

“Attitude towards Teaching among High School Teachers in relation to type of school, gender and locality- A Comparative Study”

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Abstract

Present investigation focus on comparing the high school teachers of Thane district of Maharashtra in India. The investigator compared high school teachers on the variable attitude toward teaching in relation to Type of School, Gender and Locality. For this purpose a sample of 120 high school teachers teaching in government as well as private schools was selected and the data were collected from them under natural setting by applying descriptive survey method of research. The data were tabulated and analyzed using t-test as statistical technique. The major findings of the study are, that; the attitude towards teaching is similar in teachers teaching in private as well as in government schools. Although, there is a wide difference in the management and administration in both types of schools. A similar trend is found when Male and female teachers were compared. They do not differ significantly in their attitude toward teaching except on one of the sub-area i.e. Child centred Practices where females were found significantly better. Present study revealed that the high school teacher teaching in urban schools are better in classroom teaching and attitude towards other teachers but have quite similar level on all other areas of teacher attitude inventory.

Conceptual Framework

Educating means "nourishment" or "bring up" the child according to certain aims. It helps the individual to give them their own identity. It is not only limited to four walls of the classroom, but outside in the environment. Environment, parents and the educational agencies play a very important role in imparting education to children who are the future of nation. It is of utmost importance that the right values, moral and ethical concerns and patriotic spirit are implanted in the mind of every educated person. This is necessary for the proper growth of the individual and for the well-being of the society. True education involves the inculcation of positive thinking and right orientation of mind, which when consolidated, makes for good and strong character.

Education in a holistic way involves many areas and vital of them are Teachers, curriculum and environment of school. Teachers are called nation builders not for teaching the students only but for building a national character among the generation. Therefore teaching is not mere passing information from one head to another.

Innovation of any kind in the educational system can be achieved only through the active involvement of dedicated teachers. It is therefore very important that the best minds are attracted to the teaching profession. There is a saying that "no society can rise above the level of its teachers." If education is really intended to help the cultivation of mind, help us to meet the crisis of our national life, then our colleges and universities must all become centers of active work develop as communities of shared values and experiences. Teachers have the responsibility of gearing the educational system to meet the national and societal needs by creating an atmosphere, which promotes the spirit of autonomy and creativity. The teachers have to instill in

their students the spirit of scientific temper and rational approach. A teacher can never truly teach unless he/she is still learning himself/herself. "A lamp can never light another lamp unless it continues to burn its own flame."

The educational process is governed by the extent of his receptivity and initiative. A teacher can help our country in the process of reconstruction. But so far we have not been able to harness this extremely useful manpower. This could be possible if the teacher's role is properly recognized and he/she is in proper frame of mind to understand the problems of the country and makes sincere efforts to create a climate in which society can move forward.

The teachers should make close and extended contacts with the students and create a permissive classroom atmosphere that promotes free expression and discussion. He should employ student-centered teaching strategies and provide remedial help whenever necessary. For this, the teacher should also be well aware about the dimensions as well as the development of attitudes among children and only then he/she is completely successful in bringing out desirable attitudinal changes among them.

Very often, people are heard saying that there is no status of the teacher now. The teachers' status, in fact, is going down day by day. The teacher of today is not respected to the ones being in other professions. There has come a huge difference between the status of the teacher that he possessed in the past and the one that he has now. Seen from various angles, such as self-respect, social status, teaching attitude etc., a marked deterioration has been noticed. There could be many reasons behind it. The question arises here that who is responsible for the low status of the teacher? The various alternatives could be;

- a) The teacher himself.
- b) The student community.
- c) The society.
- d) The politics of the country.
- e) A matter of sheer bad luck etc.

Attitude toward everything determines our outlooks as well as our professionalism in a realistic way. Our attitude is reflected in our endeavors day to day or in a holistic way. A positive attitude always contributes to improve our efforts. Attitude toward teaching is vital ingredient of the teaching profession. The teachers having good inner interest in teaching and passion for their profession can really contribute in progress of the nation by building future generations.

It is true that attitude of teachers play a dominating role in their classroom teaching-learning process and bringing up desired changes in the pupils. There may be further many factors that affect the attitude of teachers toward teaching. It is required to have insight into such factors so as to make positive developments in the teaching-learning and policy making.

So, to have god knowledge of these factors as well as extent of their contribution in attitude toward teaching an attempt is hereby made by the researcher to review the related research studies in India and abroad. A brief of account of these studies is given here.

