A Correlational Study between Personality Traits and Challenges in Online Learning of Advertising Students from Polytechnic University of the Philippines

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ABSTRACT
The purpose of this study was to evaluate the correlation between personality traits and challenges in the online learning of advertising students. The researchers utilized the descriptive statistics and tabulation to interpret the data. The data was gathered from the survey questionnaire in Google docs that was distributed through a messenger application. Findings showed that the students encountered emotional and intellectual challenges more than the rest of the challenges. Openness to Experience, based on the respondents, is the most dominant trait among the Big Five Personality Traits during online learning. It also showed that there is a significant relationship between students' personality traits and challenges they experience during online classes. Thus, the researchers recommend that higher education should help to enhance the students' conscientiousness and consider the challenges students experience during online learning.

Keywords: *Personality Traits, Challenges, Online Learning, Significant Relationship, Advertising Students*

1. INTRODUCTION

In the past decade, prediction of academic performance has been considered dependent on cognitive factors which are intelligence capability and academic abilities. However, researchers in social sciences and education in recent years have recognized the critical role that non-cognitive factors play in academic performance (Stankov & Lee, 2014). The conception of 'non-cognitive' as elaborated by (Khine & Areepattamannil, 2016) has many phraseological collocations and those that are frequently used are namely skills, factors, abilities, attributes, traits, variables, outcomes, predictors and constructs. It has been noted in the study of (Barrett, 2014) that non-cognitive factors should be taken seriously. The quality of students' non-cognitive skills in terms of personality traits is vital to different modes of learning for it has a broad range of personal attributes that could potentially determine their academic performance.

Students in higher education differ in how they deal with their studies; some survived the whole semester by improving their perseverance skills, some developed their eagerness to seek out ideas and approaches so they can learn from others, and there are those who are associated with anxiousness in failure but still do better in their academic performance. Traditional advertising design schools that help educate illustrations appear to concentrate on teaching experience and practical oriented practice in a workshop learning environment. The studio teaching atmosphere allows learners to tackle practical tasks either jointly or separately with their peers, and the lecturer will attentively evaluate the projects with consultation all through the session (Zulkafly & Hashim, 2021). Aside from cognitive skills being a predictor of academic performance, students' non-cognitive personality traits are also found as an important strong coping mechanism of students and a predictor of their academic performance. Each student differs from one another in terms of their learning styles, traits and motivation. Each student differs in how they process, encode, and organize information, some take information quickly whereas some are thoughtful learners (Komarraju et. al, 2011)

Due to the situation caused by the Covid-19 pandemic, switching of learning modalities from face-to-face to online learning was made possible. The changes in mode of learning have impacted the personality traits of students to change because of the challenges they encounter. In the present research, it is assumed that the degree of creativity of students in online learning is higher. Findings by (Abedini, 2020) showed that the students were found to be more open to experience and have more conscientiousness in online learning, which was seen as consistent with Cohen and Baruth's research findings (2017).

Some have seen and experienced virtual learning as more challenging than when it was still physical learning – which may have pushed their ability to adapt and change the way they cope with challenges in learning. Some students may have a high percentage of openness during face-to-face learning resulting in higher GWA but when they started to switch to online learning, a higher percentage of conscientiousness began to surpass the openness. In educational settings, it is important to assess the personality of students and know their challenges while undergoing online mode of learning to know if a certain personality can really help cope with the challenges they experience in a different kind of learning set-up. Understanding the relationship between personality and challenges of students may be central to developing more effective strategies in learning.

2. METHODS

The researchers used a quantitative research approach to evaluate the strength of correlation between the personality traits and challenges in online learning by way of generating numerical data. The study was conducted using Correlational Research. Correlational research investigates relationships between variables without the researchers controlling or manipulating any of them (Pritha, 2021).

The respondents of the study are the selected students of Polytechnic University of the Philippines under the ADPR department who are enrolled as Synchronous or in online mode of learning in the last academic year 2020-2021. These students are the ones needed because the researchers want to know their perspective and thoughts about their experience and challenges that they encounter in online classes. The researchers want to know if their personality traits and challenges in online learning are correlated to each other.

The research instrument that the researchers used was an online survey form and it is divided into three (3) parts. The first part asked for the academic profile of the respondents where it determined their year level and their academic performance based on their GWA. The second part used a personality test in which respondents assessed their personality in online learning. This personality test is called the Big Five Personality Test adapted from Dr. Edwin van Thiel's version. The researchers modified the questions according to the scope of the study and made 10 questions for each factor. And for the last part, the respondents rated their challenges experienced in online learning. The aspects of challenges included were the researchers' own developed aspects. The researchers were able to list and identify 6 general aspects of student's challenges in online learning. There are 5 statements designated in each given aspect and the statements were made in proportion to the scope of the study.

The following procedures were done according to the research methodology to obtain an appropriate result for this research. To ensure the participation of the respondents, the researchers politely requested a screenshot as proof that they completed the survey.

3. RESULTS AND DISCUSSION

Personality Traits

Table 1. Mean and Verbal interpretation of Extraversion

Statement	Mean	Verbal Interpretation
I like to present in front of everyone	2.35	Disagree
I like talking to my classmates and professors	2.69	Agree

Statement	Mean	Verbal Interpretation
I like lifting everyone's mood	2.88	Agree
I'm a jolly person	2.80	Agree
I like it when I make people laugh	3.25	Agree
I tend to make friends with everyone	2.64	Agree
I like interactive class	2.94	Agree
Talking to my friends make my day	3.26	Strongly Agree
I enjoy being with people than being alone	2.62	Agree
I like it when people are giving me attentions	2.59	Agree
Grand Mean	**2.80**	**Agree**

According to Table 1, they strongly agreed that talking to their friends made their day but they disagreed that they like presenting in class in front of everyone. They agreed in the rest of the statements which shows they have a positive attitude in their Extraversion trait. They tend to be more active when they are with their friends but slightly passive if it is related to school works like presentations. It is a relatively stable characteristic of people, which makes them behave uniquely (Bhagat et al., 2019). Overall, they agreed that Extraversion has a huge participation In online learning with a grand mean of 2.80.

Table 2. Mean and Verbal interpretation of Agreeableness

Statement	Mean	Verbal Interpretation
I'm always cooperative to others	3.17	Agree
I like helping others	3.25	Agree
I'd rather be a helper than being helped by	3.20	Agree
I like to encourage others	3.25	Agree
I'm fond of group activities	2.83	Agree
Group works are better than working alone	2.94	Agree
I like group works because i build closer relationship to others	2.87	Agree
I listen to everyone's opinion	3.50	Strongly Agree
I respect everyone's decision	3.52	Strongly Agree
I'm curious to what people are thinking	3.31	Strongly Agree
Grand Mean	**3.18**	**Agree**

In Table 2, advertising students strongly agreed that they listen and respect everyone's decision and are curious to what other people are thinking while they agreed to the rest of the statements. It showed that it is

okay for them to interact and cooperate with other students during online class. However, Kemp and Grieve (2014) argued that their study found that online and face-to-face learning activities can lead to similar levels of academic performance, but students prefer written activities online than to participate in the discussion in person. Overall, with a Grand mean of 3.18, they all agree that the Personality Trait of Agreeableness is really essential in online learning.

Table 3. Mean and Verbal interpretation of Neuroticism

Statement	Mean	Verbal Interpretation
I don't feel relaxed during class most of the time	2.76	Agree
I always worry about getting good grades	2.85	Agree
I panic easily when my name is called for recitation	2.97	Agree
I always get irritated when I'm not able to understand the lesson	2.83	Agree
I always fear of being left behind	3.01	Agree
I am easily bothered by things	2.99	Agree
I often feel blue	2.73	Agree
I can't remain calm under pressure	2.57	Agree
I am filled with doubts and negative thoughts	2.73	Agree
I don't feel confident to answer during class	2.81	Agree
Grand Mean	**2.83**	**Agree**

According to table 3, advertising students agreed in all the statements included in Neuroticism. It showed that they don't feel relaxed during class most of the time, they always worry about getting good grades, they panic easily when their name is called for recitation, they always get irritated when they're not able to understand the lesson, they always fear of being left behind, they are easily bothered by things, they often feel blue, they can't remain calm under pressure, they are filled with doubts and negative thoughts, and don't feel confident to answer during class. Learners under pressure may also find it more difficult than usual to be self-directed (Carter Jr, et al., 2020). Despite the continuous growth of learning in higher education, it has also revealed some serious concerns regarding students' low engagement in classes (Wang et al., 2019). The overall results of the study by (Lazarevic & Bentz, 2021) show a significant difference in the perceived level of stress associated with the different learning environment of students and that stress modifies their learning outcomes. Overall, with a grand mean of 2.83, they all agree that Neuroticism Personality Trait has a great part in online learning.

Table 4. Mean and Verbal interpretation of Openness to Experience

Statement	Mean	Verbal Interpretation
I have a rich vocabulary	2.57	Agree
I am curious about how things work	3.31	Strongly Agree
I have an active imagination	3.21	Agree

Statement	Mean	Verbal Interpretation
I enjoy hearing new ideas	3.49	Strongly Agree
I like philosophical discussions	3.00	Agree
I get excited by new ideas	3.41	Strongly Agree
I am interested in abstract ideas	3.13	Agree
I appreciate the beauty of arts	3.56	Strongly Agree
I am excited on new topics to learn	3.33	Strongly Agree
I am a very open person	3.23	Agree
Grand Mean	**3.22**	**Agree**

Table 4 showed that advertising students strongly agreed they are curious about how things work, they enjoy hearing and get excited by new ideas, they appreciate the beauty of arts, and they get excited on new topics to learn. In addition, advertising students agreed they have a rich vocabulary, they have an active imagination, they like philosophical discussions, they are interested in abstract ideas, and are very open people. Learners under pressure may also find it more difficult than usual to be self-directed (Carter Jr, et al., 2020). Findings by (Audet, et al., 2021) suggest that openness to experience may be an adaptive trait for students' transition to online classes during this time of uncertainty. Overall, with a grand mean of 3.22, they all agree that Openness to Experience Personality Trait has a great part in their online learning experience.

Table 5. Mean and Verbal interpretation of Conscientiousness

Statement	Mean	Verbal Interpretation
I always get things done on time	2.64	Agree
I make plans and stick to them	2.64	Agree
I always make good use of my time	2.55	Agree
I always come prepared to class	2.38	Disagree
I am fond of making to-do list	2.75	Agree
I am a self-disciplined person	2.61	Agree
I am an organized person	2.73	Agree
I remain determined despite difficulty	3.04	Agree
I am always active during recitation/discussion	2.19	Disagree
I always participate during activities	2.71	Agree
Grand Mean	**2.62**	**Agree**

According to table 5, advertising students disagreed they always come prepared to class and are always active during recitation/discussion. Meanwhile, they all agreed that they always get things done on time, they make plans and stick to them, they always make good use of their time, they are fond of making to-do lists, they are self-disciplined people, they remain determined despite difficulty, and they always participate during activities. It appears that several non-cognitive factors (personality traits) were the students' coping partners. It includes extending the time for learning tasks, regulating the self, practicing time-management, seeking support from peers, and doing learning tasks ahead which are all considered under the many facets of the big five personality (Rotas & Cahapay, 2021). Overall, with a grand mean of 2.62, they all agree that Conscientiousness Personality Trait has a great part in their online learning.

Challenges

Table 6. Mean and Verbal interpretation of Physical Environment Aspect

Statement	Mean	Verbal Interpretation
My surrounding is noisy even in my school hours	2.88	Sometimes
My house has no room for quiet and comfortable place	2.66	Sometimes
I can't focus in online classes because of the distractions around me	2.90	Sometimes
I am doing my chores in the house while i am in online classes	2.77	Sometimes
I don't have my personal space in our house that's why i can't focus on studying	2.60	Sometimes
Grand Mean	**2.76**	**Sometimes**

As shown in table 6, advertising students sometimes experience all the physical environment statements above. Physical environment challenges have a larger contribution to students' experience in online mode of learning. Sometimes they cannot focus on online classes because of the distractions and they have no personal space. Difficulty in learning styles, having to perform responsibilities at home, and poor communications between teachers and learners were also found in their study as the most frequently encountered and experienced barriers in online learning (Baticulon et al., 2021). The overall results of the study by (Lazarevic & Bentz, 2021) show a significant difference in the perceived level of stress associated with the different learning environment of students and that stress modifies their learning outcomes. Overall, advertising students experience the physical environment challenges in online mode of learning with a grand mean of 2.76.

Table 7. Mean and Verbal interpretation of Emotional Aspect

Statement	Mean	Verbal Interpretation
I feel pressured because of the workload in online classes	3.12	Sometimes
I feel lonely and lack of motivation	2.97	Sometimes
I got mental health issues because of the new mode of learning	2.90	Sometimes
I feel unmotivated on taking online class	3.05	Sometimes
I feel like I'm always being left behind	2.83	Sometimes
Grand Mean	**2.97**	**Sometimes**

Table 7 showed that advertising students sometimes experience all the emotional challenges above. Emotional challenges have also a larger contribution to their online mode of learning. Online classes made them feel unmotivated and lonely because of the workloads and pressure in online mode of learning. The student's performances who are participating in online learning are not satisfactory and their persistence and efficiency are also poor due to lack of communication between them and their teachers (Hu & Li (2017). Despite the continuous growth of learning in higher education, it has also revealed some serious concerns regarding students' low engagement in classes (Wang et al., 2019). Overall, advertising students experience emotional challenges with a grand mean of 2.97.

Table 8. Mean and Verbal interpretation of Intellectual Aspect

Statement	Mean	Verbal Interpretation
It is hard for me to understand lessons in online classes	2.90	Sometimes
I easily forget the lesson in online class	3.19	Sometimes
I cannot think properly when answering in the recitation in online class	2.99	Sometimes
I'm having a hard time answering quizzes/tests when there is a time limit	3.07	Sometimes
I cannot focus answering when we have individual activity	2.52	Sometimes
Grand Mean	**2.96**	**Sometimes**

In table 8, advertising students sometimes experience intellectual challenges that have a larger contribution to their online mode of learning. They find online classes hard for them because they have a hard time to answer quizzes with limited time and they cannot think properly that they can easily forget lessons. It tends that the challenges above affect the intellectual capacity of the students. The student's performances who are participating in online learning are not satisfactory and their persistence and efficiency are also poor due to lack of communication between them and their teachers (Hu & Li (2017). A study by (Barrott, et al., 2021), although it was revealed that the same barriers in online learning of students were also present, they found that non-cognitive factors (personality traits) were the most frequently used strategies by them. Resource management and utilization, time management, and help-seeking were just the few non-cognitive factors (personality skills) they use to overcome the barriers in online learning. It appears that several non-cognitive factors (personality traits) were the students' coping partner. It includes extending the time for learning tasks, regulating the self, practicing time-management, seeking support from peers, and doing learning tasks ahead which are all considered under the many facets of the big five personality (Rotas & Cahapay, 2021). Overall, advertising students experience intellectual challenges with a grand mean of 2.96.

Table 9. Mean and Verbal interpretation of Technological Aspect

Statement	Mean	Verbal Interpretation
I don't have wifi/data for every online classes	1.78	Seldom
I don't know how to use computer	1.27	Never
The gadget that I use in online classes is not in good condition	1.81	Seldom
I encounter technical issues that cause me to repeatedly leave in	2.33	Sometimes

Statement	Mean	Verbal Interpretation
online classes		
The internet connection in our location is very poor	2.25	Seldom
Grand Mean	**1.89**	**Seldom**

As shown in Table 9, advertising students seldom experience that they do not have wifi or data for every online class, problems with poor internet connectivity and their gadgets that they use are not in good condition. Apart from that, they also sometimes experience technical issues that cause them to leave the online class oftentimes. The same difficulties were encountered in online learning in Pakistan, where the great majority of students were unable to use the internet owing to technical issues and problems with their financial status (Adnan & Anwar, 2020). However, advertising students stated that they never had a problem with computer knowledge. Online learning can provide benefits throughout a pandemic, such as distant learning, comfort, accessibility, and so on (Mukhtar et al (2020). All in all, advertising students experience technological challenges with a grand mean of 1.89.

Table 10. Mean and Verbal interpretation of Financial Aspect

Statement	Mean	Verbal Interpretation
I must work for myself and for my study	2.27	Seldom
My family has more important bills to pay than buying new things for my online classes	2.72	Sometimes
I cannot afford gadgets for online classes so we had to borrow one	1.69	Never
My family has a lot of debt to pay that's why we cannot afford wifi/data for online class	1.60	Never
My family cannot afford wifi/data for a whole week	1.39	Never
Grand Mean	**1.93**	**Seldom**

According to table 10, advertising students stated that they never experience not affording gadgets for online class, have a lot of debt to pay, and not having wifi or data for a whole week. According to Mukhtar et al. (2020), distance learning appears to provide benefits such as distance learning, comfort, accessibility, and so on during a pandemic. In spite of that, advertising students still sometimes experience that their families' important bills to pay come first and they seldom need to work for themselves to pay for their needs in online class. Challenges with learning styles, having to fulfill household chores, and poor communication between educators and learners were also identified as the often seen and observed barriers in distance learning in their study. The same problems in online learning were observed in Pakistan, in which the vast number of learners were unable to access the net due to technical and financial difficulties (Adnan & Anwar, 2020). Overall, advertising students experience financial challenges with a total grand mean of 1.93.

Table 11. Mean and Verbal interpretation of Social Aspect

Statement	Mean	Verbal Interpretation
It is hard for me to socialize in virtual meeting	2.93	Sometimes
I don't feel confident sharing my ideas in virtual group meetings	2.79	Sometimes
I rarely participate in online class/group meetings	2.50	Seldom
I prefer chatting than turning on my microphone during virtual meetings	3.00	Sometimes
I don't feel comfortable turning on my camera during online class	3.24	Sometimes
Grand Mean	**2.89**	**Sometimes**

As seen in table 11, having a hard time to socialize, not having enough confidence to share ideas, prefer chatting than turning on microphones, and not feeling comfortable turning on cameras during online class are the challenges that advertising students sometimes experience. Also, advertising students stated that they seldom participate in group discussions. As per study of Hu and Li (2017), students who participate in online learning do poorly in terms of perseverance and efficiency, and this is due to a lack of contact between them and their professors. Generally, advertising students experience challenges in social aspects with a grand mean of 2.89.

Personality Traits and Challenges Significance

Table 12. Pearson r Correlation: Extraversion

Indicators	Correlation Coefficient	Interpretation	p-value	Remarks
Physical Environment	-0.060	Weakly Negative	0.372	Not Significant
Emotional Aspect	-0.135	Weakly Negative	0.042	Significant
Intellectual Aspect	-0.157	Weakly Negative	0.018	Significant
Technological Aspect	-0.158	Weakly Negative	0.017	Significant
Financial Aspect	-0.386	Moderately Positive	0.000	Significant
Social Aspect	0.492	Moderately Positive	0.000	Significant

Note: "Significant if p-value is less than or equal to 0.05, otherwise Not Significant".

Table shows the significant relationship between the respondents' personality traits in terms of extraversion and their challenges in online learning. Result shows a p-values on Emotional Aspect (0.042), Intellectual Aspect (0.018), Financial Aspect (0.000), Social Aspect (0.000) and Technological Aspect (0.017) which are all less than the 0.05 level of significance and tells a significant result. This indicates that there is a significant relationship between the respondents' personality traits in terms of extraversion and their challenges in online learning under these aspects. However, the result in terms of Physical Environment (0.372) is found not significant with a p-value that is greater than 0.05.

Table 13. Pearson r Correlation: Agreeableness

Indicators	Correlation Coefficient	Interpretation	p-value	Remarks
Physical Environment	-0.057	Weakly Negative	0.396	Not Significant
Emotional Aspect	-0.088	Weakly Negative	0.187	Not Significant
Intellectual Aspect	-0.090	Weakly Negative	0.176	Not Significant
Technological Aspect	-0.109	Weakly Negative	0.103	Not Significant
Financial Aspect	-0.297	Moderately Negative	0.000	Significant
Social Aspect	0.564	Strongly Positive	0.000	Significant

Note: "Significant if p-value is less than or equal to 0.05, otherwise Not Significant".

Table shows the significant relationship between the respondents' personality traits in terms of agreeableness and their challenges in online learning. Result shows p-values on Financial Aspect (0.000) and Social Aspect (0.000), which are both less than the 0.05 level of significance and tells a significant result. This indicates that there is a significant relationship between the respondents' personality traits in terms of agreeableness and their challenges in online learning under these two aspects. However, results in terms of Physical Environment (0.396), Emotional Aspect (0.187), Intellectual Aspect (0.176) and Technological Aspect (0.103) are found not significant with a p-value that is greater than 0.05.

Table 14. Pearson r Correlation: Neuroticism

Indicators	Correlation Coefficient	Interpretation	p-value	Remarks
Physical Environment	0.278	Moderately Positive	0.000	Significant
Emotional Aspect	0.611	Strongly Positive	0.000	Significant
Intellectual Aspect	0.534	Strongly Positive	0.000	Significant
Technological Aspect	0.194	Weakly Positive	0.003	Significant
Financial Aspect	0.480	Moderately Positive	0.000	Significant
Social Aspect	0.534	Strongly Positive	0.000	Significant

Note: "Significant if p-value is less than or equal to 0.05, otherwise Not Significant".

Table shows the significant relationship between the respondents' personality traits in terms of neuroticism and their challenges in online learning. Result shows a p-values on Physical Environment (0.000), Emotional Aspect (0.000), Intellectual Aspect (0.000), Financial Aspect (0.000), Social Aspect (0.000) and Technological Aspect (0.003) which are all less than the 0.05 level of significance and tells a significant result. This indicates that there is a significant relationship between the respondents' personality traits in terms of neuroticism and their challenges in online learning under these five aspects.

Table 15. Pearson r Correlation: Openness to Experience

Indicators	Correlation Coefficient	Interpretation	p-value	Remarks
Physical Environment	-0.028	Weakly Negative	0.670	Not Significant
Emotional Aspect	-0.053	Weakly Negative	0.429	Not Significant
Intellectual Aspect	-0.131	Weakly Negative	0.048	Significant
Technological Aspect	-0.325	Moderately Negative	0.000	Significant
Financial Aspect	-0.183	Weakly Negative	0.006	Significant
Social Aspect	0.443	Moderately Positive	0.000	Significant

Note: "Significant if p-value is less than or equal to 0.05, otherwise Not Significant".

Table shows the significant relationship between the respondents' personality traits in terms of openness to experience and their challenges in online learning. Result shows p-values on Intellectual Aspect (0.048), Financial Aspect (0.006), Social Aspect (0.000) and Technological Aspect (0.000) which are all less than the 0.05 level of significance and tells a significant result. This indicates that there is a significant relationship between the respondents' personality traits in terms of openness to experience and their challenges in online learning under these aspects. However, results in terms of Physical Environment (0.670) and Emotional Aspect (0.429) are found not significant with a p-value that is greater than 0.05.

Table 16. Pearson r Correlation: Conscientiousness

Indicators	Correlation Coefficient	Interpretation	p-value	Remarks
Physical Environment	-0.221	Moderately Negative	0.001	Significant
Emotional Aspect	-0.435	Moderately Negative	0.000	Significant
Intellectual Aspect	-0.387	Moderately Negative	0.000	Significant
Technological Aspect	-0.208	Moderately Negative	0.000	Significant
Financial Aspect	-0.431	Moderately Negative	0.000	Significant
Social Aspect	0.265	Moderately Positive	0.000	Significant

Note: "Significant if p-value is less than or equal to 0.05, otherwise Not Significant".

Table shows the significant relationship between the respondents' personality traits in terms of conscientiousness and their challenges in online learning. Result shows a p-values on Physical Environment (0.001), Emotional Aspect (0.000), Intellectual Aspect (0.000), Financial Aspect (0.000), Social Aspect (0.000) and Technological Aspect (0.000) which are all less than the 0.05 level of significance and tells a significant result. This indicates that there is a significant relationship between the respondents' personality traits in terms of conscientiousness and their challenges in online learning under these five aspects.

DISCUSSION

Findings showed that openness to experience has the highest grand mean, followed by Agreeableness, then Neuroticism, Extraversion, and then lastly, Conscientiousness which stands the lowest in grand mean with a verbal interpretation of "agree" in all the Personality traits. Overall, it showed that Openness to experience is the dominant personality trait of advertising students in their online learning among their Big Five Personality Traits gathering the highest mean while Conscientiousness with the lowest grand mean which stands the least dominant among all the Big Five Personality Traits of advertising students in their online learning.

It also showed that advertising students experience Emotional, Intellectual, Social, and Physical Challenges sometimes during their online learning. Meanwhile, they seldom experience Technological and Financial Challenges in their online learning. Overall, it showed that Emotional, Intellectual, Social, and Physical are the aspects of challenges which are experienced often by advertising students in their online learning with a verbal interpretation of "sometimes".

There is a significant relationship between the respondents' personality traits in terms of extraversion, agreeableness, neuroticism, openness to experience, and conscientiousness and their challenges in online learning under these aspects based on the findings. Therefore, all personality traits under the big five personality have a significant relationship with students' challenges in online learning, proving the hypothesis.

4. CONCLUSION

The conclusion can be drawn that openness to experience is the most dominant personality trait of advertising students among all personality traits during online mode of learning. Few of the advertising students may have disagreed that they have a rich vocabulary but majority of them stated that they are curious about how things work, they enjoy hearing new ideas, they appreciate the beauty of arts and they get excited by new ideas. It has also been revealed that most advertising students think they have an active imagination and like philosophical discussions. Majority of them see themselves as a very open person and results have shown they get excited to learn new topics and are interested in abstract ideas.

It has also been determined that the often-experienced aspect of challenges of the advertising students is the emotional aspect during online mode of learning. The advertising students sometimes experience all the challenges in the emotional aspect where they feel pressured because of the workload in online classes, they feel unmotivated, lonely, they have mental issues and they feel like they are always left behind. Some of the advertising students also experience this challenge sometimes but the intellectual aspect stands as the most challenging during their online learning. Sometimes, lessons in online classes are hard to understand because they cannot think properly, they are having a hard time answering quizzes and tests in a limited time, and they cannot focus on answering their individual activity. Overall, the emotional and intellectual aspects stand dominant among all challenges in online learning for advertising students.

According to the result of Pearson r correlation, it has been determined that extraversion has a significant relationship in all of the challenges except in the physical environment. Apart from that, financial aspect and social aspect are the only two that have significant correlation to Agreeableness. All of the challenges that advertising students experience in online learning have a significant relationship to Neuroticism. With regards to Openness, it has a significant relationship to all of the challenges in online learning. In addition to that, physical environment and emotional aspect are the only challenges that do not have significant relationship to personality traits in terms of Conscientiousness. All in all, it has been concluded that all of the personality traits of the advertising students indeed have a significant relationship to challenges that they experience during online class.

The researchers recommend that higher education helps the students enhance their conscientiousness traits. Since this type of personality trait stands the least dominant among all personality traits during the online learning of the students, it is important that students be guided on how to improve and enhance this trait. This can be done by strengthening the existing programs, counseling, and seminars of higher education.

The department should consider the challenges of the students they encounter in online mode of learning. Emotional aspects are the majority of the advertising student's experience in online mode of learning. They

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feel unmotivated and lonely, they feel like they're always being left behind, and feel the pressure because of the workload in their online classes which all fall under their emotional aspect. The researchers recommend that the school's department provide webinars that talk about the students' mental health situations in this new mode of learning. The webinars and meetings could teach and guide professors to create a new teaching style that considered mental health problems of the students. The researchers would also like to recommend a consultation survey every semester as a guide to work with the department's project for advertising students.

Second, advertising students' majority experience is the intellectual aspect which has changed their intellectual capacity in online mode of learning. The researchers would like to recommend giving exciting and skill related activities to students to exercise their intellect. The researchers also recommend test day or training day for a student's intellect. Professors could ask their students what kind of interactive and fun way of teaching for the subject so that it can help both professor and students understand each other.

The researchers recommend the department's social media to post motivational messages that will motivate students. Professor can help and give time to meditate for at least 5-10 mins before starting the class. It will help students feel calm and focused in lessons.

The researchers also recommend parents or guardians to spend time asking how their children are doing in class and listening to them. By doing so, they will know the challenges their children encounter in online learning and can help them overcome it by motivating and sharing words of wisdom.

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