

# Challenges in Teaching Music among Adult Beginner of Private Esperto Music Studio

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## Abstract

As music education continues to gain popularity among adults, Esperto Music Studio, private music studios in Selangor, Malaysia are experiencing a significant increasing in the number of adult beginners' music learners enrolling for music lessons. This research aims to identify the key challenges that are faced by adult beginner music learners of private Esperto Music studio. This research utilized a quantitative method, conducted a survey with 40 adult beginners' music learners in Esperto Music. Study found that hand coordination is a significant difficult with over 60% of respondents. Maintaining proper posture and technique is another area where learners struggle, with 70.6% finding it very or extremely challenging. Nearly 80% of respondents struggle with memory-related aspects of learning. Around 70% find music theory very or extremely challenging during their learning progress. Sight-reading is also a major challenge, with over half of the learners struggling in this area during their learning progress. While most respondents (39.2%) reported being slightly affected by self-esteem and confidence issues, a notable portion (25.5%) felt no impact, suggesting variability in how these factors influence learners. Fear of failure or judgment is a pervasive issue, with 39.2% slightly affected and 27.5% moderately impacted. Performance anxiety is also significant, with 33.3% experiencing moderate anxiety and 19.6% high anxiety when performing. Feelings of frustration or discouragement affect motivation to practice, with 37.3% reporting slight impact and 23.5% moderate impact. However, a significant portion (27.5%) indicated no impact, highlighting variability in resilience and motivation among learners. This research contributes valuable insight by identifying the challenge that is faced by adult beginners' music learners. Music instructors can empower their beginner adult music learners to overcome barriers, cultivate their musical skills, and embark on a rewarding lifelong journey of musical learning and self-expression.

**Keyword:** Adult Beginners, Music Learner, Challenges, Music Education

## Background of the Study

The expanding trend of adult learners pursuing music education has become a significant phenomenon in recent years. Traditionally, music studios, such as Esperto Music in Selangor, Malaysia, mainly tailored to younger generations, offering lessons in instruments like the piano, guitar, and violin. However, recent employment data implies a substantial growth in adult beginners pursuing to learn musical instruments. This shift is not restricted to Esperto

Music but shows a wider worldwide trend. Earlier research has highlighted this surge in adult music learners (Roulston, 2015; Perkins & Williamon, 2014; Reifinger, 2016), and surveys such as a 2009 Gallup poll reveal that 85% of adults in the United States without musical experience wish they had learned to play an instrument, with 69% expressing a current desire to begin (Healy, 2020). Despite this prevalent interest, a 2012 National Endowment for the Arts survey discovered that only 12% of adults in the U.S. were actively playing musical instruments (Healy, 2020).

As the demographic landscape of music learners continues to evolve, it is necessary to discover the specific challenges adult beginners encounter when learning musical instruments. These challenges often change from those encountered by younger learners and can include physical, cognitive, and psychological barriers (Michałko et al., 2022; Merriam & Baumgartner, 2020; O'Neill, 2012). Understanding these problems is essential for designing useful instructional strategies that provide the needs of adult learners. Furthermore, adults often reveal a high level of motivation for personal development and a willingness for change, which can make learning a musical instrument an especially fulfilling experience if properly supported (Varela et al., 2017).

The significance of this study lies in its capacity to address a necessary gap in existing literature. While much has been written about music education for younger learners, research on the specific challenges and needs of adult beginners is limited. This study objective to fill that gap by examining the difficulties faced by adult music learners at Esperto Music. By recognizing and investigating the physical, cognitive, and psychological challenges these learners face, the research will offer significant visions for music instructors to explain more efficient and designed teaching strategies.

This study is not only valuable for the adult learners at Esperto Music but has wider consequences for music education worldwide. By improving instructional approaches and tackling the single needs of adult beginners, this study will contribute to the improvement of music education practices globally, making musical learning more accessible and pleasant for adult learners of all ages. Eventually, the outcomes of this study will help music instructors adjust their teaching to optimize the learning experience for adult beginners, promoting lifelong learning and the benefits of music education.

