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A CROSS-CULTURAL COMPARISON OF ATTITUDES TOWARD PERSONS  
WITH DISABILITIES: COLLEGE STUDENTS IN JAPAN AND  
THE UNITED STATES

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### Abstract

Three factors were compared with regard to attitudes toward people with disabilities: (1) culture, (2) amount of contact, and (3) type of relationship. Participants included 111 college students majoring in Social Work or Psychology in the U.S. and 118 college students majoring in Social Policy and Administration in Japan. The Attitudes Towards Disabled Persons Scale (ATDP) (Yuker & Block, 1986) was used to measure attitudes. No significant relationships were found between attitudes toward people with disabilities and culture, nor the amount of contact. A significant relationship was found between the type of relationship and attitudes toward people with disabilities among students in the U.S., particularly among those who had a positive relationship with close friends. The implications for future training are discussed.

## Table of Contents

Acknowledgment.....	iv
Abstract.....	vi
List of Figures.....	xi
Chapter I: Introduction and Literature Review.....	1
Statement of the Problem.....	3
Purpose.....	4
Importance of Study.....	6
Review of the Literature.....	7
Institutional policies and services in Japan and the United States.....	7
The impact of attitude on people with disabilities.....	9
Factors affecting attitude.....	11
Cultural background.....	13
Amount of contact and type of relationship.....	16
Summary of literature review.....	17
Chapter II: Methodology.....	19
Participants.....	19
Instruments.....	20
Procedures.....	22
Data Analysis.....	22
Limitations.....	23
Delimitations.....	23

Chapter III: Results.....	24
Descriptive Analyses.....	24
Age and gender.....	24
Religion.....	26
Race/ethnicity.....	27
Year and major in college.....	28
Experiences or contact with people with disabilities.....	30
Experiences with family member.....	32
Experiences with relatives.....	32
Experiences with close friends.....	33
Experiences with classmates.....	33
Experiences with other.....	34
Statistical Analyses.....	36
Research Question 1.....	36
Research Question 2.....	36
Research Question 3.....	36
Chapter IV: Discussion and Conclusion.....	37
Recommendations for Future Research.....	42
Appendix A: Attitudes Towards Disabled Persons Scale-Form O.....	44
Appendix B: Demographic Data Questionnaire.....	45
Appendix C: Consent Form.....	46
References.....	47

## List of Figures

<u>Figure</u>	<u>Page</u>
1. Ratio of students by age and nationality.....	25
2. Ratio of students by gender and nationality.....	26
Ratio of students by religion and nationality.....	27
4. Ratio of students by ethnicity and nationality.....	28
5. Ratio of students by college year and nationality.....	29
6. Ratio of students by college major and nationality.....	30
7. Ratio of students who have/have not had experiences or contact with people with disabilities by nationality.....	31
8. Ratio of students by type of relationship with the person with a disability by nationality.....	35

## Chapter I

### Introduction

“From the early Egyptian, Greek and Chinese civilizations to the present, negative attitudes toward people with disabilities have been prevalent. These negative attitudes exist within most cultures and nations” (Arokiasamy, Rubin, & Roessler, 1995, p. 123). A review of the literature suggest that such responses appear to be determined by the perceived reason of the disability, who is perceived to be responsible for the disability, and to what extent the disability is seen as a threat. Additionally, responses toward persons with disabilities have been influenced by economic conditions, sociocultural values and trends (Arokiasamy et al.).

Being physically attractive, independent, self-sufficient, productive, and competitive are highly valued traits in the United States. To be considered “normal” Americans must be perceived as fitting into these characteristics. Overall, the stereotypes that have resulted from perceived functional limitations have contributed to a history of devaluation and discrimination against persons with disabilities, including outright intentional exclusion, overprotective rules and policies, failure to make modifications to existing facilities, and relegation to lesser services, programs, activities, benefits, jobs, or other opportunities (Taylor, Kagay, & Leichenkor 1986). People who do not fit these characteristics, including people with disabilities, tend to be considered abnormal.

In early days in Japan, people with disabilities were seen as unnecessary, outcasts and even a curse on society. People with disabilities were not seen as detrimental to society because the majority knew that people with disabilities did not have the power to

change the social hierarchy; they were considered inconsequential. Although misunderstandings and prejudice still exist, recently the society has begun to acknowledge people with disabilities as part of the community and perceived them as having more equal rights (Japan Teacher's Association for the Mentally Retarded [JTAMR], 1962).

A preponderance of research stresses the importance of understanding the causes of negative and positive attitudes toward people with disabilities in order to improve the lives of people with disabilities. The research suggests certain variables as influential factors in attitudes toward people with disabilities, including gender, education, religiosity, and culture. Several studies (e.g., Misawa, 1971; Nakamura, 1996; Nakatsukasa, 1988; Westbrook, Legge, & Pennay, 1993; Zaromatidis, Papadaki, & Gilde, 1999) reported that culture significantly affected one's attitudes toward people with disabilities since culture is one of the main components that help develop a value system in society.

Most of the research conducted in Japan with respect to attitudes towards people with disabilities tends to focus only on the Japanese population. Much of this research examined college students' attitudes toward people with disabilities (Hata & Tani, 1986; Kawauchi, 1990; Mizuno, 1999; Morimura, 2000; Narukawa & Yasukouchi, 1992; Tsuzuki, 1997; Yamauchi, 1992). Although, according to Nakamura (1996), several cross-cultural studies between Japan and other countries were examined, only two research studies actually collected data directly from the population of the United States

and compared that with the people of Japan. One would expect that cross-cultural designs would help in understanding the value system.

### *Statement of the Problem*

Value systems influence the attitudes that able-bodied people have towards those with disabilities. These attitudes have a direct influence on the quality of life of people with disabilities as well as their own self-perceptions and ability to take part in social activities. Further, attitudes are affected by the amount of contact people without disabilities have with people with disabilities, as well as actual physical characteristics (Arokiasamy et al., 1995).

Since the passage of the Americans with Disabilities Act in the United States, all public places such as train stations, amusement parks, hotels, and shopping centers are mandated by law to provide access to people with disabilities. In Japan, however, Mishirogawa (1996) had to carry his child, who used a wheel-chair, upstairs even in public buildings such as the City Hall. Because of the accessibility of public places in the United States, Mishirogawa states that people in the United States have more contact with people with disabilities than people have in Japan.

Research conducted to understand positive and negative perceptions of people with disabilities demonstrates that these attitudes consist of multi-dimensional factors (Kawauchi, 1990). For instance, the cross-national study done by Zaromatidis et al. (1999) revealed that attitudes toward people with disabilities had a significant relationship with culture. Additionally, in that same study, Greeks had more opportunities to be in contact with people with disabilities than Greek-Americans did.

However, Greeks indicated that they had more unpleasant contacts with people with disabilities than Greek-Americans. A significant relationship was also found between attitudes and the type of contact. This finding was different from other studies that showed significant relationships between attitude and the amount of contact. The attitude towards people with disabilities differed significantly between Greeks and Greek-Americans because the value systems of people from these two national backgrounds were different.

Other researchers found the amount of contact significantly influenced attitudes toward people with disabilities. Experiences involving people with disabilities at play or enjoying hobbies in the community had a great impact on developing positive attitudes (Kang, Chong, Chow, Trollope, Tso & Wan, n.d.).

Many attitudinal studies have been conducted in the United States following implementation of the Education for All Handicapped Children Act of 1975 and the Rehabilitation Act of 1973 (Nakatsukasa, 1988). In contrast, there has been relatively little research on the image and perceptions of people with disabilities in Japan (Kawauchi, 1990; Nakatsukasa). In addition, little comparative cross-cultural research has been undertaken. This research study examined the extent to which culture, amount of contact, and type of relationship impacts the attitudes of college students in the U.S. and Japan toward people with disabilities.

### *Purpose*

The aim of this study was to explain variation in social awareness, social services, and support of people with disabilities in the United States and Japan by delineating the

different attitudes in each country. After reviewing the institutional policies and social context of people with disabilities in the United States and Japan, attitudinal studies were reviewed to determine the extent to which three main factors (cultural background, amount of contact, and type of relationship) influence attitude. Three research questions were therefore proposed for the study:

1. Are there differences between attitudes toward people with disabilities among college students in the U.S. and Japan?
2. Does the amount of contact affect college students' attitudes toward people with disabilities, regardless of whether they reside in the U.S. or Japan?
3. Does the type of relationship affect college students' attitudes toward people with disabilities, regardless of whether they reside in the U.S. or Japan?

Examined null and research hypotheses were as follows.

Null hypotheses:

1. There are no significant differences between attitudes toward people with disabilities among college students in the United States and Japan.
2. The amount of contact does not affect college students' attitudes toward people with disabilities.
3. The type of relationship does not affect college students' attitudes toward people with disabilities.

Research hypotheses:

1. College students in the United States have more positive attitudes toward people with disabilities than college students in Japan.

2. College students who have more contact with people with disabilities have more positive attitudes than college students who have less contact, regardless of whether they reside in the U.S. or Japan.
3. College students who have positive relationships with people with disabilities have more positive attitudes toward people with disabilities.

### *Importance of Study*

According to Ototake, an individual with a physical disability who spoke at an architectural design seminar, although the concept of “barrier-free” is more prevalent in the Japanese society than in any other Asian country, many people in Japan are still unfamiliar with the concept. Others understand the concept but do not understand its application (Japan Design Net, n.d.). This explains why few people in Japanese society are aware of the fact that people with disabilities can enjoy more equality and improve their quality of life if given access. In addition, no legislation prohibiting discrimination against people with disabilities exists in Japan, even though such legislation is enforced in many countries including the U.S. Several laws related to protecting people with disabilities were established in Japan, after the Disabled Persons’ Fundamental Law came into effect in 1993. However, these laws do not prohibit discrimination and do not stipulate equal rights of people with disabilities, but only oblige citizens to strive toward observing the law (Japan National Assembly of Disabled Peoples’ International [JNADPI], n.d.). According to Hakuno, Takatsuka, and Hirai (1999), two strategies toward improving the living conditions for people with disabilities were proposed by the Expert Committee on Disability Prevention and Rehabilitation at World Health

Organization: changing attitudes in society toward people with disabilities and improving accessibility. Therefore, attitudes toward people with disabilities are a key and foundation with respect to the successful rehabilitation of people with disabilities.