Review of related studies

Mouli (1982) conducted a study of attitude of teachers towards teaching profession. The main objective of the study was to determine the degree of relationship between teacher's age sex, training and year of teaching experience and attitude towards teaching. One hundred teachers were selected from eight secondary school located in

Hyderabad and Sikendrabad. Findings of the study revealed that there are no differences among teachers on their attitude towards the teaching profession. Though, there are differences among the groups on the sex, age, training and experience and experience variables, but they are not statistically significant.

Mathur (1988) found in a study that teachers at different stages had a favourable attitude towards creative learning and an unfavourable attitude towards creative teaching. Age, sex, teaching experience and academic did not affect the attitude of different levels towards creative learning and creative teaching.

Sharma (1988) reported that caste had no effect on attitudes. Sex did not affect attitude and frustration level. Residential area had no effect on the attitudes and frustration. There was no effect of caste, sex and residential area on the attitudes and frustration of primary school and secondary school teachers. 54.25% of the samples (only pre-service) were able to identify the cause and effect relationship. 24.04% (33.33% in-service and 21.77% pre-service) of the sample were open minded. None of the above was associated with the attitudes except the medium of instruction. Scientific attitudes were distributed independently in the sample and were independent of each other.

Tapodhan (1991) concluded that; Sex, area (urban/rural) and caste had a main effect on professional attitudes, while qualification had no effect. Area, sex and caste had significant interaction effect, while sex and qualification had interaction effect at 0.05 level.

Babu (1992) observed that Teachers working in residential schools had a significantly more favourable attitude and more efficiency, compared to those working in non-residential schools. Unmarried teachers were more satisfied and had a better attitude towards teaching and general state of health.

Sharma (1997) studied the job satisfaction among primary school teachers and their adjustment and attitude towards teaching. She found that male, female, married and unmarried teachers have similar attitude towards teaching.

Dodeen (2003) concluded in his study that female teachers having more positive attitude towards the teaching profession than males. There was a significant difference between pre-service and in-service teacher's attitudes towards the teaching profession.

Pushpam (2003) conducted a study on attitude towards teaching profession and job satisfaction of women teachers in Coimbatore and found that: Age, experience, general qualification, professional qualification, subject of specialization, community, job of spouse, total family income and number of children of women teachers did not significantly influence the attitude of women teachers towards teaching profession.

Jain (2007) in his study revealed that the teaching effectiveness and attitudes of teachers towards teaching profession with respect to sex, type of school and teaching experience were found to be significant.

Belagali (2011) studied the attitude towards teaching profession and its dimensions of gender (male and female) secondary school teachers and to study the attitude towards teaching profession and its dimensions of locality (rural/urban) secondary school teachers. He found female teachers have higher attitude towards teaching profession as compared to male teachers as well as urban secondary school teachers have higher attitude towards teaching profession as compared to rural secondary school teachers.

Sharma Rashmi (2013) In the present study, investigator has undertaken survey of Hindi and English medium teachers of higher secondary schools in Raebareli district of U.P. and findings indicated that teachers of both medium have almost similar and positive attitude for their profession.

It can be concluded from the above discussion that teacher play a vital role in teaching-learning process and educating the child. It is very important that a teacher should come in teaching profession by his/ her own interest and not by circumstances. A teacher who is not interested in teaching profession may be wastage and not a privilege. Therefore it is important for the investigator to know the attitude of teachers towards their profession and ultimately come out with results and suggestions for improvements in this sector. In purview of this the investigator came out with the following research questions:

Research Questions

Following Research Questions arose in the mind of investigator for conducting this study.

1. Do high school teachers teaching in government and private high schools differ significantly with respect to their mean scores on the following sub-areas of Teacher Attitude Inventory?
 - a) Teaching Profession
 - b) Child centered practices
 - c) Class- room teaching
 - d) Educational process
 - e) Pupils
 - f) Teachers
2. Do male and female high school teachers differ significantly with respect to their mean scores on the following sub-areas of Teacher Attitude Inventory?
 - a) Teaching profession
 - b) Child centered practices
 - c) Class- room teaching
 - d) Educational process
 - e) Pupils
 - f) Teachers
3. Do high school teachers' belonging to urban and rural areas differs significantly with respect to their mean scores on the following sub-areas of Teacher Attitude Inventory?
 - a) Teaching profession
 - b) Child centered practices
 - c) Class- room teaching
 - d) Educational process
 - e) Pupils
 - f) Teachers
 - g)

Objectives of the Study

The following objectives were formulated for the present investigation

1. To compare government and private high school teachers with respect to their mean scores on the following sub-areas of Teacher Attitude Inventory:
 - a) Teaching profession
 - b) Child centered practices
 - c) Class- room teaching
 - d) Educational process

- e) Pupils
- f) Teachers
- 2. To compare male and female high school teachers with respect to their mean scores on the following sub-areas of Teacher Attitude Inventory:
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 - e) Pupils
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- 3. To compare high school teachers belonging to urban and rural areas with respect to their mean scores on the following sub-areas of Teacher Attitude Inventory:
 - a) Teaching profession
 - b) Child centered practices
 - c) Class- room teaching
 - d) Educational process
 - e) Pupils
 - f) Teachers

Hypotheses of the Study

The following hypotheses were formulated in the present study.