### **Problem Statement**

The problem statement of this study revolves around the challenges that faced by adult beginners' music learner when learning a musical instrument at Esperto Music in Selangor, Malaysia. Although the growing trend of adult enrollment in music lessons, there is a significant lack of understanding regarding the specific challenges faced by this demographic (Michałko et al., 2022; Nobile, 2024; Saibunmi C Thuntaweck, 2024). Previous research has identified various challenges such as physical limitations, cognitive barriers, and emotional complexities, which can significantly slow down the progress and overall learning experience of adult music learners (Roeske et al. 2018; Wlodkowski et al., 2017; Terras C Ramsey, 2012). Physical challenges such as motor skills and coordination issues, often exacerbated by age or prior habits (Varela et al., 2017; McPherson et al., 2012; Saxon et al., 2021).

Cognitive challenges like fears of failure, anxiety, and the need for rapid changes in pace to maintain engagement (Healy, 2020; Michałko et al., 2022; Westerlund, 2013). Psychological challenges such as high expectations and complex motivations for learning music can lead to dissatisfaction if not adequately addressed (Varela et al., 2017; Kenny, 2011). Moreover, there is a lack of pedagogical strategies tailored to effectively address these challenges that might be faced by adult music learners (Lennis- Cortés, 2021). Consequently, there is a crucial need to identify and analyze these challenges comprehensively to develop targeted interventions that can enhance the educational outcomes and musical development of adult beginners' music learners at Esperto Music. Notably, there is no research that has been conducted utilizing samples and locations specific to this study, highlighting the relevance and necessity of exploring these challenges in the context of Esperto Music Studio.

This study is crucial because the rising trend of adult learners pursuing music education worldwide focuses on a significant gap in current research. It is crucial to develop a personalized instructional plan that meets their needs. By tackling this gap, the study goal is to enhance music education practices globally to make musical learning more accessible, effective, and enjoyable for adult learners.

#### *Purpose of the Study*

The primary purpose of this study is to identify the challenges that face by adult beginners' learner when learning a musical instrument at Esperto Music studio in Selangor, Malaysia. This involves a comprehensive exploration of physical, cognitive, and psychological challenges that may slow down the progress of adult beginners' learners in their musical journey. Through a detailed analysis of these challenges, the study aims to investigate a deep understanding of their underlying causes. The findings of this study are expected to inform the development of more tailored and effective teaching methods, thereby enriching the overall educational experience for adult beginners' learners at Esperto Music.

#### **Objective of Research**

1. To seek challenges faced by adult beginners' music learners in learning musical instruments at Esperto Music in physical, cognitive and psychology. Research Questions

1. What are the challenges faced by adult beginners' music learners in learning musical instruments at Esperto Music in physical, cognitive and psychology?

#### **Methodology**

An inductive approach was adopted in this study titled challenges in teaching music to adult beginners at Private Esperto Music Studio. A quantitative research approach was used in this study by collecting data through a questionnaire survey for the adult beginners' music learners at Esperto Music. Then, the findings of the data can provide a deeper understanding of the challenges that are faced by adult beginners' music learners. Thereby, it will provide effective pedagogical strategies to address the challenges so that enhance and improve on the music journey of the adult beginners' music learners at Esperto Music.

In this study, the first step was collecting data from the adult beginners' music learner through a combination of open-ended and closed-ended questions in the questionnaire. The questionnaire was distributed to all adult beginner's music learners at Esperto Music, Selangor, Malaysia. The first section of the questionnaire focused on the background of the respondents. The

second section of the questionnaire was designed and focused on seeking the physical, cognitive, and psychological challenges that are faced by the adult beginners' music learners when learning musical instruments. The questions of this section are closed-ended questions, and it is designed by using five Likert scales (challenging at all, slightly challenging, moderately challenging, very challenging and extremely challenging that allows respondents to indicate how challenging they are faced when learning musical instruments. The next step is using the raw materials that were collected from the responds of the questionnaire for analyzation and recognizing the pattern. All raw materials were utilizing statistical techniques and data visualization methods through SPSS. This questionnaire was being examined by conducting a pilot test with ten participants before being distributed to all adult beginners' music learners at Esperto Music. The pilot test helps to evaluate the clarity, relevance, and effectiveness of the questionnaire item. Besides that, it is to ensure the questions accurately capture the intended constructs and are easy to understand for the participants (Williams et al., 2024). Census sampling will then be utilized in this study. A census is a method that all members of a population are analyzed (Martin et al., 2009). Therefore, all adult beginners' music learners at Esperto Music are the participants of this study. It is to ensure a complete representation of the adult beginners' music learners population at the Esperto music studio, Selangor, Malaysia. The collected data is analyzed by using software SPSS (Statistical Package for the Social Sciences). It is to identify patterns, trends, and relationships within the dataset (Williams K., 2024). Lastly, the findings of the study will be presented with descriptive statistics.

