

## **Bibliographical Note**

Chalachew Wassie Wollie is Senior Lecturer at Department of Psychology, Mekelle University, Ethiopia. He has received his Master of Arts Degree in Social Psychology from Addis Ababa University, Ethiopia. He is currently Head of Quality Assurance at College of Social Sciences and Languages, Mekelle University. He has also served other positions at different times in the same college such as Head of Department of Psychology, and Coordinator of Research and Graduate Program. He has also spent his profession at this college where he has taught dozens of psychology courses. His current publication includes, but not limited to, the influence of time perspective on time management and risk perception among university students (BJE, 2014), psychosocial attributes of safer sex to prevent HIV/AIDS infection among sexually active women (EJDR, 2014) and rethinking social capital for reducing poverty (IPP-Research, Practice and Consultation, under review). Besides, he is active reviewer of AJAP since 2014.

Chalachew's scientific writings have support with Mekelle University, NORAD and CODESRIA grants. In addition to his scholarly writing, he also attracts psychological science for the public audience. His writings appeared in "Voice Magazine" of the college and summary meeting report of population-level social and behavior change evidence review for child survival in Africa from Jan. 14-18, 2013. He has also provided trainings for a number of community groups granted from knowledge transfer and community services projects of Mekelle University.

His research interests are in alternative concepts of social psychology, cultural effects in cognitive representations of conflicts, causal attributions of outcomes, learning and personal development, gender issues, workplace conflict management styles, mental health and quality of life, risk behavior management, HIV/AIDS and related psychosocial attributes. His current research focuses on major educational and social ills in the country that require critical examination and professional intervention such as HIV/AIDS, poverty, social capital, environmental literacy (values, perceptions), recidivism, street children, gender socialization and sexual objectification and its adverse effect on female students academic competency, risk taking behaviors in educational setting.