# Attitude Towards Students With Disabilities And Their Relationship With School Coexistence

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This research was carried out in a public educational institution with the purpose of analysing the association that exists between the attitude towards students with disabilities and school coexistence of students from second to fifth grade of primary school. The research is of a fundamental or pure basic type, with a correlational scope. The sample selected was 215 students. The instruments used to collect the information were the Inventory of Attitudes towards People with Disabilities and the evaluation instrument based on indicators of democratic, inclusive, and peaceful school coexistence. The results obtained confirm that there is a significant relationship between attitudes towards people with disabilities and democratic, inclusive, and peaceful school coexistence, demonstrating that students learn to be critical, reflective, fair, free and responsible in order to live together democratically and in a culture of peace. It is concluded that inclusive education starts with a transformation and change of attitude of the educational community, based on the implementation of an inclusive policy, culture and practice.

Keywords: attitude, democratic coexistence, disability, inclusive education, school coexistence

## INTRODUCTION

At present, there are school spaces where attitudinal and access barriers to learning persist, which mainly affect students with disabilities, leaving many of them excluded, segregated, or discriminated by their own peers or other members of the educational community, in the classroom or educational institution. Many of them receive unequal educational treatment, achieve a low educational level, and experience negative attitudes that affect interrelationships as well as their socio-emotional skills. All this influences school coexistence among the members of the classroom or institution to become negative.

The Convention on the Rights of Persons with Disabilities, states that "Education shall be directed to the full development of human potential, [...] developing the personality,

talents, and creativity of persons with disabilities, as well as their mental, physical and communication abilities to their fullest potential" (United Nations, 2016, art. 24).

In the United Nations Educational, Scientific and Cultural Organization's Incheon Declaration: Education 2030, the agenda for the transformation of education priorities inclusion and equity; it seeks to eradicate exclusion, marginalization, and disparities, enabling all children and adolescents to have access to a high quality of education. In relation to the existing problems in education systems, the Global Entrepreneurship Monitor report describes that in 25 % of countries in the world there is segregation; in Latin America and the Caribbean, 42 % of countries provide educational attention with combined approaches and 16 % provide attention through inclusive education. Infringing and violating the right to inclusive education of students with disabilities by exempting them from some subjects, referring them to special education schools or excluding them permanently from the classroom (Cobeñas, 2020).

This situation is caused by the beliefs, prejudices, and discrimination of the actors in the educational community, negative attitudes that are established in educational services (WHO, 2011), and which are manifested in the different ways of relating to students with disabilities by excluding, segregating, or including them (Marchesi and Hernández, 2019).

The Sustainable Development Goals seek to "ensure inclusive and equitable quality education that promotes lifelong learning opportunities for all" (United Nations, 2016, p. 15). Likewise, the fourth plenary session of the Program of Action for the Decade of the Americas for the Rights and Dignity of Persons with Disabilities 2016-2026, promoted by the Organization of American States, stated as an objective "to ensure and guarantee to persons with disabilities access, on an equal basis with others and without discrimination, to inclusive and quality education, including their entry, retention and advancement in the education system [...]" (p. 5). The objectives allow students with disabilities to have the same opportunities to participate in curricular and extracurricular activities without discrimination throughout their lives, eliminating attitudinal, physical, technological, and communicational barriers, achieving their educational inclusion.

Research that addressed the object of study was by Ramirez (2020) who conducted a study in Colombia concerning the attitudes of students in relation to their peers with disabilities, in a sample of 80 students. The instrument used was the Chedoke scale of attitudes towards children with disabilities. The results reflected that the coexistence of secondary school students towards their peers with disabilities is positive. Finally, Ramirez found that men's attitudes are linked to their participation in awareness-raising activities.

Martos et al. (2019) investigated the impact of an educational plan based on the social paradigm of disability in relation to attitudes towards people with this condition. The research was empirical of a quasi-experimental type. They worked with third year students from two schools in the city of Cordova. The public-school group consisted of 33 students who participated in the program (experimental group), while the private school group (quasi-control group) consisted of 35 students. The instruments used were the scale of attitudes towards people with disabilities - Form G. (EAPD), the

questionnaire of previous contact with people with disabilities and the questionnaire of opinion about the program. The results showed that students in both groups had a favorable attitude towards disability because of previous contact with them. Likewise, the implementation of the educational plan improved the coexistence with students with disabilities, as they recognized their rights and valued their abilities. Therefore, "To increase attitudes favorable to inclusion, we need to focus more on academic progress and learning, since school is not just a social environment" (Luştrea, 2023, p.13).

