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An Analysis of Educational Attainment and Socio-Economic Factor among Students of the Chothe Community

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Abstract-- The Chothe is indigenous tribes of the state Manipur in the North-East region of India and considered as the earliest immigrants or most advanced group. The Chothe has many different features in religion, kinship, marriage, political and socio-economic system. This study provides an analysis of the relationship between educational attainment and socio-economic factors among students of the Chothe community. This research aimed to identify the levels of educational aspiration and the educational outcomes of Chothe students. A descriptive survey method was employed and data were collected from 480 students (240 male and 240 female) using a validated LEAT questionnaire. The data were analyzed using descriptive statistics, correlation, ANOVA. Key findings indicate a significant positive correlation between parental educational attainment and student academic success, while household income presented a comparatively weaker, though still notable, influence. The results suggest that targeted educational interventions and policies designed to improve parental engagement and educational infrastructure within the Chothe community are crucial for enhancing educational equity and attainment.

Keywords-- Educational attainment, socio-economic factors, Chothe community, academic performance, Tribal.

I. INTRODUCTION

The Chothe is considered as one of the oldest indigenous tribes of the state particularly in the Southern region and belongs to the Mongoloid racial stock and speak the Sino-Tibetan language of Tibeto-Burman family under the Kuki-Chin and Naga-Kuki linguistic group of the Old-Kuki speakers (Grierson 1904). Chothe tribes are mainly settled in 17 different villages in Manipur, viz. Lamlanghupi, Khongkhang, Purum Tampak (Phaihu), Purum-Chumbang, Old Wangparal, New Wangparal, Chandonpokpi, Ziontlang, Salemthar, Lirungtabi, Lungleh, Lunghu, Azouhu (Purum Khullen), Phantu (Chandropoto), Bethel, Purum Lainingkhul and Pumthapokpi (Chothe Khunou). According to the locals, most of the Chothe villages are located in the Chandel district of Manipur. Majority of the people here are non-Christians and for that reason, their customs are still virgin (Sanglakpam, et al., 2012).

Thus realizing the importance of education in the socio-economic development of the Chothe community, the present study is a humble attempt to highlight the socio-economic status of the Chothe community of Manipur. The study will also explore the educational, Professional and occupational and social status of the Chothe community of Manipur.

II. OBJECTIVES OF THE STUDY

- i). To compare the levels of educational aspiration among the Chothe students based on their classes.
- ii). To compare the levels of educational aspiration among the Chothe students based on their school management.

III. METHOD OF RESEARCH

For the purpose of the present study descriptive method of research is employed to describe the educational aspiration of the Chothe community of Manipur.

Population

All the Chothe population residing in the state of Manipur will form the population of this study.

Samples

For collecting data, a sample of 480 students (240 male and 240 females) belonging to the Chothe community were selected from eight selected villages through convenience sampling techniques.

Tool

Level of Educational Aspiration Test (LEAT-K, 2019) developed by Dr. Yashmin Ghani Khan, National Psychological Corporation, Agra was used to measure educational aspiration of the Chothe students.

Procedure of data collection

To initiate the data collection process, the investigator has taken permissions from both the Head of Department of the Department of Education, Manipur University and research supervisor.

After getting the permission for data collection, the investigator visit the home of each village chairman seeks prior permissions and collect the details of students in their villages. Moreover, convincing the participant students posed additional challenges, as some were hesitant to disclose their family's economic status, and some others were unaware of familial details. Misunderstandings between the investigator and student respondents created hurdles in certain villages.