This study will help people understand young people's perceptions of people with disabilities in the U.S. and Japan and what factors have a greater influence on developing positive attitudes toward people with disabilities. In addition, this researcher made recommendations for steps toward improving attitudes toward people with disabilities.

### *Review of the Literature*

In reviewing the literature, differences in institutional policies and services in Japan and the United States emerged. A discussion follows concerning the current issues facing people with disabilities in both countries, the impact of culture, amount of contact, and type of relationship on attitudes toward people with disabilities.

*Institutional policies and services in Japan and the United States.* In the United States, disability is defined under the Americans with Disabilities Act as:

(1) a physical or mental impairment that substantially limits one or more of the major activities of life, such as walking, talking, caring for oneself, or working; (2) a record of an impairment, such as someone recovering from cancer or with a history of lower back problems; or (3) being regarded as having a disability, such as a persons with a disfiguring scar, even though they have no physical limitations (Burnett & Paul, 1996, p. 48).

The U.S. Census Bureau estimated that almost one in five adults had some type of physical, intellectual, or psychiatric disability, amounting to 54 million U.S. citizens in

1999 (Hernandez, Keys & Balcazar, 2000).

In Japan, the Disabled Persons' Fundamental Law applies to "anyone whose social and daily life is significantly limited over a long period of time because of a physical or mental disability" (United Nations Economic and Social Commission for Asia and the Pacific [UNESCAP], n.d.). The Ministry of Health, Labour and Welfare estimated that in 2001, there were 3.5 million people with physical disabilities; in 2000, approximately 0.5 million people had intellectual impairments (mental retardation) (Cabinet Office, n.d.), and in 1999, approximately 2 million people suffered from psychiatric problems (Ministry of Health, Labor and Welfare, n.d.). That is roughly 6 million Japanese who could be considered people with disabilities, or about 3 percent of the population. Overall, disabilities due to infectious diseases are decreasing because of medical advancement. However, the number of people who have disabilities are increasing because the population is aging.

Although government and advocacy organizations have strived toward improving the situation, support services in Japan still fall behind those of the United States (Jingu, 2001; Mishirogawa, 1996; Naganosawa, 1997; Sakuma, n.d.). Ototake also pointed out the fact that people in Japan still do not fully understand the concept 'barrier-free', which provides adequate accessibility for elderly people and people with disabilities (Japan Design Net, n.d.). He states the inconvenience of having a wheelchair in Japan is much greater than in the United States.

Naganosawa (1997) compared differences in services for deaf people in Japan and the United States, and found that deaf people in the U.S. generally enjoyed greater

advantages. For example, no deaf people in Japan are appointed to administrative positions in either the legislature or the educational system, whereas in the United States, there are deaf senators, jurors, senior government officials, and presidents of universities. Further, support services (i.e., interpreters, note-takers) are provided for deaf students in educational settings and the ADA mandated that every television with a screen larger than thirteen inches have closed captioning. Similar policies, systems, and services for people with disabilities are non-existent in Japan.

*The impact of attitude on people with disabilities.* The public image of people with disabilities has improved over time along with a greater concern for human welfare. In addition, information about disabilities has become more widely diffused through various media and educational channels (Kato, Nakamura, Inagaki, & Imamoto, 1990). Nevertheless, there is still insufficient understanding about disabilities, and discrimination against the people with disabilities continues (Kawama, 1996; Misawa, 1969).

A research study which was conducted by Taylor et al. (1986) revealed that “an overwhelming majority of people with disabilities in the U.S. believed that their life has improved in the past decade” (p. 1). However, many of them feel unfairness, inequity, and dissatisfaction exists among people with disabilities. They would not be socially accepted until they are better understood (Kato et al., 1990). They are therefore not only handicapped by actual physical, intellectual, and psychiatric disabilities, but also by the social obstacles of discrimination, prejudice, and stereotyping. For example, people with disabilities believe that they are discriminated against because they are often excluded

from the labor force (Gilbride, Stensrud, Ehlers, Evans, & Peterson, 2000; Hernandez et al., 2000).

Many studies have shown that the attitude of people without disabilities has a great impact on the quality of life, development, and rights of people with disabilities (Endo & Yamaguchi, 1969; Gething, LaCour, & Wheeler, 1994; Kawauchi, 1979). Kawauchi (1990) also points out that attitude determines the limits of social acceptance. The attitude of people without disabilities has an impact not only on the ability of people with disabilities to adapt in society, but also on the progress of legislation (Endo & Yamaguchi).

The general attitude toward people with disabilities is usually negative (Gething et al., 1994; Kawama, 1996; Misawa, 1971; Yamauchi, 1992). "A negative attitude is defined as one which sets people with disabilities apart as being different from others, with the usual implication that they are deficient or inferior" (Gething et al., p. 66). According to Yamauchi, a negative attitude results from lack of accurate information. According to Shirai, Fujiki, Shirai, and Tsukahara (1978), prejudice can be dismantled in part by promoting equal rights, social welfare, and security for people with disabilities. Establishing satisfactory relationship between people with and without disabilities in the community depends, however, on changing the attitude and awareness of family members, service providers, and other community members (Kato et al., 1990).

It is important for people with disabilities to strive to create a better environment for themselves by advocating for improved rehabilitation policies and techniques. Social acceptance should be emphasized if special education and rehabilitation projects are to

prove successful. People with disabilities often attempt to behave in more socially acceptable ways, rather than demand social change. Therefore, the voice of people with disabilities tends not to be heard. Nevertheless, both people with and without disabilities must strive to close the social gap and improve accessibility in public institutions. This may be facilitated by better understanding the factors which form attitudes towards people with disabilities.

*Factors affecting attitude.* According to Yamauchi (1992), attitude, one of the fundamental concepts of social psychology, is useful for both anticipating and explaining human behavior. He also cited a study which defined attitudes “consisting of three dimensions: feelings, beliefs, and intended behavior” (Yamauchi, p. 63). Vash (2001) views attitude as an incentive to behavior which also affects beliefs and feelings.

According to Narukawa (1995), four main factors are often cited as having causal influence on attitudes towards people with disabilities; “(1) economical and demographic factors; (2) the type and amount of contact between people with and without disabilities; (3) socio-psychological factors; and (4) knowledge about disability” (p. 11). The first factor includes gender, age, and income amongst people without disabilities. For instance, a study which was done by the Japan Teacher’s Association for the Mentally Retarded (1962) found that females, among all occupation groups and all age ranges, had more positive attitudes toward people with mental retardation than males. Narukawa cited a study that found females had more knowledge about children with mental retardation than males; and another study found that females had more accurate knowledge about,

and were more cooperative and positive toward people with mental retardation than males.

The second factor involves the type and amount of contact between people with and without disabilities (e.g., Fjimoto & Obanawa, 1973; Kawama, 1996; Narukawa, 1995). The third factor considers values, norms, customs, and psychoanalytic concepts (Livneh, 1988). Results of Shirai et al. (1978) indicated that single men had more positive thoughts about marrying a woman who had people with disabilities in her family as opposed to single women in Japan. Shirai et al. conjectures this is due to different values in their expectations about family. Men put more value on social activities, whereas women considered family an important place to nurture their children. The final factor influencing attitudes toward people with disabilities considers knowledge about disability. Hata and Tani (1986) examined the attitudes toward people with mental disabilities between nursing students and female students majoring in Home Economics. The results revealed that nursing students' attitudes towards and knowledge of people with mental disabilities were more realistic than Home Economics students. Kang et al. (n.d.) also cite several studies indicating that professional education has an influence on attitudes toward people with disabilities.

Nakatsukasa (1988) also found additional factors from the literature that breakdown influences on attitude toward people with disabilities including:

- (1) personal characteristics such as age, intelligence, race, and religious faith amongst people without disabilities;
- (2) sociological or socio-psychological factors

such as labeling, and socio-economic status; (3) and characteristics of individuals with disabilities, including the type and level of disability and personality. (p. 29)

Narukawa (1995) also identified specific studies to support some of these factors.

A study of Japanese students' attitudes toward people with intellectual disabilities was conducted among 275 students at three four-year colleges, including two universities and one technical school of nursing (Horner-Johnson, Keys, Henry, Yamaki, Oi, Watanabe, Shimada, & Fujimura, n.d.). The results showed that various demographic factors had an influence on their attitudes: (1) students whose relatives or friends have disabilities had more positive attitudes than other students; (2) students who had worked with people who have intellectual disabilities tended to be more supportive of them; and (3) students who majored in 'mental health' and were involved in a social or health care service occupation which includes working with people who have mental disabilities had more favorable attitudes. Research by Kawauchi (1990) also indicates that choice of major in college is related to attitudes toward people with disabilities. These two studies both suggest that information about disabilities and contact have an effect on attitude. The aforementioned study comparing attitudes toward people with disabilities among Greeks with those of Greek-Americans suggested that culture/ethnicity is a factor. Type of relationship was significant in shaping attitudes towards people with disabilities as well. Specifically, when the relationship was an equal status, attitudes toward people with disabilities tended to be more positive (Zaromatidis et al., 1999).

*Cultural background.* Attitudes toward people with disabilities vary by culture. Richardson, Goodman, Hastorf, and Dornbusch (1961) conducted research on attitudes

amongst ten and eleven year old children by asking them to rank their liking of photographs of children with physical disabilities. The ranking was generally constant regardless of the characteristics of the children in the study, including gender, ethnicity, and socioeconomic status, as long as they were from the same national culture (cited in Misawa, 1971). Other research indicates that people from Western countries tend to have more positive attitudes toward peoples with disabilities than those from non-Western countries (Westbrook et al., 1993; Zaromatidis et al., 1999). For example, Westbrook et al. (1993) cited a study that Americans generally have a more positive attitude toward people who have mental disorders than do the Chinese. Another study which was conducted in Israel, (cited in Westbrook et al.) also shows that Jews from Western countries have less negative attitudes toward people with physical disabilities than do Arabs and Jews from Arab countries.