The participants of this study are all the adult beginner's music learner who currently enrolled in music lessons at Esperto Music Studio, Selangor Malaysia, diverse group of adult music learners who have embarked on their musical journey later in life. The participants range in age, background, and musical aspirations, reflecting the broader demographic shift towards adult music education. By including all adult beginners' music learners at Esperto Music Studio, this study aims to capture a comprehensive perspective on the challenges that are faced by this demographic of learners and seeking the most effective pedagogical strategies in their pursuit of musical proficiency.

#### *Data Analysis and Statistical Processing*

Upon completion of data collection, the gathered information analysis by using SPSS. Initially, the collected data will be organized and keyed into SPSS software. For the closed-ended questions with Likert scale data, it begins by defining each question as a variable in the Variables View. In Data View will input the responses with each row representing a respondent, and each column a variable (Baburajan et al., 2022). For the multiple response questions, it begins by entering each possible response as a separate variable in Data View, then code responses as 1 (selected) or 0 (not selected).

This study has several limitations that should be addressed and examined for future research. First, the sample size was limited to adult beginners' music learners at Esperto Music Studio. It may not be representative of all adult beginners' music learners in other states. Besides that, it might not capture the diversity of adult beginners' music learners from different musical backgrounds, motivations of learning musical instruments, cultural contexts, as well as personal circumstances. Therefore, future research should include a larger and more diverse sample to increase the generalizability and reliability of the findings. The respondents of the future research might include respondents from various geographical locations, different socioeconomic

backgrounds, and educational experiences. From this, it would provide a more comprehensive understanding of the challenges that are faced by this demographic of respondents and seeking out effective pedagogical strategies to address it.

## Findings

### *Demographics of Respondents*

The first section of the questionnaire is the demographic of respondents which includes the age group, gender, occupation, educational background and the instrument or instruments that are learnt by the respondents at Esperto Music.

Table 1

### *Age of respondents*

Age	Frequency	Percent (%)
18-25	19	37.3
26-33	20	39.2
34-41	11	21.6
Total	50	98.0
Missing	1	2.0

The age of the respondents ranged from 18 to 41 years. 38.0% of respondents were between 18- 25 years old, which was the largest age group in this survey. It was closely followed by the 26-33 age group, which constituted 40.0% of the respondents. The remaining 22.0% were aged between 34-41 years. This distribution indicates most respondents are in their late twenties and early thirties. This ages group of respondents was suggesting that interest engage in learning a musical instruments at Esperto Music, in Selangor, Malaysia.

Table 2

### *Gender of Respondents*

Gender	N	Percentage (%)
Male	30	58.8
Female	20	39.2
Missing	1	2

In terms of gender distribution, surprisingly majority of respondents were male, which is 58.8% of the total. The female's respondents made up 39.2% of the total. This gender distribution indicated male participation rate slightly higher than female in learning musical instruments at Esperto Music.

### *Educational Background*

Table 3

### *Educational Background*

Level	N	Percentage (%)
Undergraduate	40	78.4
Postgraduate	10	19.6
Missing	1	2.0

The educational background of the respondents was mostly undergraduate, a total of 78.4% of the respondents are holding an undergraduate degree. 19.6% of the respondents had completed their postgraduate studies. The result of the survey indicated all the respondents are highly educated and individuals who are interested in continuous learning and personal

growth through music.

