

STUDENT PERCEPTIONS OF DISABILITY AT A JAPANESE UNIVERSITY: YEAR 2

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ABSTRACT

Building on a prior study, which began in 2021, this paper continues with year two of the same study conducted at Kanda University of International Studies (KUIS) in Japan, focusing on students' perceptions of disability. The research aims to expand understanding of KUIS students' definition of disability and how their perceptions change over time. The methodology involved administering a bilingual questionnaire to first-year students, with some modifications made from the previous year's survey. The data represents an analysis of the combined findings from 2021 and 2022 totaling 102 responses. The results reveal that while respondents have various perceptions of disability, the majority support social inclusion and disagree with separating disabled individuals from society. The study also demonstrates differences between their personal perceptions of disability and their understanding of how Japanese society defines disability. We conclude by discussing our findings, which highlight the importance of promoting inclusive practices and further research into this field.

INTRODUCTION

The disability studies field has an enormous amount of literature available, yet there is not much literature available in English on the specific topic of changes in Japanese university students' perceptions of disability. While there are certainly interesting and exciting studies that meet this criteria, many of those studies are small or somewhat dated (Iwakuma et al., 2020; Mino et al., 2000). It is our hope that by continuing the research we started in 2021 (Brown et al., 2023) we are able to expand our understanding of our students' perceptions of disability and bring some additional information to the field.

This paper is a follow-up study to Brown et al. (2023). In the next sections we will review the previous study, explain our methodology, analyze the data, and discuss limitations and ideas for future research.

Brown, T., Goncalves, J., & Haugland, D. (2023). Student perceptions of disability at a Japanese university: Year 2. *Literacies and Language Education: Research and Practice, Autumn 2023, 3-17*. English Language Institute, KUIS.

PREVIOUS STUDY SUMMARY

The first study we conducted at Kanda University of International Studies (KUIS) aimed to explore students' perceptions of disabilities. We sought to understand how students defined disability, measure their understanding of disabilities in the university's social context, and track changes in their perceptions over time.

In 2021 we surveyed fifty-seven participants using thirty-nine questions. The questionnaire included a variety of question types, such as open-ended, multiple-choice, and Likert scale questions. We ensured student anonymity and privacy throughout the survey. The intention was to conduct the survey annually and to track changes in perceptions over time.

The results and analysis section of the original study highlighted key findings. Seventy percent of respondents were first-year students, which offers us the opportunity to observe changes in perceptions as respondents progress through their education. The majority of respondents identified as female/women, which seems to reflect the higher enrollment numbers of women at KUIS. The study presented the responses to specific survey questions related to perceptions of disabilities. Some respondents emphasized the negative aspects and limitations connected to disabilities, while others expressed pity and condescension. A neutral category also emerged, focusing on the inconveniences disabled individuals experience. The study compared respondents' personal perceptions of disabilities with their understanding of how Japanese society defines disabilities, revealing contrasts between individual compassion and inclusion, and perceived societal marginalization.

The Likert scale section asked about participants' beliefs about separating people with various disabilities from different sectors of life. The results indicated that most participants disagreed with these separations, demonstrating a high value placed on social inclusion by the participants. For more detailed information about the types of questions asked, refer to the Results and Analysis, and Likert Questions sections in this paper.

The study provided insights into students' perceptions of disabilities at KUIS. It aimed to contribute to the existing literature, support the development of inclusive practices, and facilitate better understanding and support for disabled students. In this paper we will add data from a 2022 survey to the 2021 survey results and analyze the expanded results.

METHODOLOGY

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The research questions we considered for this study are the same as outlined in Brown et al. (2023):

1. What do students at Kanda University of International Studies (KUIS) think about disability?
2. Do they identify specific learning difficulties such as Attention Deficit and Hyperactivity Disorder (ADHD) as a disability?
3. How will their perceptions change over time? (p. 16)

The first two questions are relevant to this update. However, the third question still cannot be considered as we have only one respondent who took the survey twice. While we intended for this to be a longitudinal study, that depends on respondents' willingness to retake our survey. Since only one respondent repeated the survey, we decided to remove that respondent from the analysis in this paper and instead focus on adding more first-time responses to our data set.