- 1. There is no significant difference in government and private high school teachers with respect to their mean scores on the following sub-areas of Teacher Attitude Inventory:

a)	Teaching profession
b)	Child centered practices
c)	Class- room teaching
d)	Educational process
e)	Pupils
f)	Teachers

- 2. There is no significant difference in male and female high school teachers with respect to their mean scores on the following sub-areas of Teacher Attitude Inventory:
 - a) Teaching profession
 - b) Child centered practices
 - c) Class- room teaching
 - d) Educational process
 - e) Pupils
 - f) Teachers
- 3. There is no significant difference in high school teachers belonging to urban and rural areas with respect to their mean scores on the following sub-areas of Teacher Attitude Inventory:
 - a) Teaching profession
 - b) Child centered practices
 - c) Class- room teaching
 - d) Educational process
 - e) Pupils

f) Teachers

Operational definitions of Key Terms

Certain terms have been used quite frequently. The operational definitions of these terms are given below:

- 1) **Government High School Teachers:** The government high school teachers refer to the teachers teaching classes from 6th to 10th in high/Sr. Secondary schools run and managed by state government and are affiliated to The Maharashtra State Board of Secondary and Higher Secondary Education, Mumbai
- 2) **Private High School Teachers:** The private high school teachers refer to the teachers teaching classes from 6th to 10th in the high/Sr. Secondary schools run and managed by private educational societies and affiliated to The Maharashtra State Board of Secondary and Higher Education, Mumbai
- 3) **Attitude Toward Class- room Teaching:** It refers to the scores obtained by the high school teachers on class- room teaching sub-area of the Teacher Attitude Inventory by Dr. S. P. Ahluwalia.
- 4) **Attitude towards Child- centered Practices:** It refers to the scores obtained by the high school teachers on the child- centered practices sub-area of the Teacher Attitude Inventory by Dr. S. P. Ahluwalia.
- 5) **Teachers Attitude toward Teaching Profession:** It refers to the total scores obtained by the high school teachers on Attitude toward teaching profession sub-area of Teacher Attitude Inventory developed by Dr. S. P. Ahluwalia.
- 6) **Attitude toward Educational Process:** - It refers to the scores obtained by the high school teachers on the educational process sub-area of the Teacher Attitude Inventory by Dr. S. P. Ahluwalia.
- 7) **Attitude toward the Pupils:** It refers to the scores obtained by the high school teachers on Attitude toward pupils' sub-area of the teacher attitude Inventory by Dr. S. P. Ahluwalia.
- 8) **Attitude toward the Teachers:** It refers to the scores obtained by the high school teachers on attitude towards teachers' sub-area of Teacher Attitude Inventory by Dr. S. P. Ahluwalia.

Delimitations of the Study:

- a) The present study was delimited to high school teachers teaching classes from 6th to 10th level only.
- b) The present study was confined to Thane district of Maharashtra only.
- c) The present study was confined to observe the teachers' attitude toward teaching only.

Methodology**Research Method**

The main objective of the present study was aimed to ascertain the attitudes of the high school teachers towards the teaching profession. For this it is needed to collect information about their attitude towards class- room teaching, child- centered practices, educational process, pupils, and towards the teachers also. In other words the focus of the present investigation was to study the existing status of the selected variables on the sampled teachers.

Hence, keeping in view the above discussion and to achieve the objectives of the study descriptive survey method was considered to be most appropriate by the researcher and used in this study.

Sample

The main objective of the present study was to compare high school teachers' w.r.t. Gender, Locality and type of school on the variable attitude towards teaching. It was required to draw a sample of teachers (male and female) teaching in government as well as private high/Sr. Secondary schools situated in urban and rural areas of Thane district. Of Maharashtra state. 12 high schools were selected in such a way that sampled high schools comprised six government and six private high schools. Further, 5 male and 5 female teachers were selected from each schools i.e. 10 high school teachers from each school. Multistage random and incidental sampling techniques were followed in selecting the final sample. The final sample comprised of 120 high school teachers.