Of Western nations, the United States is generally considered the most advanced in terms of social welfare and human rights. Zaromatidis et al. (1999) found a research that made a cross-cultural comparison of the United States, Greece, and Denmark. The results showed that Americans had the most positive attitude toward people with disabilities, while Greeks were least positive. A study by Koutrelakos, Gedeon, and Struening (1978) further supported this finding (cited in Zaromatidis et al.).

According to Westbrook et al. (1993), a study found that the individualist-collectivist dimension has the greatest affect on social behavior among different cultures. They found another study that individualistic societies have more positive attitudes toward people with disabilities than collectivistic ones. People tend to stare at people

who have physical disabilities and treat them differently in Japan, while people in the United States apparently perceive disability as just another aspect of a person's individual character. Since individuality is valued, a disability is not perceived as much of a social obstacle in the United States as it is in Japan.

By contrast, the importance of group membership and maintenance of well-being for the society as a whole puts greater value on “duty, conformity, and self-sacrifice” (Zaromatidis et al., 1999, p. 1194) amongst collectivist communities. These values lead to considering a family with a member who has a disability as a threat to that family's social standing. Thus, in collectivist societies, people with disabilities are apt to be hidden and neglected. They lack the opportunity to be rehabilitated into society. On the other hand, individualistic societies emphasize “autonomy, self-reliance, and independence” (Zaromatidis et al., p. 1194), including setting personal goals. Therefore, people with disabilities in collectivist societies are reluctant to seek out rehabilitative services and extract benefits from them (Zaromatidis et al.).

The United States is classified as an individualistic society and Japan as a collectivist one (Crystal, Watanabe, & Chen, 1999). Nakamura (1996) examined attitudes toward people with disabilities in Japan and the United States and the connection between the attitudes and special policies and legislation for people with disabilities in each country. The Attitudes Towards Disabled Persons (ATDP) scale, Form O was distributed to 240 college students in Japan and 76 to students enrolled in psychology-related classes in the United States. The results indicated a significant relationship. American students' attitudes (mean ATDP scores = 126.5, SD = 19.2) were

more positive than Japanese students' attitudes (mean ATDP scores = 108.3, SD = 12.5) [F (1,310) = 89.5,  $p < .001$ ]. Additionally, he found that attitudes toward people with disabilities have a significant relationship with special policies and legislation for people with disabilities in the society. According to Nakamura, the Americans with Disabilities Act in the U.S. ensures accessibility, however, the legislation does not support people with disabilities financially. On the other hand, the Law for the Welfare of Physically Disabled Persons in Japan prescribes financial support for people with physical disabilities, but offers no legislation which ensures their accessibility. Students in the United States tend to perceive that there is no difference between people who do not have disabilities and people who have disabilities, whereas the students in Japan tends to think that people with disabilities need special attention.

*Amount of contact and type of relationship.* Improving attitudes toward people with disabilities depends on: (1) providing accurate information; (2) increasing contact between those with and without disabilities; (3) diffusing a more accurate image of the potential ability of people with disabilities; (4) reducing emulation; and (5) changing values (cited in Kawama, 1996). Several studies have suggested that experience with and knowledge about people with disabilities are primary factors in shaping attitude (Kawama). Narukawa (1995) examined the relationship between attitude toward people who have mental disabilities and actual experience with them among 136 high school students, 172 college students, and 161 parents with preschool children. The results indicate that people who have been in contact with people with mental disabilities were more willing to help them and interact with them socially. However, it must be noted that

their attitude was negative if they had only had unpleasant experiences with people who have mental disabilities. Fujimoto and Obanawa (1973) examined the dominant factors in prejudice toward people who have psychiatric disabilities. They found that “people who had worked for, played with, or studied about people with psychiatric disabilities and felt some kind of relationship with them tended to accept them” (p. 150).

The amount of contact with people with disabilities has a great impact on attitudes towards them amongst those who do not have disabilities. This researcher therefore hypothesizes that if people in the United States have a more positive attitude toward people with disabilities than those in Japan, it is likely that they also have greater opportunities to interact with people with disabilities than do Japanese people.

*Summary of literature review.* As stated previously, attitudes toward people with disabilities are affected by various kinds of factors. Cultural background is one of the important factors, likewise the amount of contact and the type of relationship. Some research indicates that attitudes toward people with disabilities are significantly different among cultures (e.g., Westbrook et al., 1993; Zaromatidis et al., 1999). This is explained by the individualist-collectivist dimension theory. In theory, individualist countries have more positive attitudes because they put more value on “autonomy, self-reliance, and independence” (Zaromatidis et al., p. 1194). On the other hand, collectivist countries put more emphasis on “duty, conformity, and self-sacrifices” (Zaromatidis et al., p. 1194).

The type of relationship also impacts attitudes. It is also hypothesized that since students in the U.S. have more pleasant experiences in their contact with people with

disabilities, they would, therefore have more positive attitudes toward people with disabilities.

According to the U.S. Census Bureau in 1997, one in five American adults had some kind of disability. In Japan, three percent of total population could be considered people with disabilities. A review of the literature suggests that more advocacy actions in the society are needed in order to improve the situation of people with disabilities. Many studies reported that institutional policies and services in Japan fall behind those of the United States. Although the public image of people with disabilities has improved, discrimination and prejudice toward people with disabilities still exist in both countries. Attitudes have a great impact on social acceptance and quality of life among people with disabilities. Therefore, more effort to change the social attitudes toward people with disabilities should be made by not only each individual, but also society as a whole.

## Chapter II

### Methodology

This study investigated cultural differences in terms of attitude toward people with disabilities in the United States and Japan. Yuker & Block's (1986) Attitudes Towards Disabled Persons Scale (ATDP) was used to measure attitudes toward persons with disabilities in general. In addition, the type and amount of contact with people with disabilities were assessed through a demographic data questionnaire. Many of articles made to be translated from Japanese to English for the literature review.

#### *Participants*

Participants in the United States for this study were chosen from three four-year colleges, including Brigham Young University-Hawaii, Hawaii Pacific University, and the University of Hawaii at Manoa which are all located in the state of Hawaii. Participants in Japan were collected from Husei University which is located in Tokyo prefecture. In Japan, students in the Faculty of Social Policy and Administration (FSPA) were recruited for this survey. The FSPA focuses on supporting state certified social workers and specialists in the social services, clinical psychology, and the community development settings. The curriculum of the Social Policy and Administration program covers the social welfare and psychology fields.

Tsuzuki (1997) found in his study as well as several other research studies that college students' attitudes toward people with disabilities differ by college major. In order to control extraneous variables, participants were restricted by college major. Accordingly, the survey was distributed to students who majored in either Social Work or

Psychology in the United States. Cultural background was also considered as an extraneous variable, since this study intended to compare two different countries, the United States and Japan. The research materials were distributed to each university. In the U.S., 202 surveys were collected and 190 surveys were collected in Japan. Of the total number, the researcher removed participants whose nationality was not American in the U.S. and ones whose nationality was not Japanese in Japan in advance. The participants with disabilities and those who did not major in either Social Work or Psychology were also removed. Since the number of samples from the U.S. was 111, while the number of samples from Japan was 175 after the screening, the survey from Japan was randomly selected in order to even up the number of participants in each country. Consequently, the final survey consisted of 111 college students in the U.S. and 118 students in Japan.

### *Instruments*

The paper and pencil ATDP-O test (Attitudes Towards Disabled Persons-Form O) found in Appendix A was the primary tool used in this study (Yuker & Block, 1986). This scale was developed to measure attitudes toward people with disabilities in general. Useful data with respect to attitude has been obtained from other research emphasizing the general concept of disability.

The ATDP-O consists of twenty items with a Likert-type format indicating extent of agreement or disagreement. The range of the scale is from +3 (agree very much) to -3 (disagree very much). The scores were calculated by: (1) changing the sign of specified items (item 2, 5, 6, 11, 12), (2) obtaining the sum of items, (3) changing the sign of the

sum, and (4) adding 60 to the sum. Total scores range from 0 to 120, with higher scores suggesting more positive attitudes on the part of respondents. The ATDP-O can be completed in about fifteen minutes (Yuker & Block, 1986).

The reliability of the ATDP has been established by test-retest, split-half, equivalence, and alpha tests in several studies. Results show that the overall median for the instrument is approximately .80 (Yuker & Block, 1986). Construct validity has been evaluated by testing the relationship of ATDP results to results on many variables such as attitudes toward people with specific disabilities, other measures of attitudes toward people with disabilities, and demographic and personality variables. For example, the correlation with scores on prejudice and ethnocentrism and with attitudes toward mainstreaming is relatively high, +.43 and +.47 respectively. In addition, the ATDP has proven a valid measure of attitude toward people with disabilities in research on more than seventy different variables. Therefore, after massive amounts of empirical research, results indicated that the ATDP scales are reliable and valid to measure attitudes toward people with disabilities (Yuker & Block).

Demographic data were used in order to assess each participant's personal background (see Appendix B). This included evaluating types of relationships and the amount of contact with people with disabilities. Number of years which participants had known the person with disabilities were classified into four categories to facilitate data analyses; (1) less than one year, (2) one to two years, (3) three to four years, and (4) five years or more.

### *Procedures*

The ATDP-O scale and the demographic data questionnaire were translated into Japanese following the translation method which was cited in the research done by Yuker and Block (1986). A bilingual English and Japanese native first translated the original ATDP-O scale and the demographic data questionnaire from English into Japanese. After that, the instruments were translated back into English by another bilingual person in order to ensure translation accuracy (Yuker & Block).

The two instruments were distributed to college students in the U.S. and Japan via instructors in each college. Students in the U.S. completed the English version and students in Japan completed the Japanese version. A consent form approved by the University of Hawaii Office for the Committee on Human Studies was distributed along with the scale and the questionnaire to explain the purpose of this study, provide instructions, and obtain consent to participate. Respondents completed the ATDP-O and the questionnaire and returned them to their instructors who forwarded them back to the researcher. The data collection was conducted between March and April of 2003.