This study was conducted at KUIS using the same bilingual questionnaire as was used in Brown et al. (2023) with some small changes. Three survey questions were added, and a translation error was fixed. The new questions added were "Have you taken this survey before?", "Have you ever learned about disabilities in school or on your own?", and "How would you rate your interest in the topic of disabilities?" We thought these questions could inform us of whether or not disability-related issues are being addressed in schools in Japan, as well as gauge student interest in the topic. The translation error was from Question 37 in the 2021 survey, which became Question 39 in the 2022 version. The English question asks "If you have/have had a relationship with disabled people or a disabled person: How do you think your relationship with disabled people affects your perceptions of disabilities?" In 2021 the translator used the word 恋愛関係 for relationship, which denotes a romantic relationship. This was not what we intended, so for the 2022 survey it was corrected to 何らかの関係があった、which more accurately reflects what we wanted to ask, as it covers many levels of personal connections.

We contacted all senior participants who took the survey in 2021 in order to try to accomplish our goal of making the study longitudinal. We did not contact current second or third year participants who took the survey in 2021 for two reasons. First, we wanted to give respondents time to learn and change. Second, we believe respondents might get used to the survey and not answer thoughtfully, or get tired of answering the same survey and stop. In our estimation, the optimal situation would be for a student to take the survey in their first and final years.

Keeping this in mind, the 2022 survey targeted first-year students, but no one was refused if they wanted to take it. first-year students were

targeted because we wanted a large pool of respondents to contact to retake the survey in the future and we knew that all first-year students would be first-time survey respondents. The flier advertising the survey explained that only first-year students would be entered into a drawing to win one of 10 available Amazon vouchers. Fliers were placed in five campus buildings and teachers of Freshmen English, a required course for all first-year students, were asked to share the survey link and QR code with their students.

As this was a continuation using the same survey as the year before, most results combined the 2021 and 2022 data for our analysis for a total of 102 responses. When data is not an aggregate of both years, it will be indicated. This makes sense for most questions as it is a good representation of student perceptions of disabilities. In 2021 there were 57 respondents and in 2022 there were 45 new respondents, so the newly added questions and the question with a translation error have a sample size of 45. New responses were randomized and coded in order to protect student anonymity. Although we have focused on combined data for this update, we do note interesting changes between the two years in a number of places where there were notable differences in how respondent groups answered the questions. All student quotes in this paper have been translated unless otherwise indicated.

RESULTS AND ANALYSIS

Characteristics of respondents

While we did not ask specifically for the nationalities of respondents, by targeting mostly first-year students and understanding the demographics of our student body, we can be reasonably confident that most respondents reside in and were mostly raised in Japan. When asked the open-ended question "What is your gender?" out of 102 respondents, 77.4% (79) wrote "woman", "female", or a similar word that would be categorized in the same way; 19.6% (20) wrote "male", "man", or a similar word; 0.98% (1) wrote "other"; 0.98% (1) wrote "femboy"; and 0.98% (1) wrote no gender descriptor. For the 2022 survey we added a small number of new questions, which were mentioned in the methodology section. One of these questions was about previous knowledge of disabilities. Out of 45 respondents, 64.4% (29) said they had learned about disabilities in school, 20% (9) said they had learned about the topic on their own, and 15.6% (7) said they had not learned about it in either context. It is relevant to note that respondents could have checked multiple boxes and could have suggested a different idea if they had one. 8.9% (4) of participants selected that they had learned about disabilities both at school and on their own. All other respondents

selected only one option. These answers indicate that a majority of schools KUIS first-year respondents attended have at least somehow integrated this topic into their curriculum or classrooms, though the quality or manner of that education cannot be determined based on this survey.

Question 4

When asked the open-ended question "When you hear the word 'disability,' what do you think of?" participants had a wide range of responses. As with our previous study, we used four codes to apply to answers: negative, neutral, positive, and empathetic (Brown et al., 2023).

When adding the 2021 and 2022 survey data together, we found that 37.3% (38) of responses could be considered negative. Examples of negative responses are "weirdo," "difficulty" (original English), and "disadvantage." 42.2% (43) of answers would be considered neutral. Most of these answers are simply names of disabilities, impairments, or conditions. For example, "wheelchair," "autism," and "physical, mental disability." Other answers include "disabled person," and "an acquaintance who has developmental disorders." There does not appear to be any judgment behind these responses, thus the category of neutral was applied. 10.8% (11) of responses were coded as positive and included "paralympics," "universal design," and "barrier free." Finally, 9.8% (10) of responses were deemed empathetic. All of these expressed some kind of understanding of barriers faced and used phrases like "seems hard."