Tool Used

Since, the major objective of the present investigation was to compare high school teachers' w.r.t. Gender, Locality and type of school on the variable attitude towards teaching. Hence, 'Teacher Attitude Inventory' by Dr. S. P. Ahluwalia was used. The six sub-areas dealt within the inventory are attitude towards:

a)	Teaching Profession
b)	Class- room Teaching
c)	Child- centered Practices
d)	Educational Processes
e)	Pupils
f)	Teachers

Data Collection

Researcher visited the sampled high/Sr. Sec. Schools (include urban and rural area schools) of Thane district. With due permission from the head of the school researcher contacted the teachers and had discussion about the tool and purpose of research. Investigator administered the inventory and collected data from all the school teachers present in school on the day of visit. Further, it was assured to the respondents that data will be kept confidential and will be used for research purpose only.

Statistical Techniques used

The objective no. 1 to 3 all were of similar nature i.e. "To compare the attitude of high school teachers w.r.t. their mean scores:

a) In government and private, b) male and female and c) urban and rural, teaching high schools classes on the following sub-areas of the Teacher Attitude Inventory:

1. Teaching Profession
2. Class- room Teaching
3. Child- centered Practices
4. Educational Process
5. Pupils
6. Teachers

Since, the data for these variables were available in the form of scores on interval scale and two groups were to be compared on a variable. We had to find out the significance of the difference between mean scores of two groups at a time on a variable. In view of this, t-test was used as statistical technique.

Analysis and Interpretation of Data

The aim of present study was to compare high school teachers w.r.t. Gender, Locality and type of school on the variable attitude towards teaching. In order to achieve this

objective, a sample of 120 teachers teaching at High School level in ten Government as well as Private High Schools situated in Thane district of Maharashtra was drawn. The data available for the selected variables were tabulated, analyzed and interpreted in the following manner:

3-1 Comparison of government and private high school teachers on following six sub areas of the Teaching Attitude Inventory

a)	Teaching Profession.
b)	Class room Teaching.
c)	Child centred Practices.
d)	Educational Process.
e)	Pupils.
f)	Teachers.

Table 1.1 showing mean scores, SD, df, SEM and t-values for the two groups on all six sub areas of the teacher attitude inventory

Groups	Sub-area (Variable)	N	Mean	SD	df	SE of	t-value
						Mean	
Govt.	Teaching	57	36.07	4.2	112	0.56	1.5
Pvt.	Profession	57	35.01	3.23		0.42	(NS)
Govt.	Class room Teaching	57	35.67	6.5	112	0.86	0.67
Pvt.		57	35	4.2		0.56	NS
Govt.	Child Centred Practices	57	47.6	5.74	112	0.76	1.08
Pvt.		57	46.42	5.9		0.78	(NS)
Govt.	Educational Process	57	40.03	6.06	112	0.8	1.30
Pvt.		57	38.64	5.25		0.76	(NS)
Govt.	Pupils	57	35.7	6.1	112	0.8	0.34
Pvt.		57	35.35	3.8		0.53	(NS)
Govt.	Teachers	57	37.03	5.24	112	0.7	0.46
Pvt.		57	37.52	6.2		0.83	(NS)

NS-non significant at .05 level of significance

3-2 Comparison of mean scores of male and female high school teachers on following six areas of the Teaching Attitude Inventory

- Teaching Profession.
- Class room Teaching.
- Child centred Practices.
- Educational Process.
- Pupils.
- Teachers.

Table 1.2 showing mean scores, SD, df, SEM and t-values for the two groups on all six sub areas of the teacher attitude inventory

Groups	Sub-Area (Variable)	N	Mean	SD	df	SE of Mean	t-value
Male	Teaching Profession	41	35.73	3.4	80	0.52	0.50 (NS)
Female		41	35.31	4.15		0.64	
Male	Class room Teaching	41	33.12	3.42	80	0.53	3.24* (NS)
Female		41	36	4.53		0.7	
Male	Child Centred Practices	41	46.8	4.6	80	0.72	0.08 (NS)
Female		41	46.9	6.3		0.98	
Male	Educational Process	41	38.07	3.1	80	0.48	1.49 (NS)
Female		41	39.65	6.07		0.98	
Male	Pupils	41	46.8	4.6	80	0.76	0.69(NS)
Female		41	46.9	6.3		0.72	
Male	Teachers	41	36.29	5.01	80	0.78	0.95 (NS)
Female		41	37.46	6.12		0.95	

* significant at .05 level of significance

NS-non significant at .05 level of significance

3-3 Comparison of mean scores of rural and urban high school teachers on following six sub areas of the Teaching Attitude Inventory

- Teaching Profession.
- Class room Teaching.
- Child centred Practices.
- Educational Process. Pupils.