### *Data Analyses*

Quantitative analyses were performed. First, an answer with a checked mark was converted to a numerical number. For example, a check mark was converted to "1" and no check mark was converted to "0." The data frequency on each item was calculated and indicated with raw scores and percentages. In order to make comparative analyses of each item, the data was distinguished by nationality. Means and standard deviations of the ATDP scale were calculated. The independent variables were culture, the type of

relationship, and amount of contact between students and people with disabilities. The dependent variable was attitude toward people with disabilities. One way analyses of variance were performed between the ATDP score, and the nationality, the amount of contact, and the type of relationship. Data was analyzed using the Statistical Package for the Social Sciences (SPSS). This research examined differences between college students in the U.S. and in Japan.

#### *Limitations*

Several limitations are considered in this study. Firstly, generalizability is limited, since the samples were obtained from one college in Japan. In addition, although the survey was conducted at three colleges in the United States, all the colleges are located in one state. Thus, the results of this study might not represent college students throughout each country. Second, even though each participant used the same instruments, the meaning of each item may have been changed subtly during the translation process. Therefore, the participants in the U.S. and those in Japan may have understood the meaning of each item differently.

#### *Delimitations*

Since the college major of the students was limited to only Social Work, Psychology, and Social Policy & Administration, it affects the generalizability of the study results. Thus, the results may not apply to students who major in other subjects.

## Chapter III

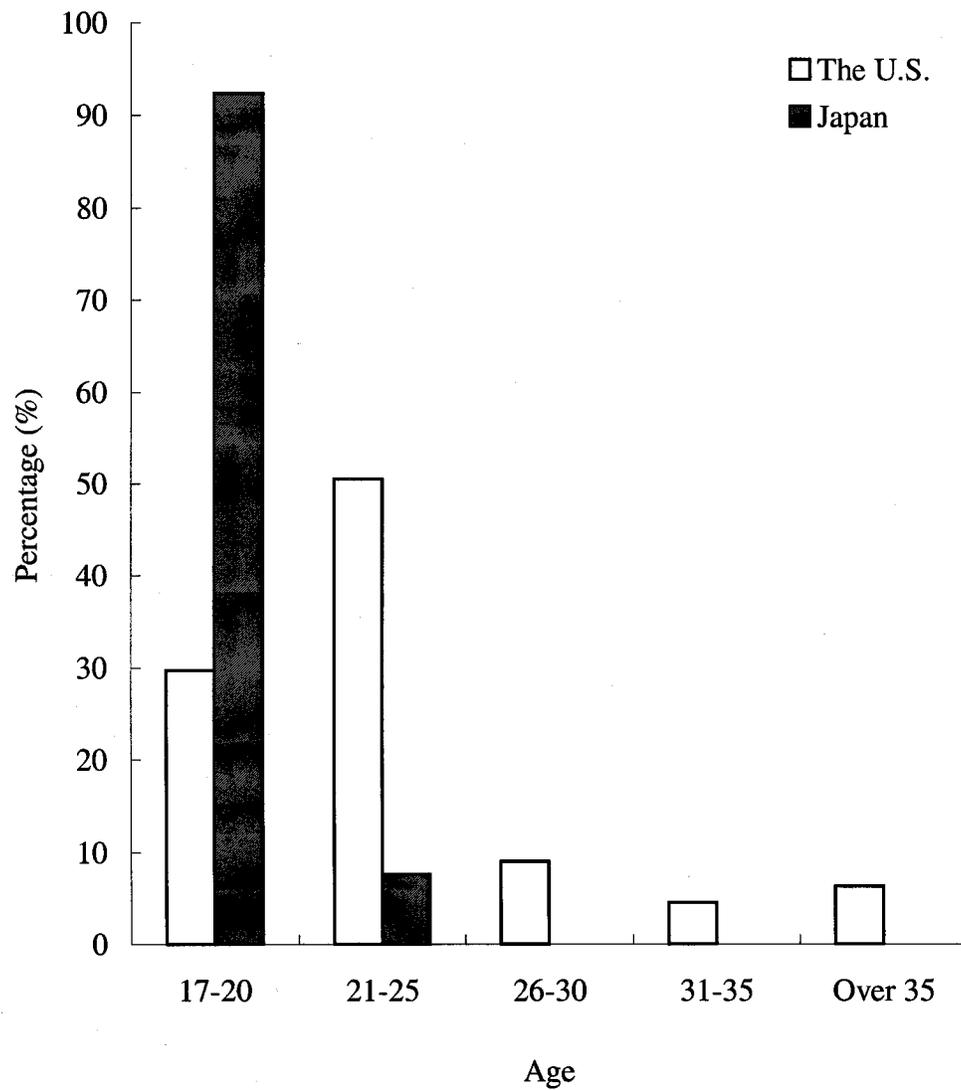
### Results

This chapter presents the results yielded from the survey in two sections. The first section is a demographic summary of selected characteristics of the research participants by nationality. The mean scores and the standard deviations from both the English and the Japanese version of the ATDP scale were calculated. The second section summarizes the main results relevant to the three research questions.

#### *Descriptive Analyses*

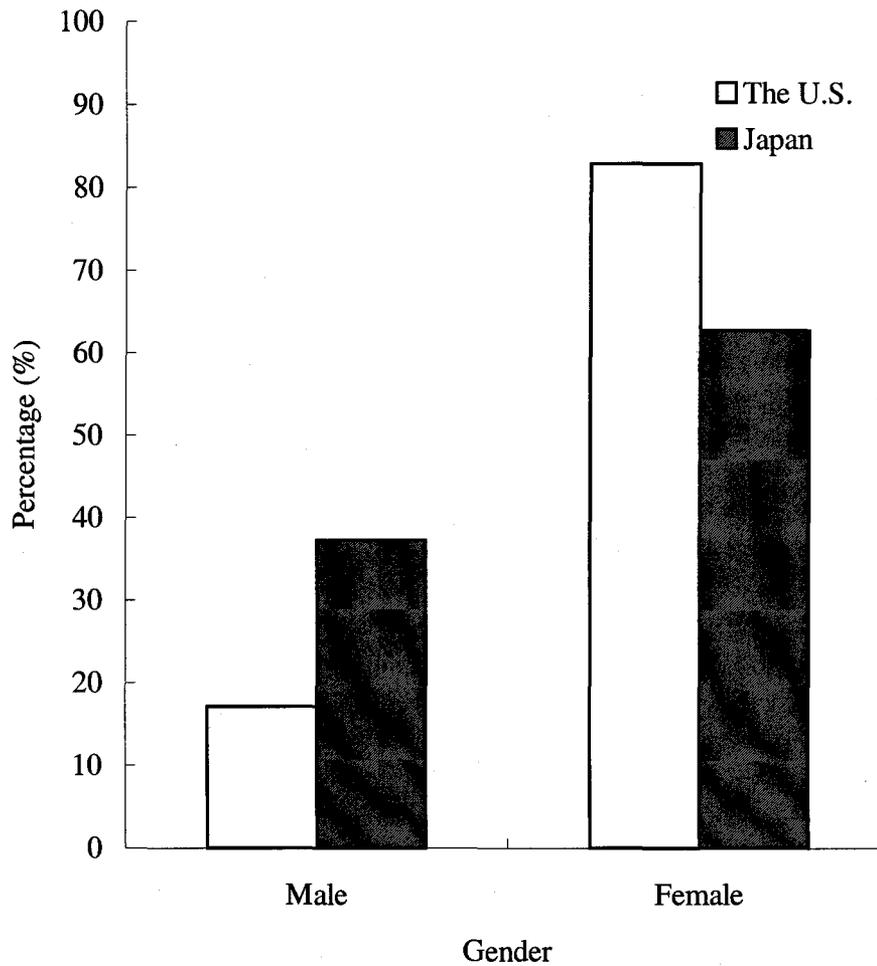
In this survey, 229 college students participated. Of the total participants, 111 of them were college students in the United States and 118 of them were students in Japan. All students in the U.S. identified their nationality as American and all of students in Japan identified their nationality as Japanese.

*Age and gender.* As shown in Figure 1, the largest age group of the students in the U.S. was between the ages of 21-25 years (50.5%); the second largest group was between 17-20 years old (29.7%). Nine percent were between the age of 26-30; 6.3% were over 35 years old, and 4.5% were between 31-35 years old. All of the students in Japan fell within 17-25 years of age, the majority (92.4%) was between 17-20 years old, and the rest (7.6%) were between 21-25 years old.



*Figure 1. Ratio of students by age and nationality*

In the gender category (see Figure 2), 82.9% of students in the U.S. indicated they were female, while 17.1% of them were male. Among students in Japan, 62.7% were female, whereas 37.3% were male.



*Figure 2.* Ratio of students by gender and nationality

*Religion.* As shown in Figure 3, most students in the U.S. (65.8%) categorized themselves as Christians, 16.2% as “Other,” 15.3% as “Not specific,” and about 2% as Buddhist. Approximately 1% of the students in the U.S. did not respond to this item. The majority of students (79.7%) in Japan indicated that they did not have a specific religious belief, while 14.4% of them stated they were Buddhist. Approximately 1.7% indicated that they were Christian, Shintoist, and “Other” respectively. Less than 1% of the students in Japan did not answer this question.

