as globalisation and rootlessness

has become a hot topics[8]. Subsequently, these developments demand a thoughtful rethinking on the subject of sources used for seeking cultural heritage information (hereafter "CHI") and examine the most desired sources. Regardless of all these characteristics, no research has been conducted in the Tangkhul community precisely in the context of sources used for seeking cultural heritage knowledge[9].

The objectives of the study are:
- To identify the most sought sources for seeking CHI.
- To check the significant difference between various sources and demographic variables.

## 3. RESEARCH HYPOTHESIS

Based on the objectives mentioned above, below research hypothesis are proposed.

$H_1$: There is a significant difference in sources used for seeking CHI among Tangkhul tribal youth.

$H_{1a}$: There is a significant difference in sources used for seeking CHI and their demographic profile (gender, age, marital status, education qualification and current place of residence).

## 4. LITERATURE REVIEW

The word 'Culture' originated from the Latin term 'cult or cultus', signifying cultivating, sanitizing and adoration. It indicates history, customs, rituals, practices and beliefs[10], as collectively communicated knowledge and conduct dispensed by a group of societies[11], combined indoctrination of the cognizance which differentiates the memberships of one individual from another, which is handed from generation to generation[12], denotes to human made environments which comprise all the material and non-material[13]. Material culture comprises objects that are connected to the physical facet of our life such as food, dress, and household goods where as non-material culture denotes ideas, thoughts, beliefs and does not confine only to behavior patterns (i.e. tangible memorials and their products)[14], but to the presently transferred skills and methods employed all through including patterns of behavior. These descriptions certify that culture is commonly deliberated as an umbrella for tangible (behavioral and material) and intangible (cognitive expression) features of human social life and human groups' interaction with their surrounding environment[15].

The term "Heritage" originates from the Latin word "patrimonium," which is the amalgamation of two words: pater (father) and munus (duty). The correct connotation is "the duty of the father," and further comprehensively, it can be interpreted as "things belonging to his father"[16]. Heritage is described as places, objects and practices that are officially safeguarded through heritage laws and charters; it is used in a different context to give different meanings, some used to the past; sometimes used to denote religious belief, sometimes to signify customs, traditions, and monuments[17]. The European heritage categorises seven kinds of origin, i.e. landscape, nature, statues, artifacts, people, sites and activities[18]. Therefore, heritage scope is not limited to the only physical origin but has extended to non-physical origin, including environments[19][20]. Heritage is studied for many reasons; one of the prime reasons is to enrich the historic environments and permanence, link

persons with a place and culture and present to a suitable place for living[21]. The heritage is preserved and conserved for many reasons without comprising its aesthetic significance, cultural tourism, education and forming habitable societies[22].

The cultural heritage is a vital source of uniqueness to any community profoundly rooted during the past[23]. Traditional art and craft, skills and practices of different communities in the country are the indications of rich cultural heritage of India[24], monuments, sites and groups of buildings that contained natural and historical cultural heritage[25], intangible cultural heritage comprised oral tradition, performing arts, crafts, rituals, social practices and knowledge concerning to the natural environment[26], whole quantity of material symbols i.e. artistic and symbolic, passed on by their past ancestors to a younger generation, ultimately sharing to the whole mankind as expressive activities and other intangible cultural expressions[27], such as oral traditions[28]. Cultural heritage is a communication of the customs of living established by a community and pass on from generation to generation, comprising traditions, ritual practices, celebrations, objects, places, artistic expressions and values[29]. It also includes treasured visible as well as invisible facets of history and current life[30]. The meaning of cultural heritage does not stop at studying memorials and gatherings of objects[23]. Therefore, cultural heritage can be described as an artistic and symbolic work dispensed from past to present, as an inheritance to humanity and depicts its unique features. The phrase "cultural heritage" has significantly transformed its meaning in recent decades, partly due to the various devices developed by UNESCO[31]. According to UNESCO, the definition of 'cultural heritage' is[25]

"Monuments are architectural works, works of monumental sculpture and painting, elements or structures of an archaeological nature, inscriptions, cave dwellings and combinations of features, which are of outstanding universal value from the point of view of history, art or science; groups of buildings: groups of separate or connected buildings which, because of their architecture, their homogeneity or their place in the landscape, are of outstanding universal value from the point of view of history, art or science; sites: works of man or the combined works of nature and man, and areas including archaeological sites which are of outstanding universal value from the historical, aesthetic, ethnological or anthropological point of view".

