

## **The Perceptions of Teachers towards the Effectiveness of Class-based Mentors in the Mentoring of Student Teachers on Teaching Practice**

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**ABSTRACT** This research sought to determine the effectiveness of mentoring of student teachers on teaching practice by class-based mentors as perceived by teaching diploma holder in Binga District Primary Schools. In this research, a random sample of 30 teachers, conveniently selected from six primary schools was used as research subjects. The descriptive survey was the research method suitable for the research and a self-administered questionnaire was used as the research instrument to gather relevant data. The rate of return of the questionnaire was 100%. Data collected was presented through tables and graphs. The research study showed that while class-based mentors played a significant contribution in the professional development of student teachers on teaching practice, they lacked the necessary mentoring knowledge and skills to perform their roles with expertise particularly in the areas of joint approaches, building positive mentor-mentee relationships and assessment. It was also revealed that class-based mentors were not committed to their duties. The research recommends that class-based mentors be given the necessary orientation and training in mentoring knowledge and skills. It is also necessary to attach student teachers to teachers with less school duties so that there is adequate time for joint approaches.