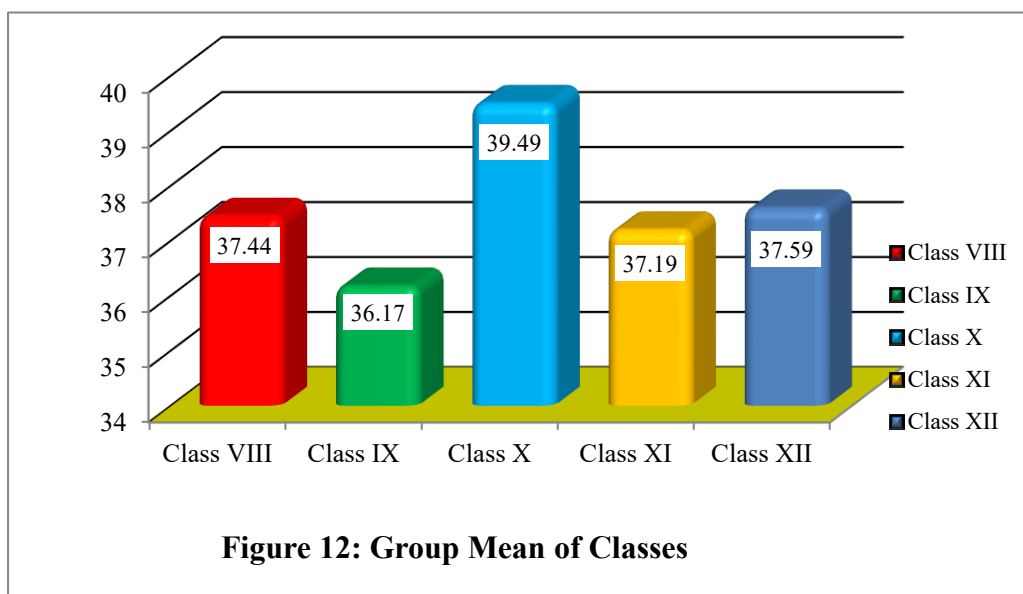
The respondents took around 30 to 45 minutes to complete the questionnaires. Thus, a total of 480 responses were collected for the purpose of the present study. The data collection spanned a comprehensive ten-month period, commencing in October 2021 and concluding in December 2022.

Objective wise analysis and interpretation of data

To compare the levels of educational aspiration among the Chothe students based on their classes.

Table no. 4.44:
Descriptive statistics for classes of students

		N	Mean	Std. Deviation	Std. Error	95% CI for Mean		Min	Max
						Lower	Upper		
Educational Aspiration	Class VIII	96	37.44	8.064	.823	35.80	39.07	21	52
	Class IX	96	36.17	7.319	.747	34.68	37.65	21	50
	Class X	96	39.49	6.919	.706	38.09	40.89	22	52
	Class XI	96	37.19	7.104	.725	35.75	38.63	22	52
	Class XII	96	37.59	7.221	.737	36.13	39.06	21	50
	Total	480	37.58	7.385	.337	36.91	38.24	21	52



The above table illustrated the distribution of educational aspiration scores across different classes. The total sample size is 480, with an overall mean score of 37.58 (SD = 7.385). The highest mean score was found on Class X (M=39.49, SD=6.919) followed by Class XII (M=37.59,

SD=7.221), Class VIII (M=37.44, SD=8.064), Class CI (M=37.17, SD=7.104) and the lowest mean score was found on Class IX (M=36.17, SD=7.319) respectively. The data suggest variability in educational aspiration scores across different classes.

Table no. 4.45:

ANOVA analysis for Classes of students

ANOVA		Sum of Squares	df	Mean Square	F	Sig.
Family Support	Between Groups	84.783	4	21.196	7.457	.000
	Within Groups	1350.198	475	2.843		
	Total	1434.981	479			
Pupils Views	Between Groups	8.946	4	2.236	.345	.848
	Within Groups	3080.052	475	6.484		
	Total	3088.998	479			
Pupils Efforts	Between Groups	110.742	4	27.685	2.459	.045
	Within Groups	5347.625	475	11.258		
	Total	5458.367	479			
Reality of Aspired Goals	Between Groups	21.833	4	5.458	1.211	.305
	Within Groups	2140.667	475	4.507		
	Total	2162.500	479			
Overall Educational Aspiration	Between Groups	558.571	4	139.643	2.595	.036
	Within Groups	25562.729	475	53.816		
	Total	26121.300	479			

From the above ANOVA table, a significant difference was found between groups in terms of Family Support ($F(4, 475) = 7.457, p < .001$). No significant difference was observed between groups for Pupils Views ($F(4, 475) = 0.345, p = .848 > 0.05$). There was a significant difference between groups in terms of Pupils Efforts ($F(4, 475) = 2.459, p = .045 < 0.05$). No significant difference was found between groups for Reality of Aspired Goals ($F(4, 475) = 1.211, p = .305 > 0.05$).