### 4.1 Sources Used for Seeking CHI

Cultural heritage is a broad field comprising of museums, archives, libraries and non-governmental organisations. Therefore, examining cultural heritage information is time and again challenging as the sources are rich and varied, merging extremely structured, semi-structured and unstructured information, conjoining authorised and unofficial sources, and uniting both text and other media such as image and video[32]. In seeking CHI, individuals prefer to depend on some sources whereas other sources are not explored; relied sources can be written form, oral, experts[33]. Youth sought different sources based on their topical relevance, cognitive relevance (pertinence), situational relevance (utility) and motivational relevance[34].

Cultural heritage is surrounded by a principal element called memory. It is essential to explore the prime role of memory in the cultural heritage field and related significant characteristics in studying any community's cultural heritage knowledge level of any community[35]. Cultural memory is an expression of memorizing the belief system, thoughts, skills, work, traditions, knowledge created from human understanding and experience. Also mentioned in the books, audio, video, photographs and rare collections are vital cultural heritage sources[36]. Internet is one of the essential sources for seeking information[37]; people, documents and virtual agents are some of the dynamic sources for seeking information[33]. Oral history is an important expression where cultural heritage is communicated out of their memory as a carrier[35]. Oral history defines the use of oral sources in history[38], recording of oral accounts help the academic education of oral history[39], further presented two differentiated observations on oral history, the first one as an oral tradition as a foundation of history is a rich area to be extracted for historical data and the second opinion canceling oral history as unusable for the reason that explains nature of oral history, further recommended that these two different opinions can be resolute by exploring oral accounts in combination with related material and objects like newspapers, minutes of the meetings, proceedings and other forms of records[39]. The Tangkhul culture is deterring away with the passage of time, after the arrival of Christianity and western culture. Therefore, there is an urgent need to examine the various sources for seeking CHI so that the same could be protected for the future generations.

## 5. RESEARCH METHODOLOGY

The study used a survey method and questionnaire tool for collecting data. Both offline and online survey questionnaires were used to gather primary data for this study.

### 5.1 Sample

The study sample consists of 500 Tangkhul youths residing both outside and inside the Manipur state of India. Table 1 presents the demographic profile of the respondents. This study is limited to the educated youths from the Tangkhul tribe of Manipur state. The frequency and percentage analysis of the study shows that there were more female (51 %) respondents than males, more than two-fifth (28.5 %) of the respondents belong to 24-26 years age group, most (97.5 %) of the respondents are unmarried, half of the respondents (50.5 %) are postgraduates and the number of respondents staying inside the Manipur state is more (52.3 %) than the respondents staying outside Manipur state.

### 5.2 Research Instruments

This study implemented a simple random sampling technique to collect primary data. The data was collected through online Google form and personally distributed questionnaires. The questionnaire primarily consists of 2 sections: the first section deals with personal data, while the second section covers sources used for seeking CHI. The responses to seeking CHI sources were measured using a 5-point Likert scale with one representing never and five meaning always. The variables for this study were adopted from the review of published literature on CHI sources. Accordingly, the questionnaire was designed to synchronise with the objective and collect primary data for this research. A pilot study was conducted with 50 respondents to check the reliability and validity value[40].

### 5.3 Data Collection and Treatment

This study used organised selection process for the data collection and engaged one field assistant in distributing the questionnaire. The desirable sample size report for this study is 384.16 (385)[41]. Therefore, 500 questionnaires were distributed to the respondents, of which 418 filled-in questionnaires were returned but, 18 were rejected because of incomplete data. Subsequently, selected 400 samples for analysis. The Reliability test was employed to check the internal consistency of the data set. Alpha value for this study is more than 0.7 (Table 2); therefore, the research instrument has satisfactory reliability to present accurate and dependable outcome[42].

## 6. DATA ANALYSIS

Frequency analysis, factor analysis, independent sample t-test and one way ANOVA were employed to analyse the results and ascertain the vital factors that influence youth to seek CHI using different sources with significant differences at the 0.05 percentage level.

