

PERCEPTIONS OF DISABILITY AMONG TEACHING AND ADMINISTRATIVE STAFF AT A JAPANESE UNIVERSITY

Sammy Woldeab

Kanda University of International Studies

ABSTRACT

In recent years, accessibility and inclusivity have become focal points for educational institutions around the world. The inherent diversity of these communities necessitates identification of barriers and efforts toward providing solutions for historically marginalized groups such as people with disabilities. This preliminary study, which is based on the work of Brown et al. (2023), reports the findings of a survey about perceptions of disability. It was given to a diverse group of teaching and administrative staff at a university of international studies in Japan. An analysis of the data found that most respondents had a general understanding of disability, with some displaying more complex insights in the language used to describe it. This is perhaps informed by their own experiences with disability or those of others in their communities. Additionally, it was evident that perceptions of disability were affected by social and cultural norms. Based on these findings, the final section of the paper outlines a few steps that can be taken to promote and strengthen inclusive practices.

INTRODUCTION

The increased visibility of movements for inclusion in modern institutions has placed increasing responsibility on educational establishments to undergo a constant reassessment of practices. In particular, Maeda et al. (2021) state that the Japanese education system has been undergoing a transformation in terms of disability, specifically “shifting from a segregated model to a more inclusive form” (p. 1). Considering this shift, research was conducted to acquire a preliminary understanding of how teaching and administrative staff generally perceive disability at a university of international studies in Japan. This paper is based on research conducted by Brown et al. (2023) at the same institution, although the aforementioned study focuses solely on student perceptions of disability. The purpose of this study is twofold: 1. to contribute to a composite understanding of perceptions of disability at this particular institution, and 2. to provide a point of comparison between student and

Woldeab, S. (2024). Perceptions of disability among teaching and administrative staff at a Japanese university. *Literacies and Language Education: Research and Practice*, Autumn 2024, 78-97. English Language Institute, KUIS.

staff perceptions of disability for future studies. This paper will address current literature about disability in educational, cultural, and societal contexts. The methodology, results of the survey, and a discussion of the limitations will also be provided. Finally, I will detail some suggestions for future research, including ideas for how this paper could be used in conjunction with the Brown et al. (2023) study on student perceptions of disability.

LITERATURE REVIEW

There is a great amount of literature available highlighting the benefits of inclusive practices in education for learners. However, this paper is influenced by the idea that inclusive education can and should encompass and benefit all parties involved in the day-to-day activities of an educational institution. This includes learners, teachers, academics, administrative staff, and the school community at large.

Defining Inclusion in the Educational Context

To begin, inclusion is defined as a process that is “concerned with the identification and removal of barriers” through the collection and analysis of information. The goal of inclusion is to “[improve] educational and social frameworks to cope with new trends in educational structures and governance” (UNESCO, 2005, pp. 15–16). Naraian’s (2021) evaluation of the literature frames inclusivity through “an understanding of disability as an integral part of human variation, as an identity to be celebrated” (p. 299). The approach for this study is largely guided by this idea; when it comes to disability and inclusivity, it is difficult to separate students from teachers, administrative staff, and other positions in educational institutions. Definitions of inclusivity at an institution can create both opportunities and barriers for members of the community regardless of position. In a comprehensive synthesis of literature on inclusive learning and teaching, Lawrie et al. (2017) write about “the need for integrated approaches to inclusion” in education; that is, campuses need to be examined as entire communities working towards the goal of inclusivity (p. 10). In this regard, all individuals at an educational institution are stakeholders and are affected by decisions about inclusivity to varying degrees, some more directly than others.

How Culture Defines Disability

It is important for us to take context — institutional, societal, and cultural — into consideration. Different cultures will have varying definitions and outlooks regarding disability. In an analysis of Japanese perceptions of disability, Iwakuma (2005) discusses two socially driven disability discourses that have a powerful influence on perceptions of disability in Japan. These discourses dictate that all members of society, especially people with disabilities, adhere to the mindsets of ‘try harder’ and ‘do not

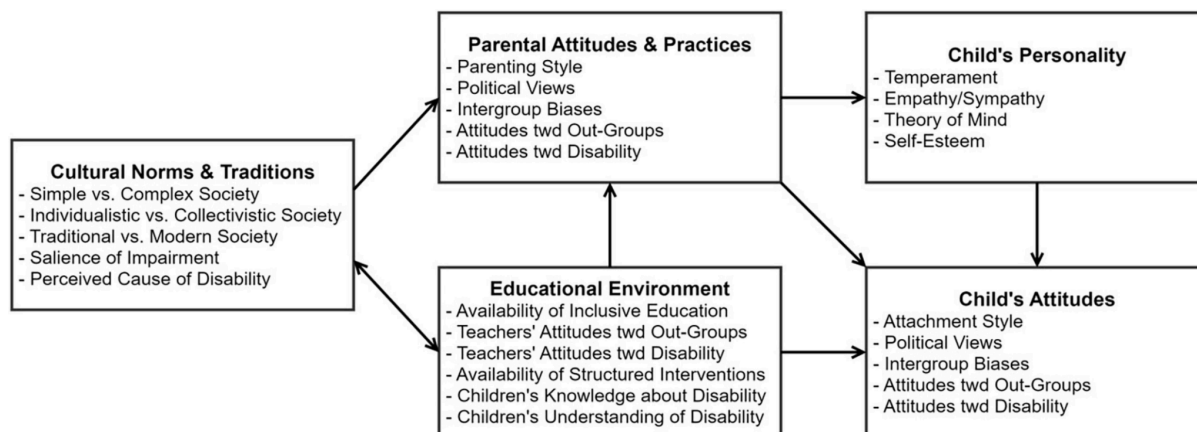
Woldeab, S. (2024). Perceptions of disability among teaching and administrative staff at a Japanese university. *Literacies and Language Education: Research and Practice*, Autumn 2024, 78-97. English Language Institute, KUIS.