Questions 4 and 41

We compared the answers from Question 4 (above) with Question 41, an open-ended question that asked "How do you think Japan defines disability?" For this analysis, answers were coded as similar, different, and somewhere in the middle. For example, in answer to Question 4, one student replied "Having physical or mental problems." The same student replied "A person who has emotional or physical difficulties" for Question 41, thus it was coded as similar. Another student replied "wheelchair" for Question 4 and "unusual existence" for Question 41, thus it was coded as different. Out of 102 respondents, 67.6% (69) of respondents answered these two questions differently, 16.7% (17) answered somewhere in the middle, and 15.7% (16) answered similarly. This suggests that most respondents view Japanese society's definition of disability differently from their own views or associations with the word. There could be many reasons for this result, offering a notable area to expand on in future research, perhaps with student interviews.

Questions 5 and 6

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Question 5 is a multiple answer checkbox list with a diverse list of terms that could be considered disabilities, depending on a person's definition. This survey question attempts to answer Research Question 2, which asks if participants identify specific learning difficulties as disabilities. Out of 102 respondents, the terms that were most perceived to be disabilities were blindness (88.2%, 90), followed closely by deafness (87.3%, 89), Down syndrome (86.3%, 88), speech disorders (85.3%, 87), a person who uses a wheelchair (80.4%, 82), autism spectrum disorder (80.4%, 82), and hearing loss (77.5%, 79). Compared to those stated above, psychological disabilities were recognized by significantly fewer participants. Terms in this category include experiencing a traumatic event (48%, 49), depression (39.2%, 40), and anxiety (22.5%, 23). Brain injury, which could fall into various categories, was considered a disability by 58 (56.9%) respondents. ADHD and dyslexia, both in the category of learning difference or learning disability, were both considered disabilities by 81 (79.4%) respondents. Cerebral palsy, a neurological condition, was considered a disability by 59 (57.8%) respondents, followed by chronic and prevalent physical health conditions rheumatoid arthritis (37.3%, 38), diabetes (15.7%, 16), and obesity (7.8%, 8). Finally, four respondents (3.9%) selected none of the conditions.

Question 6 asked respondents to look at the same list and mark any words they were unfamiliar with. The condition that the highest number of participants were unfamiliar with was rheumatoid arthritis (46.1%, 47), followed by autism spectrum disorder (31.4%, 32), brain injury (29.4%, 30), cerebral palsy (29.1%, 30), and experiencing a traumatic event (28.4%, 29). This unfamiliarity could explain the relatively low number of respondents who marked some of these terms as potential disabilities. On the other hand, the number of participants unfamiliar with terms in the category of physical, mental, or sensory disabilities including ADHD (12.7%, 13), Down syndrome (8.8%, 9), dyslexia (8.8%, 9), and speech disorders (8.8%, 9), followed by diabetes, anxiety and depression (2.9%, 3), obesity (2%, 2), blindness, deafness, hearing loss, and a person using a wheelchair (all at 0.98%, 1) is much lower than the other terms listed.

Likert Questions

The first section of Likert scale questions asked participants to rate their level of agreement with statements about separating people with disabilities from non-disabled people in school, work, and daily life. An example set of questions is "People with physical disabilities should be separated from the rest of society in school", "People with physical disabilities should be separated from the rest of society in work", "People with physical disabilities should be separated from the rest of society in daily life". Six more questions were listed, replacing "physical disabilities" with "mental disabilities" and "learning disabilities" respectively. The

respondents could select “strongly agree”, “mostly agree”, “mostly disagree”, or “strongly disagree.” In an effort to simplify our survey and remain in line with Japan’s official definition of what a disability is, we separated disabilities into physical disabilities, mental disabilities, and learning disabilities (Cabinet Office, n.d., ch.1 sec. 2). The responses in this 2022 survey showed similarities to the 2021 results.

Daily life is the most accepted space for people with disabilities. Separation of people with mental disabilities has a combined 100% (102) total disagreement rate. Additionally, the separation of people with physical disabilities in daily life had a combined 98% (100) total disagreement which is the same rate (98%, 100) as separation of people with learning disabilities in daily life. With these statistics, we can see a clear picture of support for the inclusion of people with disabilities in daily life, and infer that this is an important issue for respondents.

Separation of people with disabilities in schools, regardless of category, had the overall lowest average rate of total disagreement. This was determined by combining the responses for disagreement (262) and dividing by the total possible responses (306) for both 2021 and 2022 data. This gives the school sector a total disagreement rate of 85.6%. The work sector had a total disagreement rate of 88.2% (270). There could be different reasons for these results, however, without deeper and more specific data, it is not possible to make accurate determinations.

In regards to types of disabilities, physical disabilities are the most generally accepted as they have the highest average rate of disagreement with separation (95.8%, 293), regardless of sector of life. Mental disabilities appear to be the least accepted as the average rate of disagreement with separation is 87.3% (267). Similar to the data in the previous paragraph, multiple factors could have influenced these results and the collection of more exact data is required for proper analysis, which will be highlighted in the Discussion and Limitations section. The combined numbers can be seen in Table 1 and a full breakdown of the data by year is in the appendix.

Table 1. Agreement with the Separation of Disabled People Based on Disability and Sector of Life: Combined 2021 and 2022

Disability and Sector of Life	Strongly Agree	Mostly Agree	Total Agree	Mostly Disagree	Strongly Disagree	Total Disagree
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Physical Disabilities in School	.98% (1)	3.9% (4)	4.9% (5)	31.4% (32)	63.7% (65)	95.1% (97)
Physical Disabilities in Work	0	5.9% (6)	5.9% (6)	36.3% (37)	57.8% (59)	94.1% (96)
Physical Disabilities in Daily Life	0	2% (2)	2% (2)	19.6% (20)	78.4% (80)	98% (100)
Mental Disabilities in School	2% (2)	16.7% (17)	18.6% (19)	44.1% (45)	37.3% (38)	81.4% (83)
Mental Disabilities in Work	2% (2)*	17.6% (18)	19.6% (20)*	42.2% (43)	38.2% (39)	80.4% (82)
Mental Disabilities in Daily Life	0	0	0	4.9% (5)	95.1% (97)	100% (102)
Learning Disabilities in School	2.9% (3)	16.7% (17)	19.6% (20)	41.2% (42)	39.2% (40)	80.4% (82)
Learning Disabilities in Work	.98% (1)	8.8% (9)	9.8% (10)	46.1% (47)	44.1% (45)	90.2% (92)
Learning Disabilities in Daily Life	0	2% (2)	2% (2)	22.5% (23)	75.5% (77)	98% (100)

*These numbers have been adjusted due to a typing error in Table 1 in Brown et. al. (2023). A correction to the full data is noted in the appendix.

The second section of Likert scale questions asked students to rate their agreement with whether or not they believed people with disabilities achieve commonly perceived life goals. Statements related to personal life were "I think disabled people usually get married" and "I think disabled people usually have children." Statements related to academics were "I

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think disabled people usually graduate high school” and “I think disabled people usually graduate university.”

Responses for the more personal achievements did not appear to show much change between 2021 and 2022. The rates of total agreement and disagreement with the belief that disabled people usually get married is similar between the surveys.

The main difference seen in this data comes from agreement with the statement “I think disabled people usually have kids.” The total number of responses for disagreement were similar: 30 responses (52.6%) in 2021 and 28 (62.2%) in 2022. However, due to differences in sample size this is actually a 10% difference. Total agreement went from 27 responses (47.3%) in 2021 to 17 (37.8%) in 2022. There could be several reasons for this difference. For example, despite respondents being only one year apart in school, perhaps something about the curriculum changed. There could also have been differences in interpretation of the question or simply differences in personal views. See Table 2 for a full breakdown of the data.

Table 2. Beliefs on the Achievements of Commonly Perceived Life Goals: Personal

	Usually get married			Usually have kids		
	2021	2022	Combined	2021	2022	Combined
Strongly Disagree	1.8% (1)	2.2% (1)	2% (2)	5.3% (3)	4.4% (2)	4.9% (5)
Mostly Disagree	47.4% (27)	48.9% (22)	48% (49)	47.4% (27)	57.8% (26)	52% (53)
Total Disagree	49.2% (28)	51.1% (23)	50% (51)	52.7% (30)	62.2% (28)	56.9% (58)
Mostly Agree	40.4% (23)	37.8% (17)	39.2% (40)	36.8% (21)	33.3% (15)	35.3% (36)
Strongly Agree	10.5% (6)	11.1% (5)	10.8% (11)	10.5% (6)	4.4% (2)	7.8% (8)
Total Agree	50.9% (29)	48.9% (22)	50% (51)	47.3% (27)	37.8% (17)	43.1% (44)

Again comparing the 2021 and 2022 results, responses to academic achievement showed the greatest difference in data. Though the total

number of respondents who agreed that disabled people usually graduate high school were similar, due to the sample size the percentages were quite different: 68.4% (39) in 2021 and 82.2% (37) in 2022. The rate for disagreement showed a larger gap: 31.6% (18) in 2021 and 17.8% (8) in 2022. All together, a clear majority of respondents (74.5%, 76) believed that disabled people graduate high school. For the beliefs about disabled people graduating university, the percentage of respondents nearly flipped. The 2021 survey showed a rate of 38.6% (22) total agreement that rose to 62.2% (28) in 2022. The total disagreement rate similarly flipped from 61.4% (35) in 2021 to 37.8% (17) in 2022. While these are drastic changes, combined they even out to 49% (50) of respondents having some agreement and 51% (52) having some disagreement that disabled people usually graduate university. See Table 3 for further details.

Table 3. Beliefs on the Achievements of Commonly Perceived Life Goals: Academic

	Usually graduate high school			Usually graduate university		
	2021	2022	Combined	2021	2022	Combined
Strongly Disagree	5.3% (3)	2.2% (1)	3.9% (4)	7% (4)	2.2% (1)	4.9% (5)
Mostly Disagree	26.3% (15)	15.6% (7)	25.6% (22)	54.4% (31)	35.6% (16)	46.1% (47)
Total Disagree	31.6% (18)	17.8% (8)	25.5% (26)	61.4% (35)	37.8% (17)	51% (52)
Mostly Agree	50.9% (29)	62.2% (28)	55.9% (57)	31.6% (18)	51.1% (23)	40.2% (41)
Strongly Agree	17.5% (10)	20% (9)	18.6% (19)	7% (4)	11.1% (5)	8.8% (9)
Total Agree	68.4% (39)	82.2% (37)	74.5% (76)	38.6% (22)	62.2% (28)	49% (50)

With regards to these questions about achievements, one respondent did expand on their answer by stating, “In regards to numbers 27 - 32, it may be difficult to carry out now, but it requires change.” This comment highlights one student’s understanding of the possibility that some of

these responses could be linked to the existence of external factors preventing disabled people from successfully accomplishing some of these goals that otherwise might not be specifically impacted by their disabilities. This points to the possibility that others might make this connection as well, so it should be considered for future research on this topic.

DISCUSSION AND LIMITATIONS

Through the combination of both surveys, we have obtained a good starting point for assessing the perceptions of the students at our university. We have established a general idea of how students perceive disabilities and what they consider to be disabilities. When asked “When you hear the word ‘disability,’ what do you think of?”, students largely suggested phrases with neutral connotations about disability. Respondents tended to consider visible disabilities as disabilities at a higher rate than non-visible disabilities. This correlates to their beliefs about the inclusion of disabled people in society and the perceived accomplishments of people with disabilities. We have chosen not to request that participants complete the same survey every year for two main reasons: we want to give respondents time to develop an understanding of the topic, and avoid the possibility that they may become less interested in the topic if they take the same survey repeatedly.

One limitation that is important to mention here is that the coding of qualitative data is subjective. Question 4, which attempts to understand how students view disability, and question 41, which attempts to understand how students think Japan views disability, were analyzed together to see if there was a difference in what respondents' own views were, and how the respondents' believed Japan defines disability. When coding responses for Questions 4 and 41, we tried to remain consistent when we labeled something as similar, different, or somewhere in the middle. However, it is possible that responses we marked as being different could be seen as similar in the eyes of respondents and vice versa. We marked a clear majority of responses as different, which could suggest a divide between the respondents' personal beliefs and more widely held beliefs in Japan as a whole. This could be caused by a variety of factors such as age, personal experience, or understanding of laws. Our respondents are all university students, implying a generally younger demographic, while many societal beliefs tend to be formed by older ideas from the past. This difference could mark a turning point in the perceptions of disabilities in Japan toward becoming more openly accepting and accommodating in the future. This possible interpretation combined with the potential subjectivity of the coding shows that it is

important to continue and develop our research to get the most accurate and concise information possible.

One of our next steps is to conduct interviews with respondents. The main limitation of our data is that it is largely based on selecting answers from a set list of choices. While respondents were given space and opportunity to expand on their answers, few chose to do so. In regards to the Likert statements, one respondent commented, "I answered all the questions, but answers may vary depending on the types of disabilities at hand." This highlights why interviews will be an important step in the process of getting a clear picture of student perceptions. There are many factors that contribute to the choices respondents made, and acknowledgement that not all disabled people would be affected in the same way in the various situations we inquired about is important. This idea could also apply to other parts of the survey and help answer our third research question (how will participants' perceptions change over time?). Without these interviews, complete and accurate analysis will not be possible.

CONCLUSION

This paper summarized our previous study about student perceptions of disability and updated the findings to include additional data collected in 2022. By using the survey and analyzing our results, we were able to refine our understanding of KUIS students' opinions about disability. While our data cannot be applied to a wide range of situations it did give us some insight into our student body. We plan to continue the project by asking the same participants to take the survey again in the future, and by doing interviews in order to gain a better and more in depth understanding of our students' perceptions of disabilities. We sincerely believe that our research and similar studies are important and beneficial for universities.

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APPENDIX

Agreement with the Separation of Disabled People Based on Disability and Sector of Life: Full Breakdown

Disability and Sector of Life		Strongly Agree	Mostly Agree	Total Agree	Mostly Disagree	Strongly Disagree	Total Disagree
Physical Disabilities in School	2 1	1.8% (1)	1.8% (1)	3.6% (2)	33.3% (19)	63.2% (36)	96.5% (55)
	2 2		6.7% (3)	6.7% (3)	28.9% (13)	64.4% (29)	93.3% (42)
Total		.98% (1)	3.9% (4)	4.9% (5)	31.4% (32)	63.7% (65)	95.1% (97)
Physical Disabilities in Work	2 1		5.3% (3)	5.3% (3)	33.3% (19)	61.4% (35)	94.7% (54)
	2 2		6.7% (3)	6.7% (3)	40% (18)	53.3% (24)	93.3% (42)
Total		0	5.9% (6)	5.9% (6)	36.3% (37)	57.8% (59)	94.1% (96)
Physical Disabilities in Daily Life	2 1		3.5% (2)	3.5% (2)	17.5% (10)	78.9% (45)	96.4% (55)
	2 2			0%	22.2% (10)	77.8% (35)	100% (45)
Total		0	2% (2)	2% (2)	19.6% (20)	78.4% (80)	98% (100)
Mental Disabilities in School	2 1	3.5% (2)	17.5% (10)	21% (12)	42.1% (24)	36.8% (21)	78.9% (45)
	2 2		15.6% (7)	15.6% (7)	46.7% (21)	37.8% (17)	84.4% (38)
Total		2% (2)	16.7% (17)	18.6% (19)	44.1% (45)	37.3% (38)	81.4% (83)
Mental Disabilities in Work	2 1	3.5%* (2)	15.8% (9)	19.3%** (11)	40.4% (23)	40.4% (23)	80.8% (46)
	2 2		20% (9)	20% (9)	44.4% (20)	35.6% (16)	80% (36)

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Total		2% (2)	17.6% (18)	19.6% (20)	42.2% (43)	38.2% (39)	80.4% (82)
Mental Disabilities in Daily Life	2 1			0%	5.3% (3)	94.7% (54)	100% (57)
	2 2			0%	4.4% (2)	95.6% (43)	100% (45)
Total		0	0	0	4.9% (5)	95.1% (97)	100% (102)
Learning Disabilities in School	2 1	1.8% (1)	17.5% (10)	19.3% (11)	40.4% (23)	40.4% (23)	80.8% (46)
	2 2	4.4% (2)	15.6% (7)	20% (9)	42.2% (19)	37.7% (17)	80% (36)
Total		2.9% (3)	16.7% (17)	19.6% (20)	41.2% (42)	39.2% (40)	80.4% (82)
Learning Disabilities in Work	2 1		8.8% (5)	8.8% (5)	43.9% (25)	47.4% (27)	91.3% (52)
	2 2	2.2% (1)	8.9% (4)	11.1% (5)	48.9% (22)	40% (18)	88.9% (40)
Total		.98% (1)	8.8% (9)	9.8% (10)	46.1% (47)	44.1% (45)	90.2% (92)
Learning Disabilities in Daily Life	2 1		1.8% (1)	1.8% (1)	17.5% (10)	80.7% (46)	98.2% (56)
	2 2		2.2% (1)	2.2% (1)	28.9% (13)	68.9% (31)	97.8% (44)
Total		0	2% (2)	2% (2)	22.5% (23)	75.5% (77)	98% (100)

* This number was miswritten in the original publication (Brown et al., 2023) as 5.3%

** Because of the above mistake, the total was added incorrectly as 21.1%.