Muratori, et al (2019) developed research with 265 polymodal students in Argentina. For this, they evaluated the attitudes of adolescents from two schools in relation to disability in adolescents versus contact or not with people with disabilities.  The students showed a positive attitude towards people with disabilities; however, some showed their differences. Also, in their conclusions, the researchers pointed out that students who have more contact with people with disabilities tend to accept them and to recognize the rights of people with disabilities.

Galván & García (2017) studied about differences in attitudes toward people with disabilities in a sample of 90 students in Costa Rica.  As a result, they determined that preschool and elementary school students showed a neutral attitude towards people with disabilities. On the other hand, children who had contact or relationship with people with disabilities had a significantly positive attitude compared to those who did not.

Chullo & Flores (2020) studied students' attitudes towards people with disabilities in an inclusive and a non-inclusive educational institution. With a sample of 289 students, in two Peruvian schools, one with inclusive characteristics and the other non-inclusive, they used the "Scale of attitudes towards people with disabilities". The results showed that the students at the inclusive school showed favorable behavior towards people with disabilities, as they accepted them in the different spaces where they interacted.

It is essential that educational institutions to administer educational programs to strengthen coexistence and social skills, which requires a whole set of strategies and convictions necessary to resolve situations effectively in any social context necessary to resolve situations effectively in any social context, and to achieve this, a whole set of strategies and convictions are required (Zamata et al., 2023). Teaching students to approach academic tasks with a plan, self-reflection, and online regulation, and especially to develop their sense of self-efficacy, is a promising method for engaging in learning and experiencing academic success, especially for students with special needs academic success, especially for students with special needs (Kranjec & Bakračevič, 2023).

After having carried out a panoramic study of the problematic situation, the present research is justified by the social and educational importance of promoting school coexistence in primary level students, based on attitudes that favor inclusion, democracy, participation, and conflict resolution, in a space of tolerance, respect, commitment and collective responsibility, achieving a favorable climate for the implementation of learning.

The proposed general objective is to analyze the relationship between the attitude towards students with disabilities and school coexistence of students from second to fifth grade of elementary school in a public educational institution.

### Bibliographic review of attitudes and their components

After having researched and analyzed people's attitudes in different situations and contexts, many authors have been able to conceptualize it. For Triandis (as cited in Polo & Heredia, 2020), attitude is "an emotionally charged idea that influences our behavior in a social situation, which triggers three components: the emotion, or affective component; the idea, or cognitive component; and a behavioral component, or predisposition to action" (p. 76). Similarly, Coon (as cited in Sotelo, 2016) notes that attitude "is a mixture of belief and emotion that predisposes a person to respond to other people, objects, or institutions in a positive or negative way. Attitudes summarize previous experience and predict or direct future actions" (p. 15). Attitude is learned in the interaction of peers, observing, or watching the behavior of others as a model, which manifests itself through behavior, emotion, or habitual beliefs towards a particular situation, be it an idea, an object or towards people. It is understood, then, that attitudes are constructed and organized by considering ideas and emotions that predispose us or lead us to express specific behaviors towards objects.

### Affective component

Comprises the positive or negative emotional reactions that occur in response to students with disabilities (Yu, et al, 2015). For many researchers, this component is considered the most important component of attitude.

Emotions are violent reactions of the organism to a stimulus provocation; in contrast, feelings are the cognitive components of emotions. For Mujica,et al (2018), emotions such as joy, fear, security, among others, produce a feeling related to sensations that come from the senses. Therefore, emotions are produced before feelings.

Emotions and feelings are an essential part of people. They are experienced from a very early age and lead us to make decisions on very important occasions, to enjoy pleasant and spontaneous moments or to perform unforeseen acts. The emotional element of attitude is the most deeply rooted and the most difficult to change.

### Cognitive component

It refers to the set of beliefs, thoughts, or perceptions that people have about the attitude object, which can be known or unknown (Findler, Vilchinsky & Werner as cited in Cordente et al, 2018).