**Table 1. Demographic profile of the respondents**

| Item | Category | Frequency | Percentage |
|---|---|---|---|
| Gender | Male | 196 | 49.0 |
| | Female | 204 | 51.0 |
| Age group (years) | 18-20 | 70 | 17.5 |
| | 21-23 | 105 | 26.3 |
| | 24-26 | 114 | 28.5 |
| | 27-29 | 71 | 17.8 |
| | 30 & above | 40 | 10.0 |
| Marital status | Married | 10 | 2.5 |
| | Unmarried | 390 | 97.5 |
| Educational qualification | Graduate | 198 | 49.5 |
| | Postgraduate | 202 | 50.5 |
| Current place of residence | In Manipur state | 209 | 52.3 |
| | Outside Manipur state | 191 | 47.8 |

**Table 2. Reliability statistics**

| Construct | No. of items | Cronbach's alpha |
|---|---|---|
| **Sources** | | |
| Electronic | 6 | 0.862 |
| Internet | 5 | 0.827 |
| Audiovisual | 4 | 0.743 |
| Primary | 3 | 0.726 |

**Table 3. Sources used for CHI seeking**

| Information seeking behavior Variables | Mean | Rank |
|---|---|---|
| Elders | 4.02 | 1 |
| Internet | 3.48 | 2 |
| Social media | 3.46 | 3 |
| Books | 3.42 | 4 |
| Teachers | 3.21 | 5 |
| Newspapers | 2.89 | 6 |
| Journals | 2.80 | 7 |
| Television | 2.66 | 8 |
| Radio | 2.66 | 9 |
| Magazines | 2.64 | 10 |
| Online Databases | 2.58 | 11 |
| Cinema | 2.58 | 12 |
| Digital libraries | 2.39 | 13 |
| Governmental publications | 2.37 | 14 |
| Virtual libraries | 2.30 | 15 |
| Electronic newspapers | 2.24 | 16 |
| Electronic journals | 2.21 | 17 |
| CD-ROMs | 1.93 | 18 |

## 6.1 Important Sources used for Seeking CHI

An information source can be derived from a person, thing, place from which information originates. In this study, the significant sources used by the Tangkhul youth for information seeking variables are presented in Table 3. The variables for this study are taken from the published literature[9] how people are acquiring CHI from various modes. Here eighteen variables are considered and the same are ranked according to highest mean score, "elders" was the most vital source used among all other variables (mean score=4.02) so ranked as the first, followed by "Internet" (mean score=3.48) ranked as second, "social media" (mean score=3.46) ranked as third, and CD-ROMs (mean score=1.93) was the last source used for seeking CHI and ranked as eighteenth.

## 6.2 Factor Grouping of Sources used for Information Seeking

The factor analysis is a method employed to moderate a large number of variables into a fewer factors. It is a method that removes maximum common variance from all variables and places them into a standard score. Therefore, to highlight the explanations related to sources used for seeking CHI, principal component factor analysis with a Varimax rotation was engaged and the Kaiser-Meyer-Olkin (KMO) measure of sampling adequacy is 0.910 (Table 4). KMO test value at 0.5 or greater, then the data is suitable to continue for further investigation[43]. In this study, the KMO test value is 0.910 with p=0.000 which, is less than 0.05 and elucidates a relationship between the variables.

**Table 4. KMO and Bartlett's Test**

| Kaiser-Meyer-Olkin Measure of sampling adequacy | | 0.910 |
|---|---|---|
| Bartlett's Test of Sphericity | Approx. Chi-Square | 3411.877 |
| | Df | 153 |
| | Sig. | .000 |

**Table 5. Factor analysis of sources used for seeking CHI**

| Factors | Loading | Eigen Value | Variance | Reliability |
|---|---|---|---|---|
| Electronic sources | | | | |
| CD-ROMs | 0.758 | | | |
| Digital libraries | 0.710 | | | |
| Virtual libraries | 0.706 | | | |
| Electronic journals | 0.700 | 7.605 | 42.252 | 0.862 |
| Electronic newspapers | 0.662 | | | |
| Online Databases | 0.599 | | | |
| Internet source | | | | |
| Social media | 0.787 | | | |
| Internet | 0.769 | | | |
| Newspapers | 0.591 | 1.501 | 8.337 | 0.827 |
| Magazines | 0.510 | | | |
| Television | 0.470 | | | |
| Audiovisual source | | | | |
| Teachers | 0.799 | | | |
| Elders | 0.738 | 1.070 | 5.946 | 0.743 |
| Radio | 0.572 | | | |
| Cinema | 0.484 | | | |
| Primary source | | | | |
| Books | 0.725 | | | |
| Journals | 0.721 | 1.008 | 5.597 | 0.726 |
| Governmental publications | 0.626 | | | |