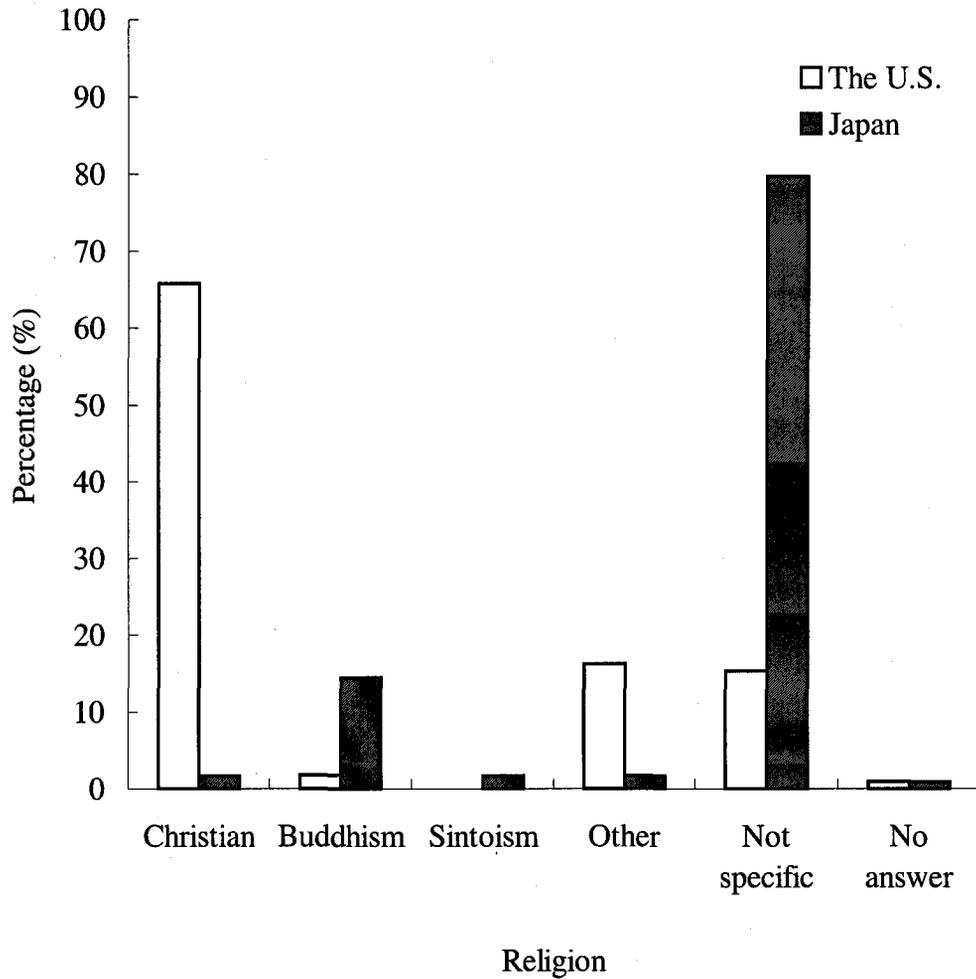
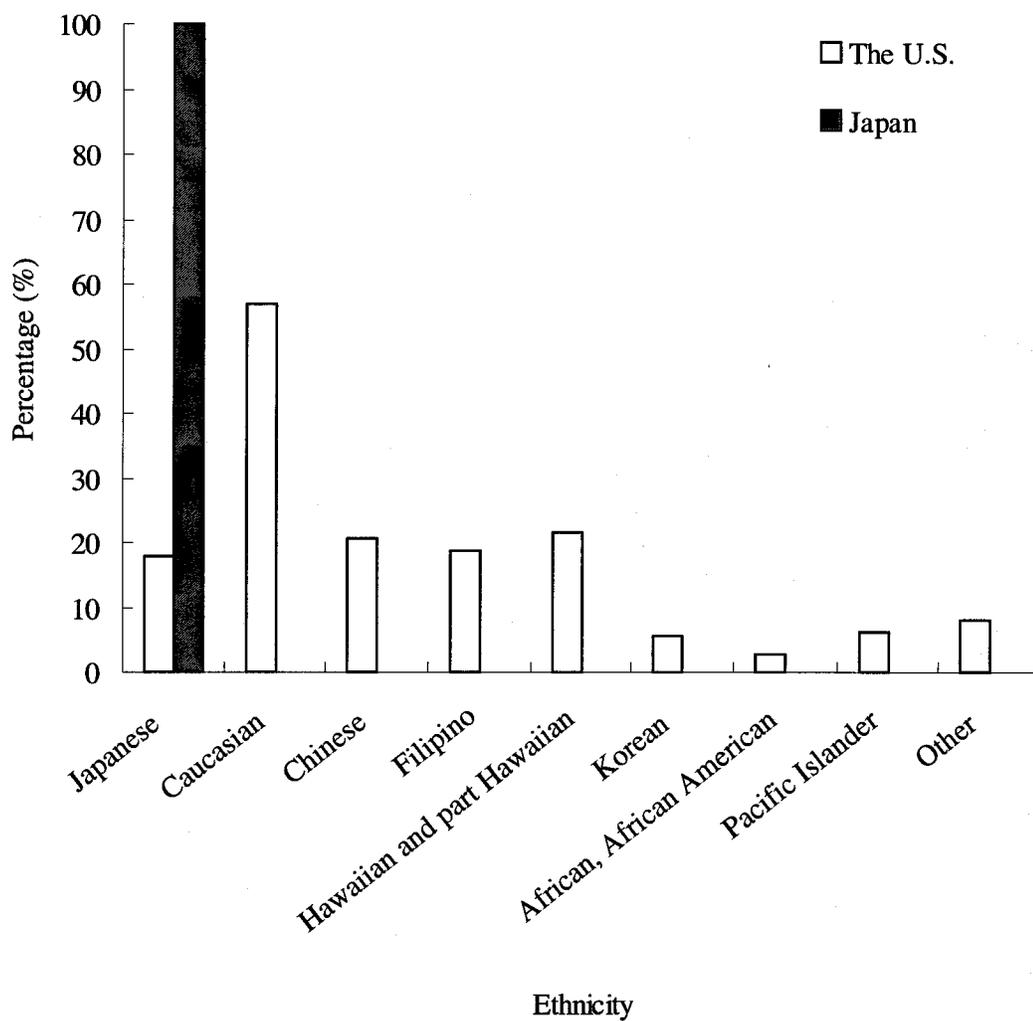


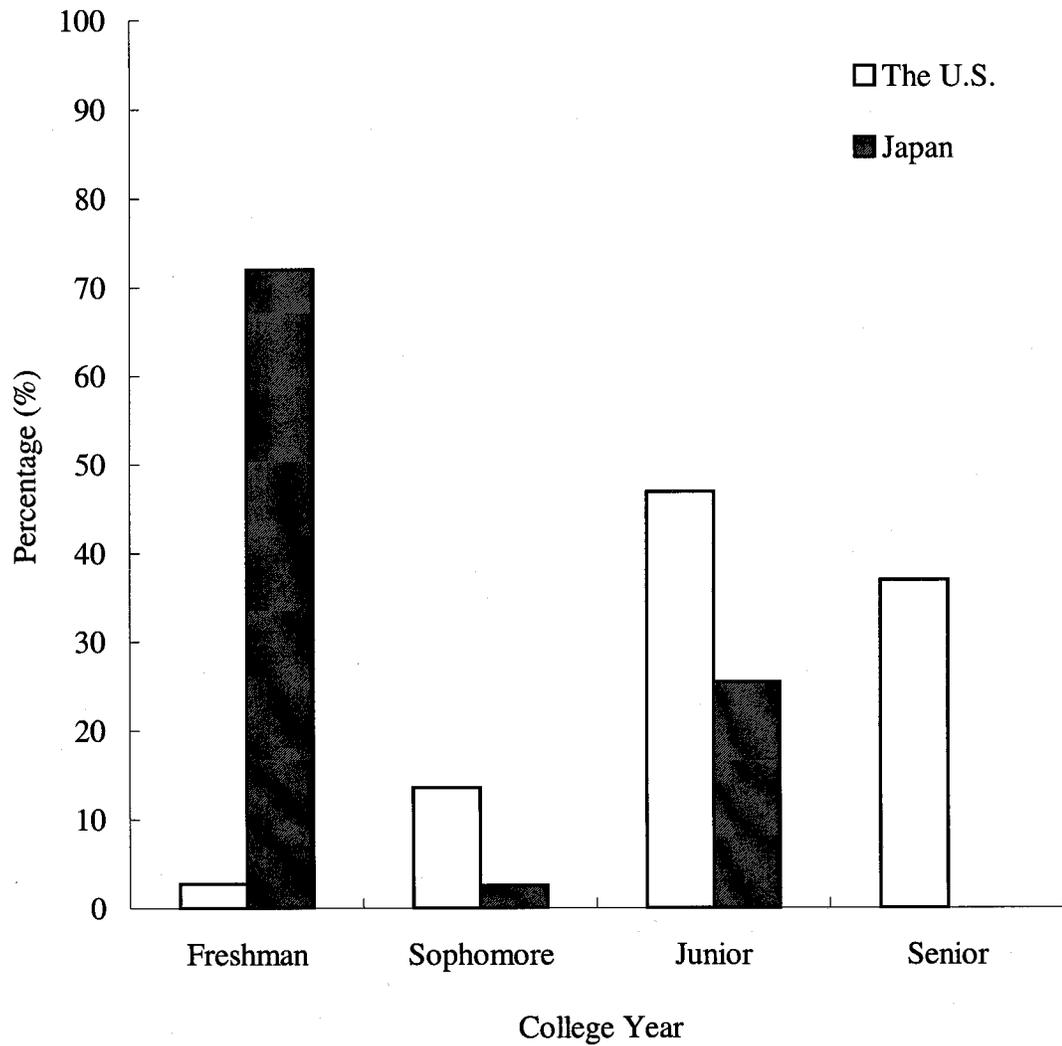
Figure 3. Ratio of students by religion and nationality

*Race/ethnicity.* Most of the students in the U.S. (86.9%) had one ethnic background and 13.1% were of mixed ethnicity. The detailed ethnic background follows (see Figure 4): Caucasian (56.8%); Hawaiian and part Hawaiian (21.6%); Chinese (20.7%); Filipino (18.9%); Japanese (18%); Other (8.1%); Pacific Islander (6.3%); Korean (5.4%); and African, African American (2.7%). All students in Japan indicated their ethnicity as Japanese. No mixed ethnicity was reported among Japanese.