Table 4

*Instrument(s) learned by respondents*

Instrument	N	Percentage (%)	Percent of Cases
Piano	28	40.0	56.0
Violin	14	20.0	28.0

For the instrument or instruments that are learned by the respondents at Esperto Music, the combination of piano and guitar were the most popular choices. Twenty-eight respondents were learning each instrument, representing 40.0% of the total responses. The violin was the second choice of the respondents at Esperto Music, with fourteen respondents, representing 20.0% of the total responses. 70 responses were recorded in total. It exceeded the number of respondents because most of the respondents are learning more than one musical instrument at Esperto Music. The result indicated that adult beginners' music learners were showing their interest in learning more than one musical instrument at Esperto Music. It highlighted the necessity of identifying the challenges that are faced by the adult beginners' music learner and seeking pedagogical strategies that accommodate different musical pursuits.

*Technical Challenges Faced by Adult Beginners in Learning Musical Instruments*

The section of the survey aimed to identify the technical challenges faced by adult beginners' music learners at Esperto Music which include hand coordination, finger dexterity, maintaining consistent rhythm and timing, switching smoothly between different chords or notes as well as maintaining proper posture and technique.

Table 5

*Technical Challenges*

Technical Challenges	Not at all (%)	Slightly (%)	Moderately (%)	Highly (%)	Extreme (%)
Hand coordination	3.9	9.8	21.6	35.3	27.5
Finger dexterity	5.9	5.9	19.6	37.3	29.4
Maintain consistent rhythm and timing.	7.8	5.9	7.8	27.5	49.0
Switch between different chords or notes smoothly.	2.0	11.8	11.8	23.5	49.0
Maintain proper posture and technique	3.9	3.9	19.6	35.3	35.3

The first question addressed the challenge of hand coordination while playing musical instruments. A significant number of respondents found this aspect difficult, with 35.3% reporting it as very challenging and 27.5% as extremely challenging. This indicates that over 60% of the learners struggle with coordinating their hands. In contrast, 21.6% found it moderately challenging, suggesting a varying degree of difficulty among the participants. Only a small

fraction, 3.9%, reported no challenge at all, highlighting the widespread nature of this issue. Approximately 37.3% of respondents found this very challenging, while 29.4% deemed it extremely challenging. This suggests that two-thirds of the participants face significant difficulties in enhancing their finger dexterity, which is crucial for playing instruments efficiently. A smaller portion, 19.6%, found it moderately challenging, indicating some variation in the level of difficulty experienced. Only 5.9% reported it as slightly or not challenging at all, underscoring the need for focused practice in this area.

Maintaining consistent rhythm and timing emerged as a major hurdle, with half of the respondents (49.0%) finding it extremely challenging and 27.5% rating it as very challenging. This indicates that rhythm and timing are critical areas where adult learners struggle the most. A minority, 7.8%, found it moderately challenging, while 5.9% considered it slightly challenging. Only a small percentage, 7.8%, did not find it challenging at all, suggesting that effective strategies and interventions are needed to help learners improve in this aspect.

Switching smoothly between different chords or notes was another significant challenge for many respondents. About 49.0% found this extremely challenging, and 23.5% rated it as very challenging. This highlights the difficulty adult learners face in transitioning between notes, which is essential for fluent playing. A smaller group, 11.8%, found it moderately or slightly challenging, while only 2.0% did not find it challenging at all. This indicates that while some learners manage this skill better, the majority still require substantial support.

The analysis of technical challenges faced by adult beginners at Esperto Music Studio highlights significant difficulties in maintaining proper posture and technique while playing musical instruments. The data indicates that most respondents find maintaining proper posture and technique quite challenging when learning musical instrument. 35.3% of respondents reported finding it "very challenging," and another 35.3% found it "extremely challenging." In contrast, only a small group of respondents found that it was less difficult. It is only 19.6% finding it "moderately challenging," and 3.9% each finding that it was "not challenging at all" or "slightly challenging." Lastly, there was a small amount of missing data (2.0%), representing respondents who did not provide an answer to this question.

#### *Cognitive Challenges Faced by Adult Beginners at Esperto Music Studio*

The section of survey aimed to identify the cognitive challenges faced by adult beginners' music learners at Esperto Music which includes remembering musical notation and composition, understanding music theory concepts, and sight-reading musical notation.