All the variables were factor analysed and factors with an eigenvalue of more than one were preferred for this study. Table 5 demonstrates the result of the eighteen variables that were used as sources for seeking CHI. In this study, the factor analysis yield four factors; "electronic sources", "Internet sources", "audiovisual sources", and "primary sources". Out of those four factors, "electronic sources" are the most significant factor with an eigenvalue of 7.605 and a variance value of 42.252 followed by "Internet sources" with an eigenvalue of 1.501 and a variance value of 8.337. The recorded information of teachers and elders in the form of audio and video clip are considered in audiovisual source factor.

**Table 6. Different sources used for seeking CHI vs. Gender**

| | Gender | N | Mean | S.D | t | Sig. |
|---|---|---|---|---|---|---|
| Electronic sources | Male | 196 | 2.3257 | 0.95397 | 1.141 | 0.255 |
| | Female | 204 | 2.2247 | 0.81417 | | |
| Internet sources | Male | 196 | 2.9510 | 0.90472 | -1.656 | 0.040 |
| | Female | 204 | 3.0980 | 0.87133 | | |
| Audiovisual sources | Male | 196 | 3.0293 | 0.82553 | -0.952 | 0.341 |
| | Female | 204 | 3.1078 | 0.82264 | | |
| Primary sources | Male | 196 | 2.7959 | 0.92466 | -1.505 | 0.133 |
| | Female | 204 | 2.9297 | 0.85383 | | |

## 6.3 Sources used for Seeking CHI versus their Demographic Profile

Independent t-test and One-way analysis of variance (ANOVA) were employed on the sources to seek CHI to identify a significant difference with demographic variables. Different sources used for seeking CHI based on gender are presented in Table 6. The outcome of the study indicates that there is a significant difference in using "Internet sources" for seeking CHI (t=-1.656, p=0.040) between males (mean score=2.9510, SD=0.90472) and female (mean score=3.0980, SD=0.87133) participants. However, the results shows that there is no significant difference in using "electronic sources" (t=1.141, p=0.255) between male (mean score=2.3257, SD=0.95397) and female (mean score=2.2247, SD=0.81417) Similarly, there is no significant difference in using "audiovisual sources" (t=-0.952, p=0.341) with male (mean score=3.0293, SD=0.82553) and female (mean score=3.1078; SD=0.82264) students for seeking CHI. Likewise, there is no significant difference in using "primary sources" (t=-1.505, p=0.133) with male (mean score=2.7959, SD=0.92466) and female (mean score=2.9297, SD=0.85383) students for seeking CHI. These results propose that gender impacts Internet sources in seeking CHI; females perceive higher Internet sources usage. However, gender has no significant impact on electronic sources, audiovisual sources and primary sources seeking CHI.

One way ANOVA test was carried out to examine the mean significance difference in different sources used for seeking CHI based on the respondents' age. Table 7 presents the outcome of one way ANOVA test. The findings shows that there is no significant difference with "electronic sources" (F=1.223, P=0.301), "Internet sources" (F=0.923, P=0.450), "audiovisual sources" (F=2.034, P=0.089) and "primary sources" (F=0.211, P=0.932) and their age group. The result presents that the respondents' age does not impact different sources used for seeking CHI.

The outcome of the study indicates (Table 8) that there is a significant difference in using "electronic sources" used for seeking CHI (t=-2.207, p=0.028) between married (mean score=1.6667, SD=0.70273) and unmarried (mean score=2.2897, SD=0.88520) youths. However, there is no significant difference in using "Internet sources" (t=-1.463, p=0.144) with married (mean score=2.6200, SD=0.84037) and unmarried (mean score=3.0364, SD=0.88959) youths, no