Many of the beliefs are not questioned by the subject, others are learned from the example of the significant subject and others are elaborated from information and data of various kinds (Díez, 2017).

Ródenas (2017) points out that the family is the essential referent for every individual, in relation to the development of their emotional and cognitive skills. This is how people with disabilities also reinforce their emotions, feelings, ideas, thoughts, beliefs,

as well as their social and behavioral skills. Likewise, the school, in addition to promoting socialization, favors the development of socioemotional and cognitive skills of schoolchildren with disabilities.

**Behavioral component**

Possible behavior of the person toward the attitude object or person in an explicit and determined way. It is one of the active components of attitude and involves the predisposition to act (Yu et al., 2015). Attitudes are determinants of behavior because they are linked to motivation, personality, and perception. They are positive, neutral or negative dispositions of mental state or feeling, organized and achieved over time through experience, glimpsed in people's response or reaction to objects or situations. Attitude is closely related to behavior and, therefore, influences the way people think and act.

Saldivia (2018) states that prejudice is the attitudinal aspect of stereotypes. "It has to do with how we feel about people we identify with certain stereotypes. If we associate them with a reference group that we value negatively, we generate a negative attitude toward certain people" (p. 5). It can also happen that we have a positive attitude towards the group, which makes us view it positively.

### *Bibliographic review on school coexistence and dimensions*

Coexistence implies the way of being of each one in interaction with others, expressing values, beliefs, perceptions, and reflections. Despite this, it is oriented towards a better way of life in society. The pedagogue Paulo Freire in 1997 (as cited in Verdeja, 2019), in his struggle for education in freedom, denounced differences by betting on a school community in which everyone links and communicates with each other, since, by exchanging ideas and experiences, everyone learns. Thus, the term "school coexistence" in the educational field was conceived as more systemic in terms of the situations of difficulties presented at school, such as violence, indiscipline, school failure and exclusion.

In this regard, Medina et al. (2016) argue that school coexistence is the collective and proactive interrelationship established by members of the educational community in educational spaces. These interrelationships are formed with the attitudes of each of them expressed daily.

Likewise, in the Delors Report (1996), "learning to live together" is framed worldwide as one of the four pillars of learning and as the foundation of education. This implies building a peaceful environment; cooperating and participating democratically; and accepting and learning from diversity through participatory, inclusive and neutral learning and management experiences through dialogues, which deal fairly and constructively with problems that may arise.

According to Estrada (2016), it could be established that "school coexistence can be positive or negative, depending on the impact it has on the human development of educational actors; in addition, it is determined according to the school environment and climate" (p. 5). To achieve a positive school coexistence, it is important to create a

favorable climate in which ideas, thoughts, emotions, and feelings are respected, which favors adequate interrelationships and strengthens the psychological, emotional and ethical well-being of the entire educational community.

On the other hand, a negative school coexistence can generate physical or psychological violence, discrimination, exclusion, lack of self-esteem, among other factors. Among the most vulnerable victims of these events are students with disabilities.

**Dimension of inclusive coexistence**

Inclusive coexistence is based on the principle of responsibility, framed in the practice of rights, and the obedience of responsibility with respect and appreciation of each member of the educational community. It includes collaborative and participatory work in actions that promote a sense of belonging and identification with the group. For this purpose, it is relevant to recognize and pay attention to diversity -culture, religion, gender, disability, language, etc.-, as well as the implementation of strategies and procedures that provide learning and participation opportunities, in addition to relevant attention according to needs.

On the other hand, inclusive coexistence allows all people to have the same opportunities, neutralizing barriers in the school context. This constitutes the equality of rights, respect, and opportunities that all people from different cultures or conditions deserve to have, which implies an important change in the analysis and fair reconceptualization of what was traditionally considered diversity, an impairment and impediment to the development of society in a homogeneous way.

**Dimension of democratic coexistence**

A central element in democracy is the reflexive and committed intervention of schoolchildren in decision-making, the formulation and monitoring of coexistence rules, conflict management, dialogue, debate, and collective agreement, as well as the exercise of citizen participation.

