

Abstract

This study had sought to identify the nature and types of mentoring programs in our universities; to identify the challenges/problems encountered by staff and students in the process of mentoring; to find out the coping mechanisms and resolutions of conflicts arising from students, unrest, drug use and abuse as well as deviant misbehaviours in higher learning institutions and to suggest ways of improving mentoring programs in institutions of higher learning. The analysis and description of mentoring and development strategies as an integral component in youth empowerment and social emancipation was based on the theory of Mentoring Mosaic by Darling (1990). The study population was drawn from two Kenyan public universities namely; Kenyatta University, and University of Nairobi. Using the purposive sampling technique, the researchers selected twenty five students per institution. The data from respondents was classified according to the variables and the variable was then related to the research objectives. This research exposes the problem of mismatch between the expectations of a mentoring programme and the situation in practice. This includes: lack of a clear method of matching of mentor and the mentoree, low level of motivation of both mentors and mentorees among others. The administrators do not have a clear guideline on how to match mentors and mentorees and focus more on coordination. The study recommends that a mechanism of matching mentors and mentorees be put up.; management to motivate mentors and mentorees ; set a day when each mentor is not occupied with any official duty so as to meet the mentorees ; create awareness of the existence of mentoring programme to both students and staff and increase both administrators and mentors.