**Table 7. Different sources used for seeking CHI vs. Age group (in years)**

| | | Sum of Squares | df | Mean Square | F | Sig. |
|---|---|---|---|---|---|---|
| Electronic sources | Between groups | 3.829 | 4 | 0.957 | 1.223 | 0.301 |
| | Within groups | 309.215 | 395 | 0.783 | | |
| | Total | 313.044 | 399 | | | |
| Internet sources | Between groups | 2.926 | 4 | 0.731 | 0.923 | 0.450 |
| | Within groups | 312.964 | 395 | 0.792 | | |
| | Total | 315.890 | 399 | | | |
| Audiovisual sources | Between groups | 5.467 | 4 | 1.367 | 2.034 | 0.089 |
| | Within groups | 265.420 | 395 | 0.672 | | |
| | Total | 270.887 | 399 | | | |
| Primary sources | Between groups | .676 | 4 | 0.169 | 0.211 | 0.932 |
| | Within groups | 315.832 | 395 | 0.800 | | |
| | Total | 316.509 | 399 | | | |

**Table 8. Different sources used for seeking CHI vs. Marital status**

| | Marital status | N | Mean | S.D | t | Sig. |
|---|---|---|---|---|---|---|
| Electronic sources | Married | 10 | 1.6667 | 0.70273 | -2.207 | 0.028 |
| | Unmarried | 390 | 2.2897 | 0.88520 | | |
| Internet sources | Married | 10 | 2.6200 | 0.84037 | -1.463 | 0.144 |
| | Unmarried | 390 | 3.0364 | 0.88959 | | |
| Audiovisual sources | Married | 10 | 2.7500 | 0.60093 | -1.242 | 0.215 |
| | Unmarried | 390 | 3.0776 | 0.82784 | | |
| Primary sources | Married | 10 | 2.6000 | 0.79815 | -0.950 | 0.343 |
| | Unmarried | 390 | 2.8709 | 0.89279 | | |

significant difference in using "audiovisual sources" (t=-1.242, p=0.215) with married (mean score=2.7500, SD=0.60093) and unmarried (mean score=3.0776, SD=0.82784) youths, no significant difference in using "primary sources" (t=-0.950 and p=0.343) with married (mean score=2.6000, SD=0.79815) and unmarried (mean score=2.8709, SD=0.89279) participants. The results signify that marital status influences using electronic sources for seeking CHI; unmarried respondents were observed as using more electronic sources. Whereas marital status has no impact on Internet sources, audiovisual sources and primary sources for seeking their CHI.

Table 9 shows the difference in educational qualifications concerning the sources used for seeking CHI. The outcome of

**Table 9.     Different sources used for seeking CHI vs.  Educational qualification**

| | Educational qualification | N | Mean | S.D | t | Sig. |
|---|---|---|---|---|---|---|
| Electronic sources | Graduate | 198 | 2.1490 | 0.91632 | -2.823 | 0.005 |
| | Postgraduate | 202 | 2.3969 | 0.83901 | | |
| Internet sources | Graduate | 198 | 2.9727 | 0.93693 | -1.186 | 0.236 |
| | Postgraduate | 202 | 3.0782 | 0.84005 | | |
| Audiovisual sources | Graduate | 198 | 2.9848 | 0.85446 | -2.039 | 0.042 |
| | Postgraduate | 202 | 3.1522 | 0.78625 | | |
| Primary sources | Graduate | 198 | 2.8384 | 0.91347 | -0.573 | 0.567 |
| | Postgraduate | 202 | 2.8894 | 0.86922 | | |

the study presents that there is significant difference between educational qualification on "electronic sources" (t=-2.823, p=0.005) with graduates (mean score=2.1490, SD=0.91632) and postgraduates (mean score=2.3969, SD=0.83901) and "audiovisual sources" (t=-2.039, p=0.042) with graduates (mean score=2.9848, SD=0.85446) and postgraduates (mean score=3.1522, SD=0.78625). Whereas, there is no significant difference between educational qualification on "Internet sources" (t=-1.186, p=0.236) with graduates (mean score=2.9727, SD=0.93693) and postgraduates (mean score=3.0782, SD=0.84005). Likewise, there is no significant difference between educational qualifications on "primary sources" (t=-0.573, p=0.567) with graduates (mean score=2.8384, SD=0.91347) and postgraduates (mean score=2.8894, SD=0.86922). The results indicate that educational qualification impacts electronic sources, where postgraduates are recognised as higher usage of electronic sources and audiovisual sources, where postgraduates identified more used of audiovisual sources. However, the educational qualification has no impact on the use of Internet sources and primary sources.