To the extent that students included in basic education schools and classrooms participate with people other than those in their family context, the overcoming of any existing barriers is favored. In addition, several attitudes improve, since they learn to recognize themselves as part of an organized group, their learning and skills are generated with other more defined nuances, and they develop their autonomy, self-confidence, and participation.

**Dimension of peaceful coexistence**

Peaceful coexistence is the ability of people to establish an interpersonal pact without verbal, physical or psychological aggression. This dimension or aspect of coexistence results from the practices of inclusion and spaces for democratic participation. Among its indicators are the practice of respect and consideration, credibility in people and the school, caution, and attention to risk behaviors -addictions, sexuality, violence-, reparation of damages, and the use of collective spaces and resources of the classroom and school.

## METHOD

This study is framed within a quantitative approach. From the perspective of Sanchez and Reyes (2015), the level of the research is relational since it is channeled in finding the degree of correspondence between the attitude towards students with disabilities and school coexistence. It is of a basic type, also called fundamental or pure. The research design is non-experimental, correlational, and transactional.

The population consisted of enrolled students, from second to fifth grade of elementary school, in the morning and afternoon shifts of the educational institution. The sample size was determined probabilistically, by stratified random sampling by sections of the indicated elementary grades. The formula was used with a confidence level of 95 %, with a margin of error of 5 %, and a sample of 215 students was obtained.

Two instruments were used to collect the information, the "Inventory of Attitudes towards Persons with Disabilities" by (Rodriguez et al. 2013). It consists of 36 items, of which thirty (30) belong to the cognitive component and six (6), to the affective dimension. They are statements about thinking, feeling, and acting towards people with disabilities. The inventory presents as alternatives two answers in which the student chooses between two statements, one that shows positive attitudes towards disability and the other that has negative perceptions. The inventory questions were adapted considering language and context. The validation was developed by expert judgments, qualitatively and quantitatively. The seven experts present a professional profile of special education teachers and expert researchers in disability issues. Aiken's V test was performed, considering the experts' evaluations, to quantify the representativeness and clarity, applied to the total of the questions evaluated by the validators, with an average result of 0.99 for the total.

The reliability test was also processed using the statistic. Likewise, for this research, the internal consistency of the items grouped in dimensions according to the measurement scale proposed in the inventory adapted for students from second to fifth grade of elementary school was reviewed and analyzed again, for which a pilot of 30 students with the same characteristics of the sample was selected. The reliability test was processed using the Cronbach's Alpha statistic with the SPSS 26 program for each dimension, and the result was a value that determines that the instrument is highly reliable, resulting in a value of 0.87, which indicates that the instrument is highly reliable.

The second instrument is based on indicators of democratic, inclusive, and peaceful school coexistence (Chaparro et al., 2016). The questionnaire consisted of 109 items with three dimensions, 45 items of the inclusive dimension, 20 of the democratic dimensions and 44 items of the peaceful dimension. The rating scale was four levels: never, sometimes, often, frequently, always. The questionnaire was adapted considering language, context, and age of students. The result was 20 items, of which 6 belong to the inclusive dimension, 7 to the democratic dimension and 7 to the peaceful dimension. In addition, the rating scale was extended from 4 to 5 levels: never, seldom, sometimes, many times, always. The validation was developed by expert judgments, and the Aiken V test was performed, considering the experts' evaluations, to quantify

representativeness and clarity. Likewise, the instrument proved to be highly reliable in its construct with a Cronbach's Alpha of 0.89.

For data collection, the corresponding authorizations from the institution were requested, as well as informed consents from the children's parents. The statistical program SPSS - version 26 was used to process the data for descriptive and inferential statistics. Spearman's Rho nonparametric test was applied in the hypothesis test.

**FINDINGS**

The purpose of this section is to present the results of the research on attitudes towards people with disabilities and school coexistence. The data processing was developed from a descriptive analysis, hypothesis testing analysis and complementary analysis.

Table 01 below shows the correlation results between the variables Attitude towards people with disabilities and School coexistence.

Table 1
Correlations between the variables attitude towards people with disabilities and school coexistence

| | | | Attitude towards students with disabilities | School coexistence |
|---|---|---|---|---|
| Spearman's Rho | Attitude towards students with disabilities | Correlation coefficient Spearman's Rho | 1,000 | 0,137** |
| | | *p* | . | 0,046 |
| | School coexistence | Correlation coefficient Spearman's Rho | 0,137** | 1,000 |
| | | *P* | 0,046 | . |

Significance level = 5% (p ' 0.05)
Sample size: 215
**. Correlation is significant at the 0.05 level (bilateral).

