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Advantages of distance learning for the persons prone to self-handicapping/
Self-handicapping is a contemporary new phenomenon in personality psychology which is attracting growing attention of educators. This phenomenon frequently occurs in the academic settings, caused by the vulnerability of the learner to an inadequate academic performance that might infringe one's self-image. As our empirical data have shown, learners resort to self-handicapping mainly for the sake of "saving appearances". This type of behavior, as we have found in our previous research, is determined by several factors: low or inadequately high self-esteem, low level of one's self-efficacy belief, high level of neuroticism. The fact that self-handicapping appeared to correlate negatively with various forms of proactive coping allowed us to conceptualize it as a non constructive form of proactive coping behavior. Its major distinguishing feature, in our opinion, is that of being indicative of high level of public self-consciousness, i.e. sensitivity to a possible negative evaluation of one's academic performance by the peers and instructors.

There are research findings of an intensive traumatizing effect of self-handicapping on the learners. Previously the phenomenon was investigated actively in clinical settings. Handicappers are reported at times to exaggerate the anticipated likelihood of academic failure and create by this type of behavior additional problems for themselves by missing chances because of self-handicapping to pass examinations on time or cope with other challenges.

So, distance learning seems to offer many advantages to the category of learners prone to self-handicapping either because of their sensitive ego, or high level of public self-consciousness, or the both. The availability of an opportunity to avoid the situations of the face-to-face interaction with other people thanks to the distance-learning alternative of getting education, under which both intermediate and final knowledge testing procedures are mediated by computers and are, in fact, impersonal, might appear to be very beneficial for the adult learner with high levels of the fear of experiencing failure because of public self-consciousness.