



Original Article

Factors Influencing Children with Mental Impairment in Acquiring Quality Primary School Education in Singida Municipality, Tanzania

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This study investigated the factors influencing children with mental impairment in acquiring quality primary education in Singida Municipality. Specific objectives were to determine the availability of specialist teachers to help pupils with mental impairment as to acquire quality primary education, to examine the availability of teaching and learning materials for teaching children with mental impairment, and to determine the perception of regular /ordinary teachers towards helping children with mental impairment in acquiring quality primary education. A descriptive type of research and a mixed research approach was used in this study. The study found that primary schools in the study area have specialised teachers for mentally impaired children, but they are not given training from time to time. It was further found that it is inadequate teaching and learning materials that hinder the provision of quality education for children with mental impairment. The study also revealed that the parents were not fully supporting children with mental impairment in acquiring quality education. The study however found that regular teachers were supporting in ensuring the provision of quality education for children with mental impairment in the study area. The study concluded that there is a problem with adequate teaching and learning materials for children with mental impairment in primary schools in the study area. This hinders the provision of quality education. Parents still lag behind in supporting children with mental impairment in primary schools to acquire quality education through failure to provide all the required learning materials and failure to make follow-ups on the academic progress of their children.

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INTRODUCTION

Education is a right of every child whether she/he is disabled or non-disabled, as education equips children to meet the challenges of life. Education involves growing up knowing the environment in which we live. It is a human right with immense power to transform the environment in which we live, as it is a powerful instrument of social change and often initiates upward movement in the social structure. In order to make education for all a reality, every child must have access to quality education (Alaimo et al., 2017).

Background of the Study

The UNESCO Convention against Discrimination in Education (1960) and other international human rights treaties like the Universal Declaration of Human Rights (1946), Convention on the Rights of Child (1989), and UN Convention on the Rights of Persons with Disabilities (2006) prohibit any sort of exclusion from educational opportunities on the basis of sex, ethnic origin, language, religion, nationality, socio-economic (Sarici et al., 2016).

Various studies have been conducted worldwide on factors influencing children with mental impairment in acquiring quality primary education. For instance, Ercan et al. (2016) examined the prevalence of psychiatric disorders among Turkish

children. The study found that it is important for teachers to identify children with mental impairment so as to find appropriate measures to address them. The study further indicated that children with mental impairment could be recognised by deficits in intellectual functioning reasoning, problem-solving, planning, abstract thinking, judgment, academic learning, and learning from experience confirmed by evaluation and individualised standard IQ testing. Such children may lack self-help skills and work adjustment skills, may be aggressive, and may have physical defects and associated disabling problems such as autism.

Furthermore, Cockburn et al. (2017) realised the educational rights of children with disabilities: an overview of inclusive education in Cameroon. It was revealed that among the factors influencing children with mental impairment in acquiring quality primary education is a shortage of experts. The study further indicated that inadequate experts to help children with mental hinders the children from getting their rights to education.

Since independence, Tanzania has been emphasising the importance of providing education to its people (Kavishe, 2017). These efforts led to the enactment of various policies and acts such as Education for All in 1974, the Education Act of 1978, and the formulation of the Education Training Policy in 1995. Both declarations and education

policies focused on the provision of education for all, including children with mental impairments (ibid).

Braun (2020) in his study on barriers to inclusive education in Tanzania's policy environment: national policy actors' perspectives, revealed that when there are enough teachers, teaching and learning resources as well as parental support, children with mental impairments are likely to acquire quality primary education. It was also shown that education for children with mental impairment started in the 1950s. For children with disabilities like physically handicapped, visually and hearing impaired, and mentally disabled individuals, it started in the 1980s in Tanzania

In 2010, the Government of Tanzania designed and started the implementation of The Persons with Disability Act 2010. This Act aimed at making provisions for health care, social support, accessibility, rehabilitation, education and vocational training, communication, employment or work protection and promotion of basic rights for people with disabilities (or children with mental impairments) and to provide for related matters (Rwegoshora, 2016).

Furthermore, the study by Possi and Milinga (2017) on special and inclusive education in Tanzania: reminiscing the past, building the future, pointed out that other than providing very elementary basic skills, the curriculum of special education is geared towards functional education and life skills training. In addition to that, teachers for pupils with mental impairment focus on teaching their pupils how to communicate their needs, employ self-care skills for basic hygiene, maintain appropriate behaviour, employ functional academics, be safe and employ appropriate social skills. The study further indicated that to realise their objectives, teachers are required to use task analysis in which they break learning tasks into smaller sequential skills, which they systematically teach pupils until they master them.

Despite the efforts done by the government and other stakeholders, the provisions of quality primary education towards children with mental impairment encounter several challenges. For instance, the study by Rwegoshora (2016) found that there is a shortage of teaching staff at schools to counteract a large number of disabled pupils. These views were

supported by Braun (2020) who revealed that there is a shortage of trained teachers in special education as well as inadequate teaching and learning facilities. This arises because there are few colleges and universities which offer courses for teaching pupils with special needs in Tanzania. Furthermore, Kavishe (2017) found that these schools are affected by poor infrastructure, such as buildings and school layouts.

From a family perspective, the provision of education towards children with a mental impairment is perceived in different ways and creates uncertainty for parents, family members and the community at large. For instance, Kimengi et al. (2015) observed that parents and the community were not fully involved in the acquisition of learning skills among mentally challenged students. This implies that most of the families had no cooperation with their children, especially in the learning process which resulted in poor academic performance of the pupils.

From the research background, there are factors that hinder the acquirement of quality education for mental impairment pupils including teachers, community, and parents. Therefore, this study intends to explore the factors that influence children with mental impairment in acquiring quality primary education in Singida Municipality.

General Objective

To investigate the factors influencing children with mental impairment in acquiring quality primary education in Singida Municipality.

Specific Objectives

- To assess the availability of specialist teachers in helping pupils with mental impairment so as to acquire quality primary education.
- To assess the availability of teaching and learning materials for teaching children with mental impairment.
- To determine the perception of regular /ordinary teachers towards helping children with mental impairment in acquiring quality primary education.

- To determine the parents’ perception towards helping children with mental impairment to acquire a quality primary school education

METHODOLOGY

This study employed the case study design. The study adopted the triangulation method (i.e., the combination of both primary and secondary data collection). The target population of this study comprised heads of schools, ordinary teachers, specialised teachers, and parents who live near selected schools in Singida Municipality

Therefore, the sample size made a total number of 73 respondents. However, a total of 69 respondents participated in the study. Questionnaires, Focus Group Discussions, observation, and interviews

were tools for data collection. After data collection, all the data collected were adequately checked for completeness, and data were analysed depending on both qualitative and quantitative data. The data were checked to ensure that the output was free from outliers and the effect of missing responses was at a minimum.

FINDINGS AND DISCUSSION

Availability of Specialist Teachers

The researcher sought to examine the extent of the availability of teachers in helping pupils with mental impairment to acquire quality primary school education. The results of the analysis are shown in *Table 1*.

Table 1: Availability of Teachers

Item	SA	A	N	D	SD
There is an availability of enough teachers	22.20%	35.60%	8.90%	13.30%	20%
Teachers are qualified	26.70%	33.30%	13.30%	11.10%	16.70%
Teachers have enough experience	20%	40%	8.90%	16.70%	16.70%
Teachers get training from time to time	16.70%	20%	11.10%	26.70%	26.70%
Teachers are given all required assistance from the administration	29.90%	33.40%	6.70%	17.80%	20%
Teachers are given all required assistance from other teachers	24.40%	37.80%	4.40%	22.20%	11.10%

Key: SA = Strongly Agree, A = Agree, N = Neutral, D = Disagree, SD = Strongly Disagree

Source: Field Data (2021)

Availability of Teaching and Learning Materials

Under this research question, the researcher sought to examine the extent of the availability of teaching

and learning materials for teaching children with mental impairment. The results of the analysis are shown in *Table 2*.

Table 2: Availability of Teaching and Learning Materials

Item	SA	A	N	D	SD
There are adequate special pictures	24.40%	37.80%	11.10%	13.30%	13.30%
There are adequate correspondence work cards	29.90%	33.30%	13.30%	17.80%	6.70%
There are adequate picture cards	16.70%	40%	6.70%	24.40%	13.30%
There are adequate audio-visual aids	11.10%	17.80%	16.70%	40%	16.70%
There are adequate games puzzles	6.70%	16.70%	6.70%	44.40%	26.70%
There are adequate teachers’ guide dictionaries	13.30%	20%	8.90%	33.30%	24.40%

Key: SA = Strongly Agree, A = Agree, N = Neutral, D = Disagree, SD = Strongly Disagree

Source: Field data (2021)

The Perception of Regular/Ordinary Teachers

The fourth objective of this study aimed to examine the perception of regular/ordinary teachers towards

helping children with mental impairment to acquire quality primary school education. The results of the analysis are shown in *Table 3*.

Table 3: Perception of regular/ordinary teachers towards

Item	SA	A	N	D	SD
Regular/ordinary teachers are supportive of children with mental impairment	24.4%	37.8%	4.4%	22.2%	11.1%
Regular/ordinary teachers provide material support to children with mental impairment	24.4%	33.4%	6.7%	16.7%	22.2%
Regular/ordinary teachers have an interest in helping children with mental impairment	22.2%	35.6%	8.9%	17.8%	16.7%
Regular/ordinary teachers are positive about mental impairment children	26.7%	37.8%	13.3%	13.3%	8.9%
Regular/ordinary teachers encourage inclusion	33.4%	35.6%	11.1%	11.1%	11.1%

Key: SA = Strongly Agree, A = Agree, N = Neutral, D = Disagree, SD = Strongly Disagree

Source: Field data (2021)

DISCUSSION

Availability of Specialist Teachers

Qualifications of the Teachers

The finding of the study shows that most respondents (60%) agreed that the teachers in their schools are qualified, compared to 27.8% who disagreed. Also, most respondents (60%) agreed teachers have enough experience compared to 33.4% who disagreed. The conclusion is that there is a perception that most respondents believe that their respective schools had teachers competent enough, based on their level of education and experience, to deliver quality education. Others disagreed and pointed out that some of the teachers, although they have education credentials, they are unqualified to provide quality education to students with mental impairment. These findings are not in line with a study by Rwegoshora (2016) in the Ilala district who found that there are shortages of trained teachers in special education as well as a lack of teaching and learning facilities. Furthermore, Farell (2004) reported that half of the teachers working in a special school for children with severe learning difficulties had no specific training in this area and expressed concern about the lack of any initiatives to rectify this situation.

Teachers Get Training from Time to Time

The results of the study show that the majority of respondents (53.4%) pointed out that teachers do not get training from time to time compared to quite a number (36.7%) who agreed. From the findings, one can conclude that some respondents get training on how to teach the mentally impaired while others lack regular training. The implications may be that some teachers are at the breast with teaching development while others are stagnant in their competence in teaching. Thus, some teachers, through regular training are in a position to offer quality education to mentally impaired pupils, while those not getting training are not in a position to provide high-quality education at the highest level. These findings concur with study by Gathua (2000) who found that in-service training should be provided for teachers with a view to building capacity in needs assessments, recordings, and statistical data analysis using baseline data designs.

Teachers Getting the Required Assistance from the Administration

The findings of the study show that most of the respondents (63.4%) agreed that they get assistance from the administration compared to quite a number (37.8%) who disagreed. This shows that some respondents get help from their superiors while others see the opposite. Those who receive assistance get encouragement in their teaching,

which may translate into motivation to work hard with the determination to help their respective students, i.e., improving the quality of their student's performance. Those who do not get assistance might develop an antagonistic relationship with the administration leading to undermining students' performance. Also, they may feel discouraged from performing at the required level. The result of getting assistance from the administration may lead to high-quality education for to mentally impaired or be detrimental to the realisation of quality education

Teachers Are Given the Required Assistance from Other Teachers

The study found that most of the respondents (62.2%) agreed that they get assistance from other teachers compared to quite a number (34.3%) who pointed out that they do not get assistance from other teachers. The study acknowledges that it is impossible for a teacher not to need help from colleagues or to work in isolation from other teachers. Assistance from other teachers means teachers of mentally impaired children get support from their fellow teachers, which helps them in providing quality education. Lacking assistance from other teachers implies that low support towards teachers of mentally impaired children undermines the quality of education they provide. So, assistance from other teachers is important in providing quality primary education towards children with mental impairment. These findings concur with the study by Kavishe (2017), who found that regular classroom teachers have considerable responsibility for the success of students with disability in a regular class.

Availability of Teaching and Learning

Correspondence Work Cards

The findings of the study show that most of the respondents (63.2%) agreed that they have adequate correspondence work cards for teaching children with mental impairment compared to quite a number (24.5%) who disagreed. This implies that, through these correspondence cards, children with mental impairment attain several mental health benefits. Such benefits include encouraging socialisation, alleviating stress, and keeping the mind sharp and active. With the availability of

correspondence work cards, one can conclude that the children are in a great position to acquire quality primary education. In the case of those who disagreed, lack of adequate correspondence work cards tends to affect the quality of education among children with a mental impairment since the practice of basic skills such as letters and numbers by using correspondence cards is not effectively implemented.

Picture Cards

The findings of the study show that most of the respondents (56.7%) agreed that they have adequate picture cards for teaching children with mental impairment compared to quite a number (37.7%) who disagreed. This shows that the teaching process for children with a mental impairment is made easy since picture cards involve the use of symbols or actual pictures to communicate via a single picture card. This plays a key role in developing communication aspects. In the case of those who disagreed, the lack of adequate picture cards affects the attainment of quality education among children with a mental impairment since it affects the ways of building vocabulary, critical thinking, as well language skills.

Audio-Visual Aids

The findings of the study show that most of the respondents (56.7%) disagreed that they have adequate audio-visual aids for teaching children with mental impairment compared to quite a number (28.9%) who agreed. This shows that, through audio-visual aids, teachers present the lesson effectively and students with mental impairment learn and retain better for a longer duration. Furthermore, the use of audio-visual aids improves students' critical and analytical thinking. Thus, the study concluded that adequate audio-visual aids within the researched schools might affect the children with mental impairment to acquire quality primary education in case of those who disagreed. These findings concur with a study by UNESCO (2000), which found that despite the progress of special education provision in Tanzania, special education in Tanzania faces problems related to a lack of special equipment and teaching and learning materials.

Games Puzzles

The findings of the study show that most of the respondents (71.1%) disagreed that they have adequate games and puzzles for teaching children with mental impairment compared to quite a number (23.4%) who agreed. This shows that, through game puzzles, the learning of children with a mental impairment is made easy. This happens because the game puzzle is used in developing three basic skills towards children. Such skills include physical skills that are obtained by holding puzzle pieces and turning them until they fit, cognitive skills that are obtained by solving the problem of the puzzle, and emotional skills. Therefore, failure to use game puzzles in teaching children with mental impairment has been greatly detrimental to the children acquiring quality primary education in the case of those who disagreed.

Teachers Guide Dictionaries

The findings of the study show that most of the respondents (67.7%) disagreed that they have adequate teachers' guide dictionaries for teaching children with mental impairment compared to quite a number (33.3%) who agreed. This shows that adequate teachers' guide dictionaries help teachers in their primary tasks towards children with a mental impairment since they are used on a regular basis. Hence, adequate teacher's guide dictionaries within the researched schools have a great impact on the children with the mentally impaired in acquiring quality primary education. In the case of those who disagreed, the lack of adequate teachers' guide dictionaries affects the provision of quality education towards children with a mental impairment since teachers might lack important materials that can assist them in their undertakings.

The observation on this objective is in line with Shamim *et al.* (2005) who emphasised that for effective teaching and learning, materials such as correspondence work cards, picture cards, game puzzles, teachers guide dictionary, and charts should be available at special schools for effective teaching and learning of mentally retarded children. Additionally, Shamim *et al.* (2015); said materials suit teaching special education and identified materials like railroad chalk, finger painting materials, large newsprint, and various coloured

magic makers. They suggested that these materials are good for teaching pupils with mental retardation.

The Perception of Regular/Ordinary Teachers***Being Supportive***

The findings of the study show that most of the respondents (62.2%) agreed that regular/ordinary teachers are supportive towards helping children with mental impairment compared to quite a number (33.3%) who disagreed. This shows that regular/ordinary teachers were aware of the importance of children with mental impairment acquiring quality education in primary schools, which is why they were supportive. Through this, children with mental impairment are likely to attain quality education. The results of those who disagreed indicate that regular/ordinary teachers fail to support children with a mental impairment since they lack some of the skills that are needed for taking care of children with mental impairment. Such failure tends to affect the attainment of quality education among children since they lack support from regular/ordinary teachers. These findings concur with a study by Kristensen *et al.* (2003) in Uganda noted that in order to achieve access to quality education, it is important for the support system to continue to provide competent advice both to teachers and learners.

Provision of Material Support

The findings of the study show that most of the respondents (55.5%) agreed that regular/ordinary teachers provide material to help children with mental impairment compared to quite a number (38.9%) who disagreed. This shows that by being supportive, regular/ordinary teachers develop a daily routine to help children with mental impairment in adjusting to the demands of their mental illness. Therefore, it implies that the children in the researched schools acquire quality primary education. The results of those who disagreed indicate that the failure to provide material support by regular/ordinary teachers is the lack of skills or knowledge in assisting children with mental impairment on how to use them. These tend to affect the quality of education that they get from regular/ordinary teachers.

Have an Interest in Helping Children with Mental Impairment

The findings of the study show that most of the respondents (63.4%) agreed that regular/ordinary teachers have an interest in helping children with mental impairment compared to quite a number (37.8%) who disagreed. Additionally, since regular/ordinary teachers have an interest in children with mental impairment, they help them in developing self-confidence and high self-esteem, which enables them to acquire quality primary education. The results of those who disagreed indicate that the lack of interest in helping children with mental impairment among regular/ordinary teachers hinders their acquisition of quality education.

Being Positive About Mental Impairment Children

The findings of the study show that most of the respondents (57.8%) agreed that regular/ordinary teachers have a positive attitude about children with mental impairment compared to quite a number (34.5%) who disagreed. This shows that the needs of children with mental impairment in attaining quality education and their development are met because of the intimate knowledge and positive perspective of their regular/ordinary teachers towards them. The results of those who disagreed indicate that not all regular/ordinary teachers are positive towards children with a mental impairment since they lack positive enthusiasm towards their children and thus affect their acquisition of quality education. These findings concur with a study by Ikpaye (1988) into the teachers' attitudes toward special needs children varied significantly. He also found that some teachers had more positive attitudes toward gifted children than their normal counterparts. Findings in Nigeria and Zimbabwe reported positive attitudes of teachers toward students with special needs in mainstreamed public schools (e.g. Maunganidze and Kasayira (2002) and Hungwe (2005).

Encourage Inclusion

The findings of the study show that most of the respondents (66.7%) agreed that regular/ordinary teachers encourage the inclusion of children with

mental impairment compared to quite a number (42.2%) who disagreed. This shows that through inclusion supported by regular/ordinary teachers, it is likely children with a mental impairment will attain quality primary education through the development of stronger learning skills since they are encouraged to study with normal ones under the same roof. This is also attained through sharing their own experiences with normal ones regardless of their strengths or weaknesses in any area. The results of those who disagreed indicate that inclusion is not effectively implemented in primary schools with children having mental impairment since the infrastructures are not supportive of inclusion. This tends to affect them since they lack support from their fellow students who are normal. These observations are in line with the study by Reindal (2008) who found that teachers' attitudes towards the inclusion of children and young people with special educational needs vary greatly. For instance, some teachers are willing to include children with special educational needs within the mainstream classroom when adequate support is directly available to them, while other teachers believe that the inclusion of children with special educational needs may be detrimental to the education of the rest of the class.

Parent's Perception Towards

Being Supportive

The findings of the study show that most of the respondents (60%) agreed that parents are supportive towards helping children with mental impairment compared to quite a number (22.2%) who disagreed. This denotes that parents are on the importance of formal education to their children with mental impairment, and thus they are supportive of them. This shows that the kind of support from the parents towards children with a mental impairment, such as willingly registering children with mental impairment and assisting them to attend school every day, enables the children with mental impairment to acquire quality primary education. The results of those who disagreed indicate that due to poor traditional practices and bad beliefs, not all parents are supportive of their children with mental impairment. In this case, some parents are reluctant to send their children with mental impairment to school. These findings concur

with a study by Shamim *et al.* (2015), who examined parental attitudes towards children with mental impairment found that materials for teaching mentally retarded pupils like dictionary charts, corresponding work cards, picture cards, games puzzles and teachers guide with day-by-day lesson plans are offered.

Collaborate with Teachers

The findings of the study show that most of the respondents (60%) agreed that parents collaborate with teachers in helping children with mental impairment compared to quite a number (27.8%) who disagreed. This shows that parents, as the primary natural educators and caregivers cooperate with teachers of their children, especially in their learning processes. This plays a key role in ensuring children with mental impairment get quality education. In the case of those who disagreed, the results indicate that the failure of parents to collaborate with teachers affects the attainment of quality education among children with mental impairment since parents fail to understand the progress of their children. In addition to that, such parents may also fail to provide the needed assistance for their children. These findings concur with a study by Ghergut (2014), who found that in the process of the educational and vocational guidance of students with special needs, it is recommended that teachers, as well as parents, should inform themselves better about the learning abilities, the level of knowledge, skills, and interests of each individual student; in this way, they will be able to assist them in choosing a profession.

Make Follow-Ups on the Academic Progress

The findings of the study show that most of the respondents (44.4%) disagreed that parents make follow-ups on academic progress with the aim of helping children with mental impairment compared to quite a number (31.1%) who agreed. This shows that failure to make follow-ups on academic progress cause students with mental impairment to struggle with their academic progress since they cannot concentrate on their studies and are distracted by worldly events. These tend to affect their academics since they might become too lazy to work for themselves hence, affect a lot in the acquisition of quality primary education for children with mental impairment. In the case of those who

agreed, some parents of children with mental impairment do make effective follow-ups on the academic progress of their children to ensure such children attain quality education. Such follow-ups are made on attendance at schools, students' performances, and assisting them in doing assignments.

Provide All Necessary Requirements

The findings of the study show that most of the respondents (57.8%) disagreed that parents provide all necessary requirements with the aim of helping children with mental impairment compared to quite a number (35.8%) who agreed. This tends to result in lower academic performance and less attraction to certain subjects. Hence affect the acquisition of quality primary education for children with mental impairment negatively. In the case of those who agreed, the results indicate that few parents do provide the necessary requirements to their children and thus help them in attaining quality education. These findings concur with a study by King *et al.* (2015), who found that most families had no cooperation with their children, especially in the learning processes which resulted in poor academic performance of the pupils. But those families who cooperate with their children in matters of learning do well in academic achievement.

CONCLUSIONS

Basing on the first objective, the study concludes that there is a problem shortage of adequate teaching and learning materials for children with mental impairment in primary schools in the study area. This tends to hinder the provision of quality education. Based on the second objective, the study concludes that effective teaching and learning towards students with mental impairments is hindered by a lack of teaching and learning materials such as audio-visual aids, games, puzzles and teachers' guide dictionaries. This affects the quality of education provided.

Based on the third objective, the study concludes that regular/ordinary teachers play important roles in helping children with mental impairment to acquire quality primary school education. This is achieved through being supportive, provision of material support, being positive about mental impairment children and encouraging inclusion.

Based on the fourth objective, the study concludes that parents and the community in general still lag behind in supporting children with mental impairment in primary schools in the study area. This hinders the provision of quality education.

Recommendations

The following recommendations are made to various key stakeholders concerning the study problem: -

- Primary schools in the study areas should ensure that enough qualified teachers and materials are available for children with mental impairment to get quality education
- Teachers teaching children with mental impairment need to be trained from time to time so as to keep up with updated teaching techniques.
- The government, schools, parents, community, and other stakeholders need to strengthen their efforts towards the provision of teaching and learning materials, specifically audio-visual aids, games, puzzles, and teachers' guide dictionaries towards children with mental impairment.
- The government and other educational stakeholders should build hostels for children with a mental impairment since most of them need more care and attention. This will reduce challenges in attending schools which need daily assistance.
- The findings suggest that the efforts between the government, schools, community and other stakeholders should be strengthened not only to increase enrollment but also to acquire quality education and completion.
- Education for parents and the community, in general, needs to be strengthened so that they understand that children with mental impairment need equal treatment as normal children. This will foster enrollment, attendance, and completion in primary schools.
- The findings suggest that the community need more education, so they play a part in ensuring

that children with mental impairment acquire quality primary school education.

- The findings recommend that the community need more education, so as they play a part in ensuring that children with mental impairment acquire quality primary school education.

Suggestions for Further Research

The current study investigated the factors influencing children with mental impairment in acquiring quality primary school education in Singida Municipality. Further studies can be conducted to examine factors influencing children with mental impairment in acquiring quality education at other levels of education, such as secondary or tertiary levels. Further studies can also examine factors influencing children with mental impairment in acquiring quality education in other areas of Tanzania.

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