Table 1 shows that, according to the results of Spearman's Rho test, there is a correlation coefficient value of r = 0,137, which indicates that there is a weak positive correlation. Furthermore, the p = 0,046 is less than 0,05 and, consequently, the relationship between attitude towards people with disabilities and school coexistence is significant.

Table 2
Correlations between the variable attitude towards people with disabilities and the dimension of democratic school coexistence

| | | | Attitude towards students with disabilities | Democratic school coexistence |
|---|---|---|---|---|
| Spearman's Rho | Attitude towards students with disabilities | Correlation coefficient Spearman's Rho | 1,000 | 0,250** |
| | | p | . | 0,000 |
| | Democratic school coexistence | Correlation coefficient Spearman's Rho | 0,250** | 1,000 |
| | | P | 0,000 | |

N Significance level = 5% (p'0.05)
Sample size: 215
**. Correlation is significant at the 0.05 level (bilateral).

Table 2 shows that there is a correlation coefficient value of r = 0,250, which indicates a weak positive correlation. Furthermore, the p= 0,000 is less than 0,05 and, consequently, the relationship between attitude towards people with disabilities and democratic school coexistence is significant.

Table 3
Correlations between the variable attitude towards people with disabilities and the dimension of inclusive school coexistence

| | | | Attitude towards students with disabilities | Inclusive school coexistence |
|---|---|---|---|---|
| Spearman's Rho | Attitude towards students with disabilities | Correlation coefficient Spearman's Rho | 1,000 | 0,137** |
| | | p | . | 0,046 |
| | Inclusive school coexistence | Correlation coefficient Spearman's Rho | 0,137** | 1,000 |
| | | P | 0,046 | . |

N Significance level = 5% (p'0.05)
Sample size: 215
**. Correlation is significant at the 0.05 level (bilateral).

Table 3 shows that, according to the results of Spearman's Rho test, there is a correlation coefficient value of r = 0,137, which indicates that there is a very weak positive correlation. Furthermore, the p = 0,046 is less than 0,05; therefore, the relationship between attitude towards people with disabilities and inclusive school coexistence is significant.

Table 4
Correlations between the variable attitude towards people with disabilities and the dimension of peaceful school coexistence

| | | | Attitude towards students with disabilities | peaceful school coexistence |
|---|---|---|---|---|
| Spearman's Rho | Attitude towards students with disabilities | Correlation coefficient Spearman's Rho | 1,000 | 0,197** |
| | | p | . | 0,004 |
| | peaceful school coexistence. | Correlation coefficient Spearman's Rho | 0,197** | 1,000 |
| | | P | 0,004 | . |

N Significance level = 5% (p'0.05)
Sample size: 215
**. Correlation is significant at the 0,05 level (bilateral).

Table 04 shows that, according to the results of Spearman's Rho test, there is a correlation coefficient value of r = 0,197, which indicates that there is a very weak positive correlation. Furthermore, the p = 0,004 is less than 0,05. Therefore, the relationship between attitude towards people with disabilities and peaceful school coexistence is significant.

## DISCUSSION

The relationship between the attitude towards students with disabilities and school coexistence is significantly positive, but the relationship between the attitude towards students with disabilities and school coexistence in the democratic coexistence dimension is weak. In this sense, Mena and Huneeus (2017) & Nikolaou (2021) point out that shared experiences among all students improve the development of socioemotional skills, teamwork, and conflict resolution through reflection and consensual agreements, in which the student argues, learns to negotiate and decisions are made together, in a climate of dialogue, accepting differences with tolerance and promoting democratic coexistence in the classroom.

In this regard, Romero and Laurenti (as cited in Galván & García, 2017) mention that the attitudes of those who make up the educational community are fundamental for the participation of students, including those with disabilities. Thus, negative attitudes towards students with disabilities are barriers that do not allow the exercise of their rights (Martos et al., 2019).

Based on what has been described, Cruz (2017) proposes measures to promote democratic coexistence management, in which rules and regulations drawn up with the participation of students, based on ethical principles, stand out. Furthermore, the consultation, intervention and collaboration of the educational community is important to improve democratic school coexistence.

For Ochoa (2020), the Institutional Educational Project is a planning instrument that provides guidelines for the management process implemented in the educational

institution with the intervention of the community, based on ethical standards to promote coexistence. Trujillo et al. (2019) point out that it is built from the community consensus of the educational institution to generate changes according to its needs and social and cultural demands, shaping its own identity, with the purpose of improving learning outcomes. In this sense, it directs the plans, programmers, and pedagogical projects.

In this regard, in the school project in which the instruments were applied, it is evident that classroom teachers plan and execute learning experiences considering values, coexistence rules and the participation of all students, where they reflect on situations to know, understand, interpret and act positively in their reality.

Values education, according to Prida and Pardo (as cited in Gómez, 2017), is a holistic, multidimensional, integrated, and voluntary process that promotes the integral development of the student, which takes shape in curricular and extracurricular documents during the student's educational trajectory. Furthermore, values are taught through models of conduct and behavior not only by the teacher, but also by the student, who takes this practice reflexively as part of their transformation for their coexistence with their peers and adults in the educational institution. In this way, an education based on democratic coexistence, as Urbina et al. (2020) point out, is essential to foster tolerance, justice, and freedom in society and to promote education in values and principles for the construction of a more caring society.

Therefore, the practices developed in the educational institution conceive that there is a significantly positive but weak correspondence between the attitude towards students with disabilities and democratic school coexistence. In this regard, Ramírez (2020) refers that inclusion must be experienced by eliminating categories or conditions, making the educational community recognized it as an important and mandatory value to promote an inclusive society. Therefore, an inclusive school environment is a safe, welcoming, and collaborative environment where students with disabilities or other vulnerable groups are respected, valued, and provided with opportunities for learning.

One of the principles considered in the management document for educational institutions is the inclusion of persons with disabilities, the excluded, vulnerable, and marginalized. The document also promotes the development of the seven cross-cutting approaches of the National Curriculum for Basic Education, including the rights-based and inclusive or diversity approach, through the planning and development of activities in the management and pedagogical documents. This provides opportunities for all students. For this purpose, reasonable adaptations or adjustments are applied according to specific needs, reinforcement workshops and participatory projects are practiced, and the practice of universal values is considered in all activities.

In relation to the situation described above, for a significant change in the pedagogical proposal, Muntaner (2017) proposes the following principles: open and flexible activities for the participation of all students, tolerance and respect for all, and heterogeneous grouping of students to improve learning. It also argues that the curriculum, to be inclusive, must achieve the above objectives.

According to Cruz (2017), peaceful coexistence requires the will, willingness, and interest of educational actors to improve human quality, acquiring different socio-emotional skills that allow moving from "exclusion to inclusion, from authoritarianism to democracy, from communication to dialogue". Likewise, school violence must be identified and prevented, as well as promoting affective bonds between students, established based on trust, knowledge, understanding and tolerance.

In the opinion of Carrillo-Pérez (2016), harmonious coexistence is based on the practice of values that allow for the construction of supportive and violence-free classrooms and educational institutions, in which children know how to live happily and without conflict, that when faced with a situation of violence there is a peaceful way to resolve in a reflective manner, understanding the violent scenario in order to seek response options in a cooperative manner. For this, it is important to motivate the student to be a good individual and that this is manifested in the practice of a culture of peace in the classroom and in the Educational Institution.

Therefore, the educational institution not only has the commitment to offer a quality educational service considering knowledge and know-how, but also to offer the service considering knowing how to be and knowing how to live together (Ventura, 2017).

In relation to the above, the school's Institutional Educational Project, specifically in the shared vision, determines the need to train people with the ability to solve problems, respect and ensure respect for their rights, practice values, and assume responsibility for the common good in a democratic and peaceful coexistence. Furthermore, it recognizes the student as an individual who participates and practices citizenship in the school context and in the community and promotes a cross-cutting rights approach.

According to Rodino (2015), the rights-based approach is the most inclusive and allows social equity for all, regardless of race, ethnicity, abilities, economic situation, among other aspects. Thus, education is conceived as "a right of all people and should be guaranteed to all". Furthermore, it states that if the programmers or plans of an education system do not take a rights-based approach, there is a risk of infringing on human rights. In this regard, Bahajin (2018) points out that education is an innovative mechanism for solving problems peacefully, promotes justice, democracy, respect for diversity, and the critical and reflective capacity of students. Education also fosters human dignity and development.

The analysis confirms a correspondence between the variable Attitude towards people with disabilities and the dimension of peaceful school coexistence. It is evident that EI promotes a culture of peace based on values, human rights, and respect for life.

Positive attitudes towards disability, according to Abellán et al. (2018) and Felipe (2017), result from previous experiences with people with disabilities for fun or affectionate reasons. On the other hand, those who are frequently in contact with a student with a disability have a negative attitude towards them. This last statement is not shared by Galván and García (2017), who point out that individuals "who have school contact with people with disabilities have a significantly more positive attitude".

In addition, Muratori et al. (2019) asserts that, the greater the contact, the more students show a greater appreciation towards the abilities, limitations, and recognition of the rights of students with disabilities. This is how students show established attitudes towards fundamental rights comprising equal opportunities, education, and work.

On the other hand, it is worth noting what Cañaveral & Ospina (2019) point out that the most relevant interactions, the promotion of coexistence and the practice of values mediated by respect and tolerance occur in the school context. The more students value and know the spaces they share, the more meaningful these spaces will be. In these spaces of the educational institution, learning and coexistence among students, teachers, directors, and families must go hand in hand.

In this framework, Szumski et al. (2020) point out that students who learn in inclusive spaces show more positive attitudes towards people with disabilities than those in regular or traditional classes.

On the other hand, Figueroa-Céspedes (as cited in Urbina et al., 2020) point out the importance of the teacher's role as mediator and facilitator of classroom activities, especially those consistent with democratic, inclusive, and peaceful coexistence. It also ensures that students are builders of a shared and committed coexistence in the classroom. This is a holistic way of being, being and relating to their classmates and other actors in the educational community daily, transforming the school culture.

## CONCLUSION

There is a positive and relationship between the attitude towards people with disabilities and the democratic school coexistence of the students of the educational institution analyzed. This implies that managers and teachers contribute significantly to the development of conditions for a democratic school coexistence, considering that they are facilitators and mediators.

A relationship is demonstrated between the attitude towards people with disabilities and the inclusive school coexistence of the students at the analyzed school. Evidently, an inclusive education starts from a transformation and change of attitude of the educational community, based on the implementation of an inclusive policy, culture and practice.

Peaceful school is related to the variable Attitude towards people with disabilities, students learn to be critical, reflective, fair, free, and responsible to live together democratically and in a culture of peace.

Students from second to fifth grade of elementary school establish that there is a significant relationship between the variables Attitude towards people with disabilities and School coexistence. This is because students have contact with students with disabilities in their classrooms and educational institution, which allows them to interact in different activities of the school day.

Inclusive education implies a transformation in educational activities that allows welcoming all students considering diversity. This reform allows responding and attending to diversity according to the requirements and individualities of each student,

with greater opportunities and participation for learning; this implies modifications and structural changes in the teaching-learning process to educate students with equality and equity.

Finally, the transformation of the schools for a school coexistence with positive attitudes towards students with disabilities should be promoted with the practice of democratic, peaceful, and inclusive values among the members of the educational community, in addition, these should be inserted in a cross-cutting manner in the different management and pedagogical documents.

## SUGGESTIONS

It is necessary to include a course on school coexistence based on democracy, inclusion, and education for peace, from a universal rights approach, in the curricula of institutes and schools of Higher Pedagogical Education.

Adopt measures to facilitate, accompany and monitor the implementation of democratic, inclusive and peaceful school coexistence in educational institutions through awareness-raising workshops and incorporate into pedagogical practice the identification of barriers and selection of support, as well as apply reasonable adjustments (adaptations) in educational materials, spaces, furniture, strategies and evaluation to provide a relevant educational response to the characteristics of students with disabilities, within the framework of equity.

Finally, inclusive education starts with a transformation and change of attitude in the educational community, based on the implementation of an inclusive policy, culture and practice.

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