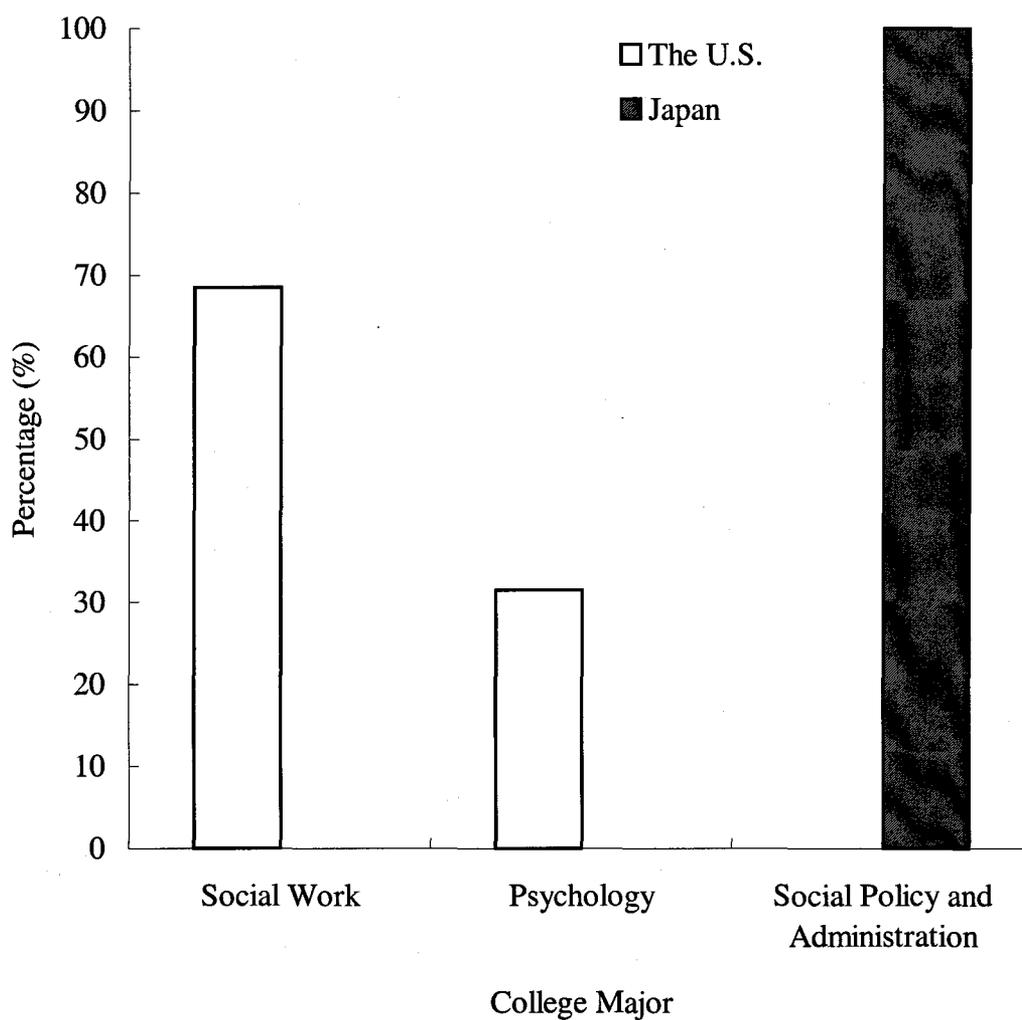
*Figure 4. Ratio of students by ethnicity and nationality*

*Year and major in college.* As shown in Figure 5, among students in the U.S., 46.8% were Juniors, 36.9% were Seniors, 13.5% were Sophomores, and 2.7% were Freshmen. Most students in Japan (72%) were Freshmen, followed by Juniors (25.4%), and Sophomores (2.5%).



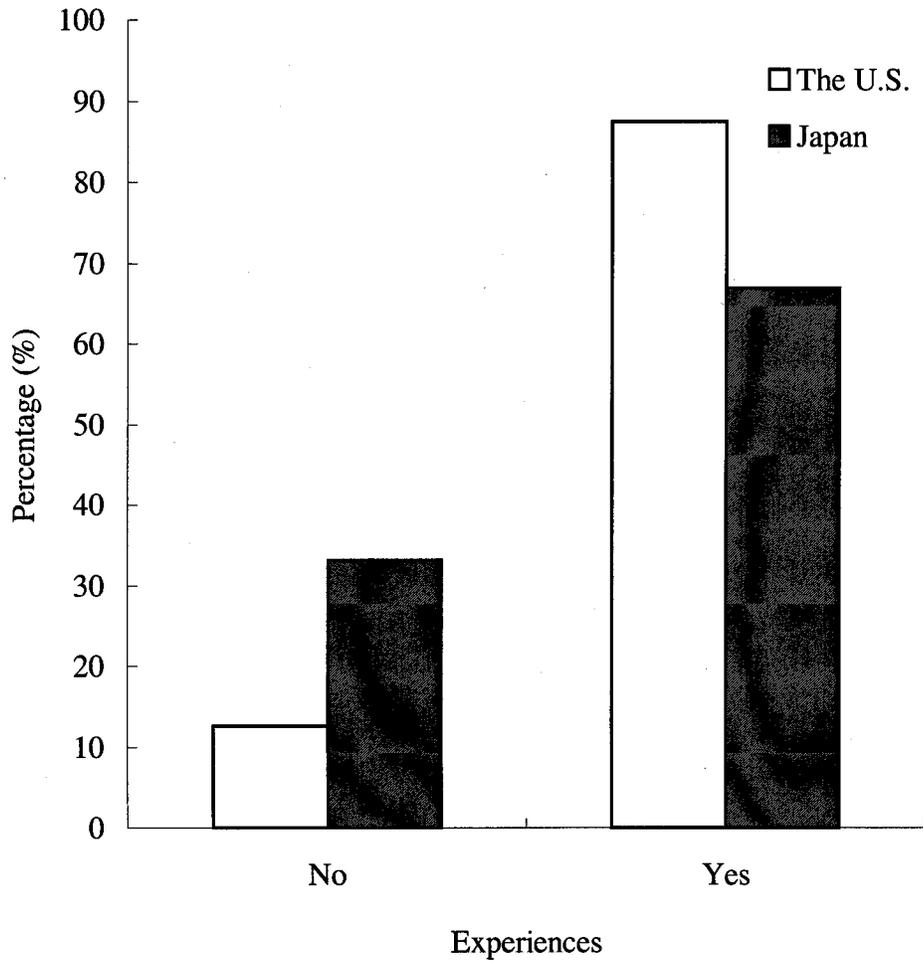
*Figure 5. Ratio of students by college year and nationality*

The majority of students in the U.S. majored in Social Work (68.5%), while 31.5% majored in Psychology. One hundred percent of the students in Japan declared Social Policy and Administration as their major (see Figure 6).



*Figure 6. Ratio of students by college major and nationality*

*Experiences or contact with people with disabilities.* As shown in Figure 7, most of the students in the U.S. (87.4%) responded that they had experiences or contact with people with disabilities, whereas 12.6% of them responded that they had no experiences. In Japan, 66.9% of students have experiences, while 33.1% of them did not.



*Figure 7.* Ratio of students who have/have not had experiences or contact with people with disabilities by nationality

Of the 87.4 % of students in the U.S. who had experiences or contact with people who have disabilities, 52.3 % of them were their classmates, while 30.6% were their relatives; 28.8% were Close friends and Other respectively; while 26.1% were one of their immediate family members. Among the students in Japan who had experiences with people who have disabilities, Other (36.4%) was the category most designated,

followed by Classmates (25.4%). Other categories were less than 10%, including Family member (6.8%), Relatives (4.2%), and Close friends (4.2%).

*Experiences with family member.* Of 26.1% students in the U.S. who indicated one of their family members were persons with disabilities, most had known them over five years (25.2%), whereas the rest of the students (0.9%) had known them 3-4 years. No one indicated years of experience as less than 2 years. Of the 26.1% students in the U.S., 12.6% indicated that they felt the experience was "Very positive," while 6.3% indicated "Positive," and 5.4% indicated "Neutral." Less than 1% of respondents felt that the experience was "Very negative."

Among 6.8% of the students in Japan whose family member was a person with a disability, most of the students (5.1%) indicated that they had known them for more than 5 years; while 1.6% knew the family member for less than 4 years. When the students were asked to rate their experience with the family member with disabilities, 3.4% responded that it was "Neutral," 2.5% responded "Positive," and less than 1% responded "Very positive." No respondents indicated that the relationship was either "Negative" or "Very negative."

*Experiences with relatives.* Among students who had contact with one of their relatives, most of the students in the U.S. (25.2%) had known the person who had a disability for five years or more. Approximately 3% of them had know the person four years or less. When the students rated their experience, both "Very positive" and "Positive" were 11.7%; "Neutral" was 3.6%; and 2.7% was "Negative."

Of the respondents in Japan, 2.5% indicated that they had known the person for more than five years. The students rated the experience with the person 2.5% as “Neutral” and 1.7% as “Positive.”

*Experiences with close friends.* Of the students who indicated that they had experiences with their close friends with disabilities, 13.5% of the students in the U.S. had “5 years or more,” experiences; while 9% of them had “1-2 years;” 2.7% had “Less than 1 year” and “3-4 years” respectively. In regard to the students’ feelings about their interaction, 14.4% of them responded that it was “Very positive,” while 10.8% of them responded that it was “Positive;” 3.6% indicated the interaction was “Neutral.” None of them indicated “Negative” or “Very negative” interactions.

In contrast with the students in the U.S. in this category, 2.5% of the students in Japan answered that they had known the person for 1-2 years, while approximately 2% of them answered that they had know the person more than 3 years. The students rated that their experiences as follows: “Neutral” (1.7%), “Positive” (1.7%), and “Very positive” (approximately 1%).

*Experiences with classmates.* Among the students who indicated that they had contact with classmates with disabilities, 37.8% of students in the U.S. had “1-2 years,” followed by 7.2% with “3-4 years,” and 4.2% with “5 years or more.” Most of the students (24.3%) felt that their relationship with the classmate was “Positive,” followed by 12.6% as “Neutral,” and 9.9% as “Very positive;” 1.8% indicated “Negative,” and approximately 1% indicated “Very negative.”

Of the students in Japan in this category, most (12.7%) had “1-2 years” experiences; 7.2% had “3-4 years;” 5.4% had “5 years or more” experiences. Most students (12.7%) had a “Neutral” relationship with their classmate with disabilities; 7.6% had a “Positive” relationship and 4.2% had a “Very positive” relationship. Approximately 1% of the students had a “Negative” relationship.