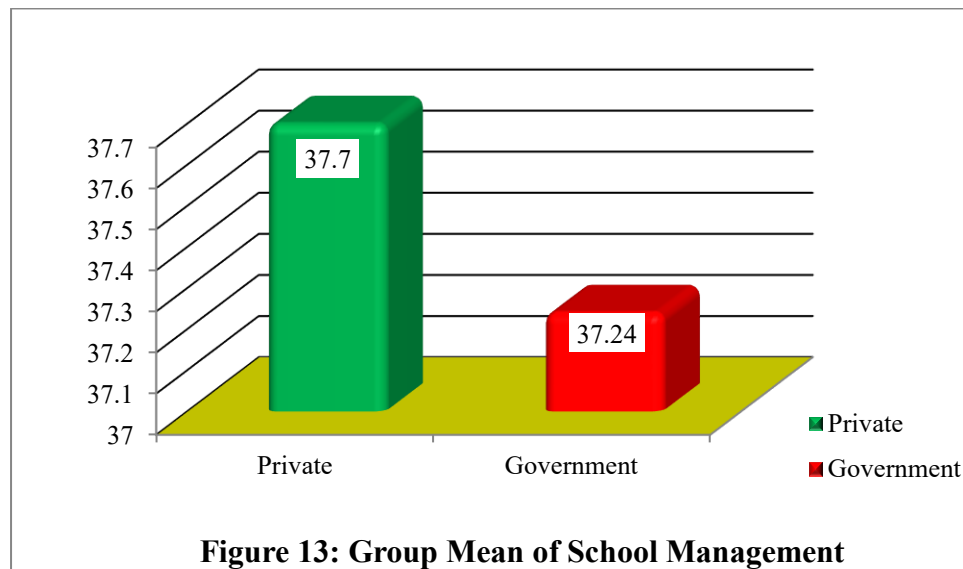
Moreover, a significant difference was observed between groups in the Overall Educational Aspiration of the Chothe students ($F(4, 475) = 2.595, p = .036$). Since the p-value (0.305) is less than 0.05 significance level, 2-tailed test at 95% confidence interval, the null hypothesis is rejected. Thus it can be concluded that classes of students has significant role in determining the educational aspiration among the Chothe students in Manipur. Moreover, the dimensions of family support and pupils effort also plays an important role in determining the educational aspiration of the Chothe students in Manipur.

To compare the levels of educational aspiration among the Chothe students based on their school management.

Table no. 4.46:

Group statistics for school management

	School Management	N	Mean	SD	SE_M
Educational Aspiration	Private	349	37.70	7.476	.400
	Government	131	37.24	7.153	.625



The above table and figure indicated that out of the 480 respondents, the mean score for educational aspiration is 37.70 (SD = 7.476, SEM = 0.400), for participants from Private schools (N = 349), while for those in Government schools (N = 131), the mean score is 37.24 (SD = 7.153,

SEM = 0.625). This descriptive statistics provide an overview of the distribution of educational aspiration scores among respondents from Private and Government schools.

Table no. 4.47:

Independent Samples Test for School Management

Independent Samples t-Test	t-test for Equality of Means						
	t	df	Sig. (2-tailed)	Mean Difference	SE _M	95% CI of the Difference	
						Lower	Upper
Family Support	.721	478	.471	.128	.177	-.221	.477
Pupils Views	-.358	478	.721	-.093	.260	-.605	.419
Pupils Efforts	.391	478	.696	.135	.346	-.545	.816
Reality of Aspired Goals	1.309	478	.191	.285	.218	-.143	.712
Overall Educational Aspiration	.601	478	.548	.455	.757	-1.033	1.943

The above table displayed the results of independent samples t-tests conducted to compare means of educational aspirations based on different dimensions of educational aspiration. The table provided information on the t-statistic, degrees of freedom (df), and significance level (Sig.), as well as the mean difference, standard error of the mean (SEM), and a 95% confidence interval (CI) for the difference.

From the above table, it was found out that there were no significant difference between groups in terms of Family Support {t(478) = 0.721, p = .471}, Pupils Views {t(478) = -0.358, p = .721}, Pupils Efforts {t(478) = 0.391, p = .696} and Reality of Aspired Goals {t(478) = 1.309, p = .191}.

Moreover, for overall educational aspiration no significant difference was observed between groups t (478) = 0.601, p = .548). Since, the p-value (0.548) is greater than 0.05 significant level, 2-tailed test at 95% confidence interval, the null hypothesis is accepted. Thus, it can be concluded that school management has no role in determining the educational aspiration of the Chothe students in Manipur.

IV. RESULT AND CONCLUSION

After having analyzed and interpreted it was found that Classes of students has significant role in determining the educational aspiration among the Chothe students in Manipur.



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Moreover, the dimensions of family support and pupils effort also plays an important role in determining the educational aspiration of the Chothe students in Manipur. Regarding the School management, it was found that the school management has no role in determining the educational aspiration of the Chothe students in Manipur. The results suggest that targeted educational interventions and policies designed to improve parental engagement and educational infrastructure within the Chothe community are crucial for enhancing educational equity and attainment.

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