Table 1.3 showing mean scores, SD, df, SEM and t-values for the two groups on all six sub areas of the teacher attitude inventory

Groups	Sub-Area (Variable)	N	Mean	SD	df	SE of Mean	t-value
Rural	Teaching Profession	47	35.72	3.09	82	0.45	0.58 (NS)
Urban		47	35.29	4.01		0.58	
Rural	Class room Teaching	47	32.76	2.8	82	0.4	4.32*
Urban		47	36.14	4.57		0.66	
Rural	Child centred Practices	47	47.19	4.96	82	0.72	0.31 (NS)
Urban		47	46.85	5.57		0.81	
Rural	Educational Process	47	37.4	3.75	82	0.55	2.41*
Urban		47	39.97	6.27		0.92	
Rural	Pupils	47	34.95	4.9	82	0.71	0.22 (NS)
Urban		47	34.74	4.53		0.66	
Rural	Teachers	47	35.53	4.84	82	0.7	2.46*
Urban		47	38.12	5.37		0.78	

* Significant at .05 level of significance

NS-non significant at .05 level of significance

Findings and Conclusion

Findings of the study can be summarized as:

1. Government and Private high school teachers do not differ significantly in their attitude towards teaching in total and on any of the following sub-area of Teaching Attitude Inventory individually:
 - a. Teaching Profession.
 - b. Class room Teaching.
 - c. Child centred Practices.
 - d. Educational Process.
 - e. Pupils.
 - f. Teachers.
2. Male and Female high school teachers do differ significantly on *Child centred Practices* sub-area where females are significantly better than their counterparts while the two groups do not differ significantly on any of the rest sub-areas of Teaching Attitude Inventory.
3. Rural and Urban high school teachers do differ significantly on two sub-areas i.e. *class room teaching and Attitude toward teachers* of Teaching Attitude Inventory where, High School teachers teaching in urban high schools are significantly better. Whereas the two groups do not differ significantly on rest of the sub-areas

Above findings revealed that the attitude towards teaching is similar in teachers teaching in private as well as in government schools. Although, there is a wide difference in the management and administration in both types of schools. The salary in government schools is much better than in most of the privately managed schools even then the attitude towards teaching remains unchanged or is quite similar. A similar trend is found when Male and female teachers were compared. They do not differ significantly in their attitude toward teaching except on one of the sub-area i.e. *Child centred Practices* where females were found significantly better. Present study revealed that the high school teacher teaching in urban schools are better in *classroom teaching* and attitude towards other *teachers* but have quite similar level on all other areas of teacher attitude inventory.

Results and Findings of the study

Results and findings of the present study revealed that gender, locality and type of management do not have significant impact on the attitude towards teaching of high school teachers and these findings are in consonance to findings by **Mouli (1982), Sharma (1988), Srinivasan (1992), and Pushpam (2003)**. Further, high school teachers belonging to government schools, urban locality and females in particular have higher mean scores than their counterparts on one or two sub-areas. Although, the difference was not significant in total. Attitude towards teaching have a lead role to play in the success of school and student. A teacher with positive and favourable attitude may inspire a child and may shape his life toward a wonderful destiny. It may be worthy to mention that the mean scores of all the high school Teachers do not give a satisfactory idea of their highly favourable attitude towards teaching in the present investigation. Therefore performing duty only for the sake of salary and not liking or

respecting the job in which they are engaged bring forth a catastrophic situation taking the school system nowhere.

Educational Implications and Conclusions

A very significant area explored in the present study was attitude towards teaching of high school teachers, where it was found that majority of high school teachers displayed lack of favourable attitude towards teaching. Teachers subdivided on the basis of gender, locality of school and nature of management of school showed no difference in their level of attitude towards teaching except on few areas. This connotes that professional attitude of high school teachers is somewhat of similar level irrespective of the gender, locality and nature of management. Healthy attitude of teachers toward their profession is a pre-requisite for a healthy school system. If teachers will lose faith in their profession and its contribution in making of the mankind and causing progress in the society; if the honour of the 'noblest of all' profession is not acknowledged and respected by the teachers, then their job satisfaction level will go down and the high position of teaching community will also be lowered. The implication of current state of teachers not differing in their attitude towards teaching break the myths that privately managed high schools although, have lesser in human as well as material resources but the teachers teaching in them does have similar attitude towards teaching as that of the teachers teaching in government schools.

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