*Experiences with “Other.”* This category included clients, customers, students, neighbors, colleagues, teachers, church members, family friends, roommates, people who met through after school programs, volunteer work, student council, and teammates. Among the students’ responses in the U.S. with respect to amount of contact with a person with a disability, 11.7% had “1-2 years” experiences, 5.4% had “5 years or more” experiences, 4.5% had “3-4 years” experiences, and 1.8% had “Less than 1 year” experiences. In terms of their experience with a person with a disability, 11.7% were “Very positive,” followed by 10.8% as “Positive,” and 6.3% as “Neutral.”

In this group, the respondents in Japan showed that 11.9% of them had known the person for less than one year, while 11% of them had known the individual for “1-2 years;” 3.4% had known the individual for “5 years or more,” and less than 1% had known the individual for “3-4 years.” The students who rated their experience as “Very positive” was 15.3%, followed by 11% as “Positive,” and 9.3% as “Neutral.”

The results of the type of relationship by category are shown in Figure 8.

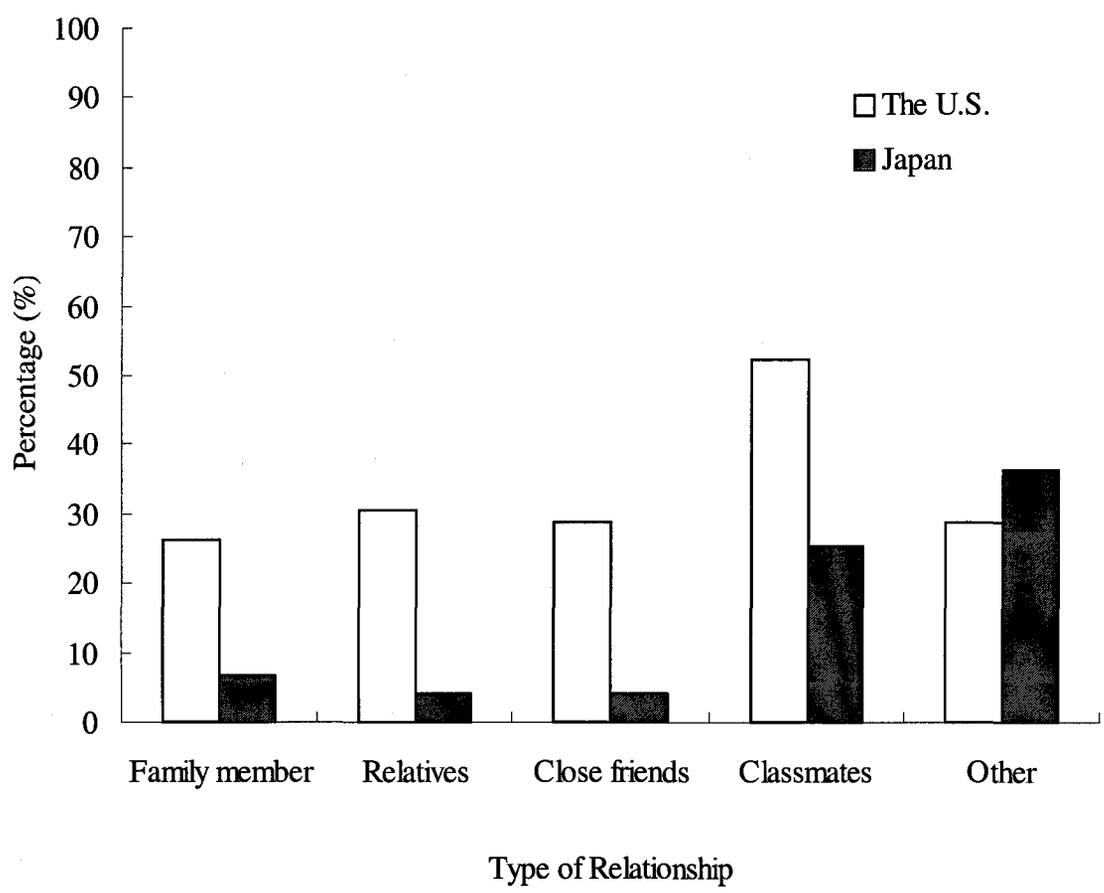


Figure 8. Ratio of students by type of relationship with the person with disabilities by nationality

The mean score on the ATDP scale of students in the U.S. was 79.9, and the standard deviation was 13.9. By comparison with the U.S. students, the mean score of students in Japan was 75.3, and the standard deviation was 12. By gender, the mean score for male students in the U.S. was 72.9 and the standard deviation was 14.4., while the mean score for female students in the U.S. was 81.4 and the standard deviation was 13.4. Among students in Japan, the mean score of male students was 72 and the standard

deviation was 13.4, whereas, the mean score of female students was 77.3 and the standard deviation was 10.7.

### *Statistical Analyses*

*Research question 1.* Are there differences between attitudes toward people with disabilities of college students in the U.S. and Japan? To address this question, one way analyses of variance was performed. No significant relationships were found between attitudes toward persons with disabilities, among students in the United States and Japan.

*Research question 2.* Does the amount of contact affect college students' attitudes toward people with disabilities, regardless of whether they reside in the U.S. or Japan? Overall, no statistically significant relationship was found between the amount of contact and attitudes toward people with disabilities.

*Research question 3.* Does the type of relationship affect college students' attitudes toward people with disabilities, regardless of whether they reside in the U.S. or Japan? One-way analyses of variance revealed a significant relationship between the type of relationship and attitudes toward people with disabilities. Specifically, students in the U.S. who had positive relationships with close friends had more positive attitudes toward people with disabilities in general [ $F(44,66) = 1.568, p = .048$ ].

## Chapter IV

### Discussion and Conclusion

In this study, three factors were primarily considered to affect attitudes toward people with disabilities (i.e., culture, amount of contact, and type of relationship). Results revealed that there were no significant differences in attitudes toward people with disabilities between college students in the United States and ones in Japan. No significant differences were found with respect to amount of contact with people with disabilities between students in the U.S. and Japan. These findings suggest that neither cultural background nor amount of contact affects attitudes toward people with disabilities.

Mizuno (1999) compared her study regarding attitudes toward people with visual impairment or blindness to a study that was conducted 20 years ago. She assessed attitudes based on the extent to which: (1) people feel negatively about people with visual impairment or blindness, (2) people agree with main stream education, (3) people believe that people with visual impairment or blindness have a special ability, (4) people agree that people with visual impairment or blindness take advantage of their disabilities, (5) people are uncomfortable about contact with people with visual impairment or blindness. A significant difference between the results of the study in 1999 and the one 20 years ago was not found as a whole, however, a positive change was found in the fourth dimension: the belief that people with visual impairments take advantage of their disability. It must be noted that college major was not specified in her research. Since college major was one of the factors which may affect attitudes toward people with disabilities, the results of

this study may not be applicable to her findings. Therefore, this researcher assumes that the cultural gap between students who major in the social service fields in the U.S. and Japan is not large because Japanese society's perspectives are changing to more western ways and that includes the concepts of individualism and equal rights. In addition, this researcher believes that college curricula in the social service fields may be helping to develop positive attitudes toward people with disabilities in Japan.

It is quite likely that the influence of the media is impacting the social perspective among young people across cultures. As Horn (1988) noted, there is a high probability that television viewing affects the development of children's positive attitudes toward people with disabilities. According to Mizuno (1999), opportunities to be exposed to people with disabilities have recently been increasing in Japan. A lot of TV programs and movies on the subject of people with disabilities have been broadcasting and this may help the population be able to empathize with people with disabilities. Mizuno cited research results that reveal the number of news and reports in the mass media about people with disabilities is increasing. She also noted in her research that the populations' familiarity with people with disabilities has improved through the media exposure in Japan and it has helped to change people's perception that people with visual impairment or blindness take advantage of their disabilities. Additionally, although some study results indicated that the influence of the mass media caused negative attitudes toward people with disabilities, a study by Kamise (2001) revealed that indirect contact such as "reading books or comics and watching news or documentaries" (p. 34) about people with disabilities did help develop more positive attitudes toward people with disabilities.

However, we must keep in mind that not all types of media help to develop these positive attitudes.

Social awareness regarding social welfare has been heightened in Japan in recent years. The survey results which were conducted by the Ministry of Public Management, Home Affairs, Posts and Telecommunications (2003) revealed that the number of working people increased by approximately 36% in the social insurance and welfare fields in 2002 compared to the results five years ago. This was the highest ratio of change among all industries. Therefore, occupations in the community and social service fields such as social work, counseling, and independent living, are attracting more interest among the people of Japan. This trend encourages people to participate in volunteer activities in the field. In fact, many students in Japan reported in the comment section that they had volunteer experiences in these areas. As the needs of social services increase, opportunities to volunteer at social service institutions and agencies will also increase. Considering these findings, this researcher believes that the Japanese perspective in terms of social welfare and social services is changing.

The amount of contact did not affect attitudes toward people with disabilities. However, this researcher believes that this is due to the length of time that students in Japan had contact with them. In this study, the students in the U.S. reported in the "Other" category that two of them had known a person with disabilities for less than one year and 25 of them have known a person with disabilities for more than one year. In Japan, the students reported that 14 of them have known a person with a disability for less than one year and 19 of them have known one more than one year. In addition, an

open-ended question was used regarding the number of years which participants had known the person with disabilities in order to evaluate amount of contact. Some participants who had known the person less than one year stated the specific length such as one week or six months. However, it is necessary to keep in mind that other participants may not have reported their experience with people with disabilities because it was less than one year.

The research results did indicate a significant relationship between the type of relationship and attitudes. Among the students in the U.S., those who had positive experiences with close friends with disabilities had more positive attitudes toward people with disabilities in general. This may be due to the fact that a significantly higher number of students in the U.S. (32) had more opportunities than the five students in Japan to have close relationships with people with disabilities. What has to be noted here is that considerably more students in the U.S. (34) also indicated that they had experience with a relative with disabilities than the 5 in Japan. However, no significant relationship was found between type of relationship and attitudes in this category. Otani (2002) researched the relationship between contact experiences and attitudes toward people with disabilities among college students who majored in Education. The results indicated that attitudes were affected when the college students' experiences were sought out independently and spontaneously. The same result was found in the study done by Ishikawa and Koaze (2001). This researcher assumes that attitudes and type of relationship, specifically with regard to relatives, had no effect. This may be due to the fact that this type of contact experience was not caused independently and spontaneously

by people without disabilities. We have to remind ourselves of the fact that the amount of contact and the type of relationship are two closely related factors and we should not consider them separately.

Results suggest that it may be helpful to have close relationships with people with disabilities in order to develop positive attitudes toward all people with disabilities. A study done by Nakamura and Kawano (2002) indicated that three types of experiences with people with mental disabilities affect attitudes toward people with disabilities; "(1) visiting mental health institutions, (2) having volunteer work or joining club activities, and (3) exposure to mass media which describes people with disabilities with compassion" (p. 147). In addition, Yuker (1983) found four points which affect an attitudinal change toward people with disabilities after a review of the literature.

According to his review, attitudes shift if people with and without disabilities "(1) share equal status, (2) are working toward common goals, (3) experience more intimate rather than casual contact, and (4) experience a pleasant or rewarding contact" (cited in Horne, 1988, p. 205). However, a clear consensus regarding the influence of contact experiences with people with disabilities has not been reached. Yuker (1988) cited research about relationships between attitudes and contact. He analyzed "the data about the effects of contact on attitudes in 274 studies and found the following results: positive outcomes were 51%, negative ones were 10%, and indifferent ones were 39%" (p. 262). Various interaction variables were studied and Yuker summarized the results. As it turned out, helping and teaching relationships were inconclusive, however, (1) cooperative and reciprocal, (2) rewarding, and (3) personal, which is getting to know

people with disabilities as an individual, and (4) consistent interactions help positive consequences. Therefore, it is important to promote activities which provide more opportunities to develop positive relationships for college students in the future, especially in Japan.

#### *Recommendations for Future Research*

In the study of Ishikawa and Koaze (2001), a significant relationship between attitudes toward and knowledge of children with mental retardation was found. Therefore, they suggested that more effort to publicize knowledge about people with disabilities is warranted. This researcher suggests that diverse activities in which students interact with people with disabilities in college curricula should be encouraged. According to Cartwright (2001), applying the concept of multiculturalism helps counseling students and professionals interact with diverse populations. She stated that “multicultural training is effective in developing knowledge and skills such as mutual understanding, sensitivity, and empathy” (Cartwright, p. 241). This researcher believes that multicultural training can be applied to curricula in college to develop a broad-minded perception about minorities such as people with disabilities. Incorporating multiculturalism in the curriculum is crucial to develop diverse ways of thinking. In addition, fostering multiculturalism may neutralize two different concepts; individualism and collectivism. Since Japan has less ethnic diversity than the U.S., it might be more difficult having opportunities to face and realize the fact that people’s sense of value is different depending on their cultural background, living environment, and life history. Therefore, familiarizing diverse ways of thinking in Japan may help them change their stereotypical

thoughts about people with disabilities and help them become more accepting minority populations. Moreover, this researcher feels more opportunities to actively interact with people with disabilities and programs which enhance positive attitudes and an appreciation of diversity should be developed and introduced in college. According to Kuno (2001), a role-play experience of being a person with a disability is not appropriate because it does not reflect real lives of people with disabilities. There is a considerable danger with this type of program where only negative views are shown. It is essential to further explore and assess various kinds of activities and programs which promote positive attitudes in future studies to gain appropriate knowledge and skills toward people with disabilities.

Attitudes are affected by numerous factors and are quite complex. Three factors were primarily examined as components which lead to positive attitudes in this study. It is this researcher's belief that more studies should be conducted in the future and are necessary to understand more specific and concrete factors which affect attitudes toward people with disabilities. Future studies may investigate the relationship between amount of knowledge about people with disabilities, quality of contact experience, and a wider variety of age and college major and attitudes toward people with disabilities.

## Appendix A

## ATTITUDES TOWARDS DISABLED PERSONS SCALES

II. Please circle the most appropriate choice for each statement according to how much you agree or disagree with it.

	AGREE VERY MUCH	AGREE A LITTLE	DISAGREE A LITTLE	DISAGREE PRETTY MUCH	DISAGREE VERY MUCH
1) Parents of disabled children should be less strict than other parents.	1	2	3	4	5 6
2) Physically disabled persons are just as intelligent as nondisabled ones.	1	2	3	4	5 6
3) Disabled people are usually easier to get along with than other people.	1	2	3	4	5 6
4) Most disabled people feel sorry for themselves.	1	2	3	4	5 6
5) Disabled people are the same as anyone else.	1	2	3	4	5 6
6) There should not be special schools for disabled children.	1	2	3	4	5 6
7) It would be best for disabled persons to live and work in special communities.	1	2	3	4	5 6
8) It is up to the government to take care of disabled persons.	1	2	3	4	5 6
9) Most disabled people worry a great deal.	1	2	3	4	5 6
10) Disabled people should not be expected to meet the same standards as nondisabled people.	1	2	3	4	5 6
11) Disabled people are as happy as nondisabled ones.	1	2	3	4	5 6
12) Severely disabled people are no harder to get along with than those with minor disabilities.	1	2	3	4	5 6
13) It is almost impossible for a disabled person to lead a normal life.	1	2	3	4	5 6
14) You should not expect too much from disabled people.	1	2	3	4	5 6
15) Disabled people tend to keep to themselves much of the time.	1	2	3	4	5 6
16) Disabled people are more easily upset than nondisabled people.	1	2	3	4	5 6
17) Disabled persons cannot have a normal social life.	1	2	3	4	5 6
18) Most disabled people feel that they are not as good as other people.	1	2	3	4	5 6
19) You have to be careful of what you say when you are with disabled people.	1	2	3	4	5 6
20) Disabled people are often grouchy.	1	2	3	4	5 6

## Appendix B

### DEMOGRAPHIC INFORMATION

I. Please check the appropriate space:

1. Age :
- 17-20
  - 21-25
  - 26-30
  - 31-35
  - over 35

2. Gender :
- Male
  - Female

3. Nationality :
- Japanese
  - American
  - Other, Please specify : \_\_\_\_\_

4. Religion :
- Christian
  - Buddhism
  - Shintoism
  - Other, Please Specify : \_\_\_\_\_
  - Not specific

5. Ethnicity (Please check all that apply) :
- Caucasian
  - Chinese
  - Filipino
  - Hawaiian and part Hawaiian
  - Japanese
  - Korean
  - African, African-American
  - Pacific Islander
  - Other, Please specify : \_\_\_\_\_

6. College Year :
- Freshman
  - Sophomore
  - Junior
  - Senior
  - Other, Please specify : \_\_\_\_\_

7. College Major :
- Social Work
  - Psychology
  - Other, Please specify : \_\_\_\_\_

8. Disability :
- I have a disability.
  - I do not have a disability.

9. Have you had experiences or contact with people with disabilities?
- No
  - Yes

If YES, please answer the following.

Describe the relationship and the amount of contact.  
(Please check all that apply)

- a)  Family member
- 1) Number of years you have known the person : \_\_\_\_\_
- 2) Rate your experience :
- |                         |          |         |          |               |
|-------------------------|----------|---------|----------|---------------|
| 1                       | 2        | 3       | 4        | 5             |
| ----- ----- ----- ----- |          |         |          |               |
| Very negative           | Negative | Neutral | Positive | Very positive |

- b)  Relatives
- 1) Number of years you have known the person : \_\_\_\_\_
- 2) Rate your experience :
- |                         |          |         |          |               |
|-------------------------|----------|---------|----------|---------------|
| 1                       | 2        | 3       | 4        | 5             |
| ----- ----- ----- ----- |          |         |          |               |
| Very negative           | Negative | Neutral | Positive | Very positive |

- c)  Close friends
- 1) Number of years you have known the person : \_\_\_\_\_
- 2) Rate your experience :
- |                         |          |         |          |               |
|-------------------------|----------|---------|----------|---------------|
| 1                       | 2        | 3       | 4        | 5             |
| ----- ----- ----- ----- |          |         |          |               |
| Very negative           | Negative | Neutral | Positive | Very positive |

- d)  Classmates
- 1) Number of years you have known the person : \_\_\_\_\_
- 2) Rate your experience :
- |                         |          |         |          |               |
|-------------------------|----------|---------|----------|---------------|
| 1                       | 2        | 3       | 4        | 5             |
| ----- ----- ----- ----- |          |         |          |               |
| Very negative           | Negative | Neutral | Positive | Very positive |

- e)  Other, Please specify : \_\_\_\_\_
- 1) Number of years you have known the person : \_\_\_\_\_
- 2) Rate your experience :
- |                         |          |         |          |               |
|-------------------------|----------|---------|----------|---------------|
| 1                       | 2        | 3       | 4        | 5             |
| ----- ----- ----- ----- |          |         |          |               |
| Very negative           | Negative | Neutral | Positive | Very positive |

Appendix C  
Agreement To Participate In:  
A Research Project on A Cross-Cultural Comparison of Attitudes Toward Persons with Disabilities:  
College Students in Japan and the United States

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The purpose of this research project is to survey similarities and differences between college students in Japan and college students in the United States with respect to attitudes toward persons with disabilities. You will be asked to complete a questionnaire that measures your attitudes toward disabled persons. The completion of the questionnaire should take about fifteen minutes. However, if at any time you wish to stop completing the questionnaire, you may do so. Your participation is voluntary. To insure your anonymity, no names or identifying information will be used on your questionnaire.

There will be no direct benefit to you. However, your participation will help contribute to a better understanding about factors that may cause positive or negative attitudes toward disabled people.

Please read the following carefully:

“I certify that I have read and that I understand the foregoing, that I have been given satisfactory answers to my inquiries concerning project procedures and other matters, and that I have been advised that I am free to withdraw my consent and to discontinue participation in the project or activity at any time without prejudice.

I herewith give my consent to participate in the project with the understanding that such consent does not waive any of my legal rights, not does it release the principal investigator or the institution or any employee or agent thereof from liability for negligence.”

If you have any questions or concerns about your rights as a participant, please contact the Human Subjects Committee at 1-808-956-5007 ([www.hawaii.edu/irb](http://www.hawaii.edu/irb)).

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