Table 6

*Cognitive Challenges Faced by Adult Beginners*

Cognitive Challenges	Not at all (%)	Slightly (%)	Moderately (%)	Highly (%)	Extreme (%)
remembering musical notes and compositions.	2	3.9	15.7	47.1	31.4
understand music theory concepts.	2	11.8	15.7	29.4	39.2
sight-reading musical notation	5.9	9.8	25.5	11.8	45.1

Adult beginners' music learners faced cognitive challenges when learning musical instrument at Esperto, especially in remembering musical notes and compositions. When asked about the difficulty of remembering musical notes and compositions, a significant portion of respondents reported high levels of challenge. Specifically, 47.1% found it "very challenging," and 31.4% found it "extremely challenging," indicating that 80% of respondents struggle with this aspect of learning. Meanwhile, 15.7% found it "moderately challenging," and a small minority of 3.9% found it only "slightly challenging."

Understanding music theory concepts also posed a substantial challenge for many respondents. The data shows that 39.2% found it "extremely challenging," and 29.4% found it "very challenging," suggesting that almost 70% of learners experience significant difficulty with music theory. Additionally, 15.7% found it "moderately challenging," 11.8% found it "slightly challenging," and only 2.0% found it "not challenging at all," with 2.0% of data missing.

Sight-reading musical notation emerged as another major cognitive hurdle. Half of the respondents (45.1%) found it "extremely challenging," and 11.8% found it "very challenging." Combined, these figures indicate that over half of the learners face severe challenges in sight-reading. Furthermore, 25.5% found it "moderately challenging," while 9.8% found it "slightly challenging," and 5.9% found it "not challenging at all." There was 2.0% missing data for this question as well.

*Psychological Challenges Faced by Adult Beginners at Esperto Music Studio*

The survey aimed to identify the psychological challenges faced by adult beginners' music learners at Esperto Music which examines the impact of self-esteem, confidence, fear of failure or judgement, performance anxiety as well as the impact of frustration or discouragement on motivation when they learn musical instruments at Esperto Music.



Table 7

*Psychological Challenges Faced by Adult Beginners*

Psychological Challenges	Not at all (%)	Slightly (%)	Moderately (%)	Significant (%)	Extreme (%)
Impact of self-esteem and confidence on music learning	25.5	39.2	19.6	9.8	3.9
Impact of fear of failure or judgment on music learning	17.6	39.2	27.5	9.8	3.9
Overall confidence in musical abilities	9.8	33.3	33.3	13.7	7.8
Anxiety or stress when performing	13.7	17.6	33.3	19.6	13.7
Impact of frustration or discouragement on motivation	27.5	37.3	23.5	5.9	3.9

Psychological factors such as self-esteem and confidence play a significant role in the music learning journey of adult beginners' music learners at Esperto Music. 39.2% of respondents indicated that self-esteem and confidence were being slightly affected. 25.5% indicated that self-esteem and confidence did not affect them when learning a musical instrument. 19.6% of respondents indicated that self-esteem and confidence were being moderately affected. 9.8% of respondents indicated significantly affected and 3.9% of respondents indicated extreme impacts them when learning musical instrument at Esperto Music.

Fear of failure or being judged is another psychological challenge faced by many learners. A significant portion of respondents (39.2%) reported being slightly affected by this fear, and 27.5% indicated a moderate impact on their music practice. Notably, 17.6% of respondents felt no impact from this fear, while smaller percentages experienced significant (9.8%) and extreme (3.9%) effects. This data underscores the pervasive nature of performance anxiety among adult beginners.

Confidence in musical abilities is crucial for effective learning. Among the respondents, 33.3% felt slightly confident and another 33.3% felt moderately confident in their musical abilities. A smaller group, 13.7%, reported feeling very confident, while 7.8% felt extremely confident. Conversely, 9.8% of respondents did not feel confident at all. These findings highlight the variability in self-assessed musical confidence among adult learners.