Different sources used for seeking CHI based on the current place of residence are presented in Table 10. The outcome of the study explains that there is a significant difference between the current place of residence on "audiovisual sources" (t=1.766, P=0.049) with youths staying inside Manipur state (mean score=3.1388, SD=0.83017) and youths staying outside Manipur state (mean score=2.9935, SD=0.81250). While there is no significant difference between the current place of residence on "electronic sources" (t=-0.542, mean score=0.588) with youths staying inside Manipur state (mean score=2.2512, SD=0.82708) and youths staying outside Manipur state (mean score=2.2993, SD=0.94738), no significant difference between the current place of residence on "Internet sources" (t=-1.0197, p=0.232) with youth staying inside Manipur state (mean score=2.9751, SD=0.81462), and youths staying outside Manipur state (mean score=3.0817, SD=0.96444), and no significant difference between the current place of residence on "primary sources" (t=-0.593, P=0.554) with youths staying inside Manipur state (mean score=2.8389, SD=0.83914) and

youths staying outside Manipur state (mean score=2.8918, SD=0.94525). These results show that the current place of residence influences the audiovisual sources in seeking CHI, with respondents remaining inside Manipur observing more audiovisual sources. However, there is no impact on using electronic, Internet and primary sources for seeking CHI.

**Table 10. Different sources used for seeking CHI vs. Current place of residence**

| | Current place of residence | N | Mean | S.D | t | Sig. |
|---|---|---|---|---|---|---|
| Electronic sources | In Manipur state | 209 | 2.2512 | 0.82708 | -0.542 | 0.588 |
| | Outside Manipur state | 191 | 2.2993 | 0.94738 | | |
| Internet sources | In Manipur state | 209 | 2.9751 | 0.81462 | -1.0197 | 0.232 |
| | Outside Manipur state | 191 | 3.0817 | 0.96444 | | |
| Audio-visual sources | In Manipur state | 209 | 3.1388 | 0.83017 | 1.766 | 0.049 |
| | Outside Manipur state | 191 | 2.9935 | 0.81250 | | |
| Primary sources | In Manipur state | 209 | 2.8389 | 0.83914 | -0.593 | 0.554 |
| | Outside Manipur state | 191 | 2.8918 | 0.94525 | | |

## 7.   CONCLUSIONS

This paper studied the various sources that motivated youth to seek CHI. Multiple sources used for seeking CHI were identified using principal component and factor analysis and "electronic sources" were found to be the strongest among other factors with an eigenvalue value of 7.605. It was found that books, audio, video, photographs and rare collection are vital cultural heritage sources[36]. Oral history is an important expression where cultural heritage is communicated over memory as a carrier[35]; Oral history defines oral sources in history[38], using the recordings of an oral listing is suitable to help the academic education of oral history[39]. This study examined the value of different sources to rank the sources used for seeking CHI and found that "elders" with mean score=4.05, followed by "Internet" with mean score=3.48 and "social media" with mean score=3.46 were found to be the most sought sources. The results from this study suggest that "elders" are the custodians of cultural heritage and act as the prime sources of CHI.

Srivastava S[23] used national symbol, literature, history and religion, performing arts and visual arts and conducted a t-test and reveals that male and female teachers vary significantly on the cultural literature as a source at a 0.01 level of confidence. Whereas national symbol, history and religion, performing arts and visual arts don't show any significant difference between

male and female teachers. This study used demographic characteristics of the youth as independent variables and different sources as independent variables to examine the significant difference. The findings reveal that gender has a significant difference with Internet sources (p=0.040); marital status has a significant difference with electronic sources (p=0.028); education qualification has a significant difference with electronic sources (p=0.005) and with an audiovisual source (p=0.042) and current place of residence has a significant difference with an audiovisual source (p=0.049). This study's findings contribute to the standing literature in identifying the various sources used for seeking CHI. Therefore, this study suggested that elders should be approached and encouraged to share CHI. Also, effort must be made to store more CHI materials as youngsters are comfortable searching CHI resources from the Internet.

Orientation, seminars, workshops and awareness programs can be organised to create awareness to spread information about various sources that can be used for seeking CHI. The study has shortcomings based on the generalisation of research problems, and we reflected only some sources. Again, this study emphasis only youth from the Tangkhul tribe of Manipur state, India. Furthermore, researcher limited the data collection to graduate and postgraduate students i.e. educated youths. Thus, caution must be applied when generalizing the results to other tribes because of cultural differences. Further study can be conducted focusing on documentation of oral history collected from elders. Also, it can examine various channels used for collecting CHI.

## 8. ACKNOWLEDGMENTS

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