be a burden on others'. As a result, people with disabilities are made to feel shame, and others regard disability as a negative quality that could hinder members of society from following established cultural norms (Iwakuma, 2005). Kayama and Haight (2013) develop this idea further by arguing that stigmas surrounding disability form barriers, both social and psychological (internal), which then negatively impact how people with disabilities participate in society. The work of Kurita and Kusumi (2010) aims to deconstruct these stigmas. It shows that while attitudes toward people with disabilities are generally negative, it largely depends on experience. Individuals who have had prior contact with people with disabilities and an understanding of disability as a concept tend to have more favourable attitudes.

Disability in Japanese Society

There have been several studies done regarding perceptions of disability in both Japanese society and within the education system itself. A survey conducted among parents of elementary school children, for example, found that most respondents perceive intellectual disability to be more prevalent among adults. Although many of the cases were labelled as 'moderate' or 'profound' in severity, a large proportion of actual cases are in fact mild (Tachibana, 2006). Another study conducted among teachers and principals revealed that teachers thought they were responsible for some portion of learning disabilities, as their jobs "assume heavy responsibilities for all aspects of students' development" (Kataoka et al., 2006, p. 172). Several studies also place emphasis on parents' attitudes and positions toward disability, and the effect they have on the development of perceptions (Babik & Gardner, 2021; Kayama & Haight, 2013). It is made clear in the literature that parent-advocate groups in Japan have and continue to play a significant role in the recognition and understanding of people with disabilities in the general public (Kayama & Haight, 2013; Mithout, 2016). An integrative model developed by Babik and Gardner (2021) can be used as a conceptual framework to better understand how perception is influenced and developed. The model focuses on the "cultural, parental, and individual factors" that together shape perceptions of disability (p. 14).

Figure 1.1 "Integrative model providing a conceptual framework for understanding factors influencing the development of disability perception" (Babik & Gardner, 2021, p. 14).



The literature on this topic makes it apparent that there is a need to look at perceptions of disability and how they are developed, influenced, and informed by multiple levels of society. These observations emphasize the need to involve and examine as many perspectives as possible. This initial study of perceptions of disability among faculty and administrative staff requires a broad scope. This will allow us to gain insight into how attitudes at Kanda University of International Studies may affect how both educators and staff interact with disability. Finally, it may indicate whether we are prepared enough as a community when it comes to inclusive practices.

CONTEXT

This research took place at a small private university in Chiba, Japan, which specializes in various international languages. One of the defining features of this campus is the self-access learning center (SALC) which has been providing services to cohorts since 2001. The current iteration of the SALC, which is in its own dedicated building on campus and offers a variety of services to assist students with their language learning needs, opened its doors in 2017 (Kanda University of International Studies, 2020). Although this research was not solely focused on the SALC, it provides a clear example of how diversity and inclusivity are operating and progressing at the university. Because of the complex nature of self-access learning, the mission statement of the SALC is revisited periodically and revised accordingly with the most recent revisions incorporating the importance of inclusive spaces:

The SALC community aims to facilitate *prosocial and lifelong autonomous language learning within a diverse and multilingual learning environment. We aim to provide supportive and inclusive spaces, resources and facilities for developing ownership of the learning process. We believe effective language learning is achieved through ongoing reflection and takes variables such as previous experiences, interests, personality, motivations, needs and goals

Woldeab, S. (2024). Perceptions of disability among teaching and administrative staff at a Japanese university. *Literacies and Language Education: Research and Practice*, Autumn 2024, 78-97. English Language Institute, KUIS.

into account and promotes confidence and competence when studying and using an additional language.

*Prosocial behavior is something you choose to do to benefit or help others. (Mynard et al., 2022)

The SALC has been particularly receptive to the concept of inclusivity, and ideas of accessibility and disability in the space have also been addressed through research based there (cf. Pemberton et al., 2023). In addition to the research of Brown et al. (2023), this paper seeks to contribute to the growing literature focusing on diversity and inclusion at this university.

METHODOLOGY

There was one main research question guiding this preliminary qualitative study: 1) What perceptions do teaching and administrative staff at a Japanese university have of disability? The purpose of the initial phase of this study is simple in that the perceptions are first identified and examined for major themes, with suggestions for future directions in which other questions (i.e. identifying potential barriers and opportunities for training and education) can be explored.

A digital survey created in Google Forms was distributed via email to all teaching and administrative staff at the aforementioned university. The survey was open to responses between mid-June and August 2023. As of May 2023, there were 246 teaching staff, 217 of whom were full-time members of faculty and 108 of whom were of foreign nationality (Kanda University of International Studies, 2023; Terazawa & Murata, n.d.). The exact number of administrative staff could not be determined. In total, 59 responses were received, 58 of which were usable for the purpose of this study.

The survey was based on research done by Brown et al. (2023) regarding student perceptions at the same university, as the current study is meant to be a companion piece. The survey consisted of 39 questions in English and Japanese and included open-ended, check box, multiple choice, and Likert scale questions. Completion of the survey was entirely optional and based on good will. Respondents did not have to provide contact information and were given the opportunity to provide an email address if they wished to participate in further research. Replies were then randomized and coded to protect participant confidentiality. Some questions on the survey were made optional due to the sensitive nature of the topic. At the end of the survey period, responses written in Japanese were professionally translated into English.

Woldeab, S. (2024). Perceptions of disability among teaching and administrative staff at a Japanese university. *Literacies and Language Education: Research and Practice, Autumn 2024*, 78-97. English Language Institute, KUIS.

To promote the survey, posters with information about the study as well as a QR code were placed in six staff only areas around campus. This was done to promote the study to members of the university community who may not have had access to an official university email account (e.g. some part-time staff). The posters contained both English and Japanese to encourage a wide range of responses.

RESULTS & ANALYSIS

A significant amount of data was collected through the 39 questions on the survey. However, for the purpose of this preliminary study, I chose to focus on two questions that allowed participants to share personal and nuanced responses to open-ended questions. Moreover, the inclusion of both English and Japanese responses created a much larger dataset than originally intended. The data not included in this survey can be used in future iterations of this study. Please see the appendix for a complete list of the questions used in the survey.

Participants

The survey began by asking respondents for their gender, which was left as an open-ended question. This question was asked to set context and give insight into the diversity of the teaching and administrative staff. Of the respondents, 49.2% identified themselves under the category of female, using words such as "female / woman / 女 / 女性". 45.8% under the male category used "male / man / 男 / 男性" to identify themselves. Finally, "cisgender male/genderqueer/prefer not to answer" each represented 1.7% of the total respondents. Although in a broader sense nearly half of the responses (30 out of 59) were written in Japanese, with the remaining 28 in English, it is hard to represent this as an accurate figure because some respondents chose to use both languages depending on the question.

Question 3

The third question on the survey, "When you hear the word 'disability', what do you think of?" was the first major question that addressed the theme of the study. It set the tone for the following questions and asked respondents to write some ideas based on what they thought rather than what was expected by societal definitions of disability. It was one of the questions on the survey that required a response to submit the form.

Responses varied in detail, with some being very descriptive and others with a few keywords. One obvious pattern upon first looking at the responses was the prevalence of certain words often linked to disability. The word "physical" was the most used descriptor of disability in both languages and was present in 21 out of 58 responses (36.2%). The word "mental" followed and was found in 17 out of 58 responses (29.3%).

Woldeab, S. (2024). Perceptions of disability among teaching and administrative staff at a Japanese university. *Literacies and Language Education: Research and Practice*, Autumn 2024, 78-97. English Language Institute, KUIS.

These words were often used in combination to describe different forms of disability. Responses written in English contained a variety of definitions which tried to include different aspects of disability: “mental or physical conditions that cause someone to function in a different way than the average populace, often in a way that presents challenges for that individual”. Some responses indicated that disability is defined by society itself (“a situation imposed upon a person by society... The definition can change depending on culture and support system”). Other responses focused on accessibility issues (“Anything that may affect or impact a person's ability to function in their daily activities”; “I think of barriers to entry [physical and systemic]. I think about how we measure ability and what abilities we collectively label as ‘necessary’ and ‘valuable’”). These responses indicate more positive attitudes toward disability where the disability itself is created by societal structures and values rather than being an inherent and identifying trait of the person who has them.

In the Japanese responses, the word *fujiyuu* (不自由), which translates to “disability”, “inability”, or “impairment”, appeared in 16.6% of the responses. The term is often used when talking about disability in Japanese because of its versatility. While it does not highlight any specific disability, it could indicate the need for certain accommodations (Kayama, 2017). Other responses cited specific changes in semantics and how society talks about disability in Japanese: “the word ‘shogai,’ with ‘gai’ written in hiragana is used in the hope of eliminating discriminatory nuances”. This particular response refers to recent movements in language that take the original word, written as 障害 (*shōgai*), and replace the second kanji (Chinese character) with hiragana instead (障がい). The second character, 害 (*gai*; injury, harm, damage), often holds a negative image that could exacerbate prejudice and discrimination against people with disabilities; converting the character into hiragana not only transforms the word to take on a more positive meaning, but is also a way to show respect (Kurita & Kusumi, 2010). Similarly, one respondent wrote: “It often puzzles me whether I should write ‘shogai’ all in kanji or in hiragana.” Some responses in English also indicated the constant evolution of language used when talking about disability: “I also think of other words which could be used to describe such a person, such as ‘handicapped’ and ‘impaired’, which have their different nuances. Back in the day, some people would also use the word ‘retarded’ when describing someone with a brain impairment, which sounds overly harsh and discriminatory in my mind.” Observations in both survey languages about what language can and should be used when talking about disability could signal a consistent need to update knowledge of disability and clarify what terms are appropriate for use.

Question 39

Woldeab, S. (2024). Perceptions of disability among teaching and administrative staff at a Japanese university. *Literacies and Language Education: Research and Practice, Autumn 2024*, 78-97. English Language Institute, KUIS.

In contrast to question three, the final question of the survey asked respondents the following: "How do you think Japan defines disability?" The question was required to complete the survey and allowed for open-ended written responses. 13 out of 30 respondents (43.3%) writing in English expressed a lack of experience/knowledge on the topic ("No idea", "Unsure", "I don't know/understand"). Comparatively, just over 6% of the responses in Japanese had similar answers, with most answers to the question providing detailed insights. Many of the responses written in Japanese indicated themes of facing hardship in Japanese society due to prejudice, physical disabilities, and those needing special assistance. Others focused on more official definitions of disability within Japanese society: "I think it defines disability as a presence that needs to be protected under the management of local government. I don't think it defines it as 'a presence that co-exists.'" This falls in line with responses that asserted people with disabilities needed to be given more consideration, protections, and assistance.

On the other hand, some responses were quite honest in analyzing the question itself: one respondent highlighted a possible misunderstanding between the meaning of the question in English and the Japanese translation. Upon review, this is a valid concern. The English question asks for a definition of disability, the idea, while the Japanese translation specifically uses the wording *shōgai wo motsu hito* (people with disabilities). Another respondent expressed that the question itself could be perpetuating stereotypes about Japanese society and suggested that more meaningful answers to this question and knowledge of disability could be attained by doing fieldwork involving people with disabilities in Japan. This is a valuable perspective which highlights the nuanced nature of understanding disability in any society, not just Japan. Despite not intending to portray Japanese society negatively, the complex and personal nature of the topic requires careful consideration and navigation of questions like this one.

Of the responses written in English, some assumed that Japanese society defines disability in limited ways. One respondent wrote that while there has been "...more understanding towards people with disabilities compared to a few decades ago, I still feel many people do not understand about the true sufferings of disabled people unless they are their significant others." Another response stated that disability is in "a very grey area for Japan" and is not clearly defined unless it is physically apparent (as opposed to mental disabilities that are less visible). This theme was common among respondents in English, with many of them indicating that there seems to be awareness of more physical, severe, and visible disabilities and a lack of knowledge surrounding mental disabilities such as ADHD. Additional responses described definitions and acceptance of disability in Japan as "avoidant" and "problematic". It is important to

consider that many of the respondents have varying degrees of experience living in Japan, and the number of years living in the country could affect their opinions. Despite the negative perceptions of Japanese society and its definitions of disability, there were also some respondents that shared positive impressions of accessibility to services (“toilets, handrails, elevators”) and stated that they were better than in other countries they had lived in. This mix of experiences with disability enriches the body of responses and could contribute to a more multifaceted understanding of the topic in an international institution such as the one where this study was conducted.

DISCUSSION

The data collected from this preliminary survey shows that most teaching and administrative staff have a general understanding of disability. This is indicated in the number of responses that try to divide disability into descriptive categories (e.g. mental and physical disabilities). Noticeable among these interpretations of disability were those who described it as a characteristic or difference in ability, and those who described disability as a product of society itself. More specifically, the latter described it as a categorization imposed on people through physical barriers (i.e. accessibility issues), prejudice, and stigma. Additionally, 94.9% of respondents stated that they know someone with a disability (question 33). Direct experiences with disability, whether themselves or among friends, family, and other members of their communities, could explain the large number of participants who were able to provide detailed and informative responses to the survey questions. Self-experiences with disability, either through self or medical diagnosis, were corroborated by question six which asked participants if they thought they have a disability, 38.2% of whom answered “yes”. A small number of respondents displayed a deeper understanding of disability by sharing opinions and issues surrounding the language used to describe it. The differences in understanding displayed through the nuanced use of language in both English and Japanese are a prime example of how cultural and societal influences inform both knowledge and perceptions of disability.

Limitations and Future Directions

The responses collected for the purpose of this study provided a preliminary understanding of perceptions among teaching and administrative staff at the university. There were several limitations identified in how the survey was administered. First, a crucial detail missing from this survey was a question asking for what position the individual held within the university (e.g. teaching or administrative staff). The survey may have also benefited from asking respondents about their experience living in Japan. This is because some of the questions did not consider that respondents, many of whom could be part

of the large body of non-Japanese teaching and administrative staff at the university, may not have enough experience with disability in Japan.

Moreover, some of the Likert scale questions asked for very specific information (question 25, “Disability discrimination in Japanese schools is a big problem”) within Japanese society but did not consider that some respondents were non-Japanese, new to Japan, and/or had little experience teaching in other schools within the country. These types of questions would have benefitted from having an “I don’t know” or “no answer” option, especially since they required an answer. This may have been one factor that could have hindered the survey from receiving more responses. Similarly, some questions could have been rephrased to be more inclusive of various lived experiences (e.g. question 9, “What percentage of Japanese people do you think are disabled?” to “What percentage of people living in Japan do you think are disabled?”). Another major limitation identified involves translation issues. These differences in meaning were more obvious in questions where responses in English and Japanese were markedly different in scope. The effectiveness of these questions may have been lowered by causing confusion among respondents, particularly in Japanese. Figure 1.2 provides an example of this, which asks respondents whether they have/had a relationship with a person who has disabilities. However, the Japanese translation of the question mistakenly implied a romantic relationship, which severely limited the scope of responses. The limitations identified should be revised carefully for any future iterations of this study to ensure accuracy and clarity.

Figure 1.2 Open-ended question with translation discrepancy

37. 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? - もしあなたが障がいを持つ人と恋愛関係にある、もしくは今までにあったとしたら、お答えください。その関係は、あなたの障がいを持つ人への認識に影響を与えましたか。

Long answer text

As mentioned previously, the results of this study can be compared with those of Brown et al. (2023) to provide a fuller picture of perceptions of disability at this particular institution. Respondents who commented on the language of disability signaled a significant barrier to creating an open environment: without necessary knowledge of language, it becomes difficult to talk about disability openly due to hesitancy. As seen in the context of the university, specifically the self-access learning center, this topic is one that requires knowledge to be constantly updated. The data from this study could be used to develop workshops and training opportunities for members of the university community who wish to

Woldeab, S. (2024). Perceptions of disability among teaching and administrative staff at a Japanese university. *Literacies and Language Education: Research and Practice*, Autumn 2024, 78-97. English Language Institute, KUIS.

deepen their understanding of disability and create a more inclusive and diverse educational environment. It has already been proven through various studies that educational environments have the power to change attitudes toward disability (Babik & Gardner, 2021). One of the respondents to the survey shared a compelling argument for this:

By offering regular training on the topic of discrimination, not just disabilities, I think it would help change people's perceptions. I had no knowledge of discrimination or any opportunities to deepen my understanding when I was a student. But when I started working full-time, my perceptions greatly improved through regular training at work. In the end, I think it really is up to each individual, but it is necessary for schools and workplaces to provide opportunities to raise awareness.

Through training and other educational opportunities like this, support and resources for people with disabilities, both students and staff, could be strengthened and made more widely available. A crucial next step of this research could be to gain insights into the status of support, resources, and educational opportunities related to disability that are either available or require attention at the university.

CONCLUSION

The main purpose of this study was to examine perceptions of disability among teaching and administrative staff. The preliminary findings of this research can be used as a stepping stone to gain a fuller understanding of attitudes and understanding of disability at this educational institution. These findings are particularly important for future comparisons to the work of Brown et al. (2023) who originated the survey used in this study. Ultimately, many individuals involved in the day-to-day operations of educational institutions, including those featured in this study, show a willingness to learn and create a more inclusive environment for all. It is hoped that the findings of this research can be used to educate others about this topic and identify and remove any barriers, both physical and less obvious, that might be present for people with disabilities.

ACKNOWLEDGEMENTS

I would like to thank Tina Brown, Jeffery Goncalves, and Danielle Haugland for allowing me to contribute to another facet of their original study, Jamison Taube-Shibata for collaborating in this research, and Emily Marzin for providing support and resources. Finally, I would like to acknowledge the contributions of the teaching and administrative staff who were willing to participate in the study and be vulnerable with this very personal topic.

Woldeab, S. (2024). Perceptions of disability among teaching and administrative staff at a Japanese university. *Literacies and Language Education: Research and Practice, Autumn 2024*, 78-97. English Language Institute, KUIS.

REFERENCES

- Babik, I., & Gardner, E. S. (2021). Factors affecting the perception of disability: A Developmental perspective. *Frontiers in Psychology, 12*. <https://doi.org/10.3389/fpsyg.2021.702166>
- Brown, T., Goncalves, J., & Haugland, D. (2023). Student perceptions of disabilities at a small Japanese university. *Literacies and Language Education: Research and Practice, Spring 2023*, 13–26. English Language Institute, KUIS. <https://kuis.kandagaigo.ac.jp/eli/publications/wp-content/uploads/2023/04/Brown-T.-Goncalves-J.-Hugland-D.-2023.docx.pdf>
- Iwakuma, M. (2005). Culture, disability, and disability community: Notes on differences and similarities between Japan and the United States. *Atenea, 25*(1), 131–143. <https://hdl.handle.net/20.500.11801/3317>
- Kanda University of International Studies. (2020). *Mission*. Self-Access Learning Center. <https://www.kandagaigo.ac.jp/kuis/salc/aboutthesalc/history.html>
- Kanda University of International Studies. (2023). Gakubu fuchi kikan sen'in kyōin-sū [Number of full-time faculty members at faculties and affiliated institutions]. https://www.kandagaigo.ac.jp/kuis/cms/wp-content/uploads/2022/07/num_dp_202305.pdf
- Kataoka, M., van Kraayenoord, C. E., & Elkins, J. (2004). Principals' and teachers' perceptions of learning disabilities: A study from NARA Prefecture, Japan. *Learning Disability Quarterly, 27*(3), 161–175. <https://doi.org/10.2307/1593666>
- Kayama, M. (2017). Development of children's understandings of physical disabilities and stigmatization in a Japanese cultural context: Reflections of children in second through sixth grades. *Children and Youth Services Review, 83*, 190–200. <https://doi.org/10.1016/j.childyouth.2017.10.039>
- Kayama, M., & Haight, W. (2013). Disability and stigma: How Japanese educators help parents accept their children's differences. *Social Work, 59*(1), 24–33. <https://doi.org/10.1093/sw/swt027>
- Kurita, T., & Kusumi, T. (2010). "Shōgaisha" hyōki ga shintai shōgaisha ni taisuru taido ni oyobosu kōka -sesshoku keiken to no kanren kara- [Effect
- Woldeab, S. (2024). Perceptions of disability among teaching and administrative staff at a Japanese university. *Literacies and Language Education: Research and Practice, Autumn 2024*, 78-97. English Language Institute, KUIS.

of the writing system used for a Japanese word meaning "people with disabilities" on attitudes toward people with physical disabilities].

Japanese Journal of Educational Psychology, 58(2), 129–139.

<https://doi.org/10.5926/jjep.58.129>

Lawrie, G., Marquis, E., Fuller, E., Newman, T., Qiu, M., Nomikoudis, M., Roelofs, F., & Van Dam, L. (2017). Moving towards inclusive learning and teaching: A synthesis of recent literature. *Teaching & Learning Inquiry*, 5(1). <https://doi.org/10.20343/teachlearningqu.5.1.3>

Maeda, K., Hashimoto, H., & Sato, K. (2021). Creating a positive perception toward inclusive education with future-oriented thinking. *BMC Research Notes*, 14(1). <https://doi.org/10.1186/s13104-021-05882-4>

Mithout, A. (2016). Children with disabilities in the Japanese school system: A path toward social integration? *Contemporary Japan*, 28(2), 165–184. <https://doi.org/10.1515/cj-2016-0009>

Mynard, J., Ambinintsoa, D. V., Bennett, P. A., Castro, E., Curry, N., Davies, H., Imamura, Y., Kato, S., Shelton-Strong, S. J., Stevenson, R., Ubukata, H., Watkins, S., Wongsarnpigoon, I., & Yarwood, A. (2022). Reframing self-access: Reviewing the literature and updating a mission statement for a new era. *Studies in Self-Access Learning Journal*, 13(1), 31–59. <https://doi.org/10.37237/130103>

Naraian, S. (2021). Making inclusion matter: Critical disability studies and teacher education. *Journal of Curriculum Studies*, 53(3), 298–313.

<https://doi.org/10.1080/00220272.2021.1882579>

Pemberton, C., Marzin, E., Mynard, J., & Wongsarnpigoon, I. (2023). Evaluation of SALC inclusiveness: What do our users think? *JASAL Journal*, 4(1), 5–31. https://jasalorg.com/?page_id=4626

Tachibana, T. (2006). Attitudes of Japanese adults toward persons with intellectual disability: Effect of perceptions concerning intellectual disability. *Education and Training in Developmental Disabilities*, 41(1), 58–69. <https://www.jstor.org/stable/pdfplus/23879872.pdf>

Terazawa, T., & Murata, Y. (n.d.). *KUIS Factbook*. Kanda gaigo daigaku kyōgaku IR fakutobukku [Kanda University of International Studies educational IR fact book].

<https://sites.google.com/kanda.kuis.ac.jp/kuis-factbook>

UNESCO. (2005). *Guidelines for inclusion: Ensuring access to education for all*. <https://unesdoc.unesco.org/ark:/48223/pf0000140224.locale=en>

Woldeab, S. (2024). Perceptions of disability among teaching and administrative staff at a Japanese university. *Literacies and Language Education: Research and Practice*, Autumn 2024, 78-97. English Language Institute, KUIS.

APPENDIX

Apart from a few adjustments, the survey employed in this study is almost identical to the one created by Brown et. al (2023) for their study on student perceptions of disability.

Staff Perceptions of Disability at Japanese University

1. [Optional] Would you like to share your email address with the researchers? The researchers may contact you in the future to take another survey. Your personal information will not be connected to your answers. If so, please write your email. 【任意】研究者とメールアドレスを共有しますか。上記に記載されている研究者が、今後、他の調査依頼をする場合があります。個人情報と回答が特定されることはありません。

2. What is your gender? あなたの性別は何ですか。

3. When you hear the word “disability”, what do you think of? Please write a few ideas. Please write honestly and don’t feel pressure to write what you think you should say. Remember, your personal information will not be connected to your answers. 「障がい」と聞いて何を思いますか。思い浮かぶことを書いてください。模範解答を書くのではなく、正直に思ったことを書いてください。この回答から、個人が特定されることはありません。

4. Which of the following do you think is a disability? Please check the box next to the words that apply. You can check more than one. - 以下のどれが「障がい」に該当すると思いますか。該当すると思う項目をチェックしてください。複数回答可。

A person using a wheelchair - 車いす使用者

Anxiety - 不安

Depression - 鬱

Dyslexia - 読み書き障がい

Blindness - 視覚障がい者

Deafness - 聴覚障がい者

ADHD - 多動性障がい

Hearing Loss - 難聴

Autism Spectrum Disorder - 自閉症スペクトラム障がい

Brain Injury - 脳損傷

Down’s Syndrome - ダウン症

Cerebral Palsy - 脳性麻痺

Experiencing a Traumatic Event - 心的外傷

Rheumatoid Arthritis - 関節リウマチ

Diabetes - 糖尿病

Obesity - 肥満

Speech Disorders - 発語障がい

Woldeab, S. (2024). Perceptions of disability among teaching and administrative staff at a Japanese university. *Literacies and Language Education: Research and Practice, Autumn 2024*, 78-97. English Language Institute, KUIS.

None of the above - 上記に該当する該当がない

Other:

5. Were there any terms in question 4 that you were unfamiliar with?

Check those boxes below. - 設問4の中に、あまりよく知らない用語がありましたか。もしあれば、その項目をチェックしてください。

A person using a wheelchair - 車いす使用者

Anxiety - 不安

Depression - 鬱

Dyslexia - 読み書き障がい

Blindness - 視覚障がい者

Deafness - 聴覚障がい者

ADHD - 多動性障がい

Hearing Loss - 難聴

Autism Spectrum Disorder - 自閉症スペクトラム障がい

Brain Injury - 脳損傷

Down's Syndrome - ダウン症

Cerebral Palsy - 脳性麻痺

Experiencing a Traumatic Event - 心的外傷

Rheumatoid Arthritis - 関節リウマチ

Diabetes - 糖尿病

Obesity - 肥満

Speech Disorders - 発語障がい

None of the above - 上記に該当する該当がない

Other:

6. Do you sometimes think you might have a disability? (You are not required to answer this question if you do not feel comfortable doing so) あなた自身が何か障がいを抱えているのではないかと思うことがありますか。(答えたくなければ回答不要です。)

Yes はい

No いいえ

7. Have you ever been told you have a disability? (You are not required to answer this question if you do not feel comfortable doing so). 今までに障がいがあると診断されたことはありますか。(答えたくなければ回答不要です。)

Yes はい

No いいえ

8. If you answered "Yes" to number 7, have you disclosed your disability to other people? Check the boxes that apply. 設問7で「はい」と答えた方に質問です。誰かにそのことを打ち明けたことはありますか。

No one - 誰にも言ったことはない

Parent(s) or Guardian - 親又は保護者

Woldeab, S. (2024). Perceptions of disability among teaching and administrative staff at a Japanese university. *Literacies and Language Education: Research and Practice, Autumn 2024*, 78-97. English Language Institute, KUIS.

Sibling - 兄弟姉妹
Teacher - 教師
School Administration - 学校管理者
Friend - 友人
Other:

9. What percentage of Japanese people do you think are disabled? Why?
日本の人口の何パーセントが、障がいを持つ人だと思いますか。

10. To whom should disabled people disclose their disabilities? Why? 障がいを持つ人は、誰にそのことを開示するべきですか。

11. I think people who claim to have emotional problems are faking it. 情緒障がいや心に不安があると言う人は、そのようなふりをしているだけだと思う。

Strongly Agree - 強くそう思う
Mostly Agree - 概ねそう思う
Mostly Disagree - 概ねそう思わない
Strongly Disagree - 全くそう思わない

12. I think disabled people are being punished for something. 障がいのある人は、天罰が下ったのだと思う。

Strongly Agree - 強くそう思う
Mostly Agree - 概ねそう思う
Mostly Disagree - 概ねそう思わない
Strongly Disagree - 全くそう思わない

13. Disabled people should be granted accommodations in school. 障がいのある人に、学校は便宜を図るべきだ。

Strongly Agree - 強くそう思う
Mostly Agree - 概ねそう思う
Mostly Disagree - 概ねそう思わない
Strongly Disagree - 全くそう思わない

14. Disabled people should be granted accommodations in the workplace. 障がいのある人に、職場は便宜を図るべきだ。

Strongly Agree - 強くそう思う
Mostly Agree - 概ねそう思う
Mostly Disagree - 概ねそう思わない
Strongly Disagree - 全くそう思わない

15. I tend to talk to disabled people differently than to non-disabled people. 私は、障がいのある人に話す時と、健常者と話す時で、話し方を変える傾向にある。

Strongly Agree - 強くそう思う

Woldeab, S. (2024). Perceptions of disability among teaching and administrative staff at a Japanese university. *Literacies and Language Education: Research and Practice, Autumn 2024*, 78-97. English Language Institute, KUIS.

Mostly Agree - 概ねそう思う
Mostly Disagree - 概ねそう思わない
Strongly Disagree - 全くそう思わない

16. People with physical disabilities should be separated from the rest of society in school. 身体障がいのある人は、学校において、隔離されるべきだ。

Strongly Agree - 強くそう思う
Mostly Agree - 概ねそう思う
Mostly Disagree - 概ねそう思わない
Strongly Disagree - 全くそう思わない

17. People with mental disabilities should be separated from the rest of society in school. 精神障がいのある人は、学校において、隔離されるべきだ。

Strongly Agree - 強くそう思う
Mostly Agree - 概ねそう思う
Mostly Disagree - 概ねそう思わない
Strongly Disagree - 全くそう思わない

18. People with learning disabilities should be separated from the rest of society in school. 学習障がいのある人は、学校において、隔離されるべきだ。

Strongly Agree - 強くそう思う
Mostly Agree - 概ねそう思う
Mostly Disagree - 概ねそう思わない
Strongly Disagree - 全くそう思わない

19. People with physical disabilities should be separated from the rest of society in work. 身体障がいのある人は、職場において、隔離されるべきだ。

Strongly Agree - 強くそう思う
Mostly Agree - 概ねそう思う
Mostly Disagree - 概ねそう思わない
Strongly Disagree - 全くそう思わない

20. People with mental disabilities should be separated from the rest of society in work. 精神障がいのある人は、職場において、隔離されるべきだ。

Strongly Agree - 強くそう思う
Mostly Agree - 概ねそう思う
Mostly Disagree - 概ねそう思わない
Strongly Disagree - 全くそう思わない

21. People with learning disabilities should be separated from the rest of society in work. 学習障がいのある人は、職場において、隔離されるべきだ。

Strongly Agree - 強くそう思う
Mostly Agree - 概ねそう思う
Mostly Disagree - 概ねそう思わない

Strongly Disagree - 全くそう思わない

22. People with physical disabilities should be separated from the rest of society in daily life. 身体障がいのある人は、日常生活において、隔離されるべきだ。

Strongly Agree - 強くそう思う

Mostly Agree - 概ねそう思う

Mostly Disagree - 概ねそう思わない

Strongly Disagree - 全くそう思わない

23. People with mental disabilities should be separated from the rest of society in daily life. 精神的に障がいのある人は、日常生活において、隔離されるべきだ。

Strongly Agree - 強くそう思う

Mostly Agree - 概ねそう思う

Mostly Disagree - 概ねそう思わない

Strongly Disagree - 全くそう思わない

24. People with learning disabilities should be separated from the rest of society in daily life. 学習障がいのある人は、日常生活において、隔離されるべきだ。

Strongly Agree - 強くそう思う

Mostly Agree - 概ねそう思う

Mostly Disagree - 概ねそう思わない

Strongly Disagree - 全くそう思わない

25. Disability discrimination in Japanese schools is a big problem. 障がい者に対する偏見は、日本の教育現場において大きな問題だ。

Strongly Agree - 強くそう思う

Mostly Agree - 概ねそう思う

Mostly Disagree - 概ねそう思わない

Strongly Disagree - 全くそう思わない

26. I think that disabled people usually graduate from high school. 障がいを持つ人は、一般的に高校を卒業すると思う。

Strongly Agree - 強くそう思う

Mostly Agree - 概ねそう思う

Mostly Disagree - 概ねそう思わない

Strongly Disagree - 全くそう思わない

27. I think that disabled people usually graduate from university. 障がいを持つ人は、一般的に大学を卒業すると思う。

Strongly Agree - 強くそう思う

Mostly Agree - 概ねそう思う

Mostly Disagree - 概ねそう思わない
Strongly Disagree - 全くそう思わない

28. I think that disabled people usually get good jobs. 障がいを持つ人は、一般的にいい仕事に就くと思う。

Strongly Agree - 強くそう思う
Mostly Agree - 概ねそう思う
Mostly Disagree - 概ねそう思わない
Strongly Disagree - 全くそう思わない

29. I think that disabled people usually get married. 障がいを持つ人は、一般的に結婚すると思う。

Strongly Agree - 強くそう思う
Mostly Agree - 概ねそう思う
Mostly Disagree - 概ねそう思わない
Strongly Disagree - 全くそう思わない

30. I think that disabled people usually have kids. 障がいを持つ人は、一般的に子供を持つと思う。

Strongly Agree - 強くそう思う
Mostly Agree - 概ねそう思う
Mostly Disagree - 概ねそう思わない
Strongly Disagree - 全くそう思わない

31. I think it is important for social progress for disabled people to disclose their disabilities. 障がいを持つ人が社会進出するためには、障がいを開示することが重要だ。

Strongly Agree - 強くそう思う
Mostly Agree - 概ねそう思う
Mostly Disagree - 概ねそう思わない
Strongly Disagree - 全くそう思わない

32. Would you like to add any comments about any of your answers from numbers 11-31? 11~31番の回答について、追加したいコメントはありますか？

33. Do you know someone with a disability? 障がいを持つ人を知っていますか。

Yes - はい
No - いいえ

34. If you answered "Yes" to number 33, on the below scale, how well do you know this person/these people? You can select more than one. I know them ... 設問33で「はい」と答えた方に質問です。その人をどれぐらいよく知っていますか。複数回答可能です。下記から選択してください。私はその人を...

Woldeab, S. (2024). Perceptions of disability among teaching and administrative staff at a Japanese university. *Literacies and Language Education: Research and Practice*, Autumn 2024, 78-97. English Language Institute, KUIS.

Very well - とてもよく知っている
Well. - よく知っている
Casually. -なんとなく知っている
A Little. - 少し知っている
Not Very Well. - あまりよく知らない

35. Have you ever knowingly been employed by, worked with, or served a person with a disability in a place of employment? これまでに職場で、障がいを持つ人と知った上で、その人に雇われたり、一緒に働いたり、接客したことがありますか。

Yes - はい
No - いいえ

36. If you answered "Yes" to number 35, how often did you/do you interact with this person? - 設問35で「はい」と答えた方に質問です。その人とどれぐらいの頻度で、関わり合いがありましたか。

Very Often. - とても頻繁に
Often. - 頻繁に
Sometimes. - 時々
Not Very Often. - 頻繁ではない
Hardly Ever. - ほとんどない

37. 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? - もしあなたが障がいを持つ人と恋愛関係にある、もしくは今までにあったとしたら、お答えください。その関係は、あなたの障がいを持つ人への認識に影響を与えましたか。

38. How do you think your exposure to information about disabled people affects your perceptions of disabilities? 障がいを持つ人に関する情報に向き合うことは、障がいに対するあなたの認識にどのような影響を与えますか。

39. How do you think Japan defines disability? 日本社会は、障がいを持つ人をどのように定義付けていると思いますか。