Performance anxiety is a common challenge for many musicians. At Esperto Music Studio, 33.3% of respondents reported experiencing moderate anxiety or stress when performing in front of others. Low levels of anxiety or stress were reported by 17.6%, and 13.7% felt no anxiety or stress at all. High and very high levels of anxiety or stress were reported by 19.6% and 13.7% of

respondents, respectively, indicating that performance anxiety is a significant issue for many learners.

Feelings of frustration or discouragement can negatively impact motivation to practice. Among the respondents, 37.3% reported that these feelings slightly affected their motivation, and 23.5% felt a moderate impact. Interestingly, 27.5% of respondents indicated that frustration or discouragement did not impact on their motivation at all. A smaller percentage reported significant (5.9%) and extreme (3.9%) impacts, highlighting that while frustration is common, its impact on motivation varies among individuals.

*Effectiveness of Pedagogical Strategies in Addressing Technical Challenges*

This section delves into the effectiveness of pedagogical strategies employed by Esperto Music instructors to address the technical challenges faced by adult beginners learning musical instruments. It evaluates the respondents' feedback on individualized lesson plans, adaptive instructional techniques, personalized feedback, and the overall impact of these strategies on their progress and proficiency.

Table 8

*Effectiveness of Pedagogical Strategies*

Effectiveness of Pedagogical Strategies	Not helpful (%)	Slightly helpful (%)	Moderately helpful (%)	Significant (%)	Extreme (%)
Individualized lesson plans	2.0	2.0	21.6	27.5	45.1
adaptive instructional techniques	2.0	7.8	17.6	25.5	45.1
Personalized feedback and guidance	5.9	3.9	5.9	43.1	39.2
overall progress	13.7	9.8	25.5	15.7	33.3

Respondents overwhelmingly find individualized lesson plans effective in addressing their specific technical challenges during music lessons. A substantial 72.6% of respondents rated these plans as either "Very Helpful" (27.5%) or "Extremely Helpful" (45.1%), indicating strong satisfaction with the tailored approach to their learning needs. Only a small fraction found them "Not Helpful" (2.0%) or "Slightly Helpful" (2.0%).

Adaptive instructional techniques also received positive feedback, with 70.6% of respondents finding either "Very Helpful" (25.5%) or "Extremely Helpful" (45.1%) in overcoming technical difficulties. A modest 2.0% of respondents found these techniques "Not Helpful," while 7.8% rated them as "Slightly Helpful."

The provision of personalized feedback and guidance by instructors was highly valued by respondents. A significant 82.3% rated this approach as either "Very Helpful" (43.1%) or "Extremely Helpful" (39.2%), demonstrating its critical role in addressing technical

weaknesses. Only 9.8% found it "Not Helpful" (5.9%) or "Slightly Helpful" (3.9%).

When considering the overall impact of pedagogical strategies focused on technical challenges, 49.0% of respondents found them "Very Helpful" (15.7%) or "Extremely Helpful" (33.3%). However, there was a broader range of opinions, with 25.5% finding them "Moderately Helpful" and 23.5% rating them as either "Not Helpful" (13.7%) or "Slightly Helpful" (9.8%).

## **Discussion**

The study's findings show that adult beginners' music learners at Esperto Music Studio faced the challenge of physical, cognitive, and psychological learning musical instruments. These challenges that are faced by respondents, while consistent with existing literature, bring out the need for seeking various pedagogical strategies to enhance the learning experience for the adult beginners' music learners at Esperto Music.

### *Physical Challenges*

In this study, the technical challenges that are faced by adult beginners' music learners when learning musical instruments are motor skills and hand coordination. According to Araújo et al., (2020), Varela et al. (2017) and Michałko et al. (2022), these physical challenges such as flexibility or dexterity are often heightened by age or prior experience. Most respondents in this study indicated maintaining proper posture and technique when playing musical instruments to be either very challenging or extremely challenging. This finding is aligned with existing research that suggests older adults may struggle with the physical challenge of playing a musical instrument due to reduced dexterity and flexibility.

To address these challenges, it is essential to implement tailored fingers exercises or warm-up exercises that help adult beginners' music learners to improve fingers dexterity and hands coordination. For example, the music class may incorporate physical warm-up routines, same as the athletes' warm-up exercise, it could help adult beginners' music learners prepare their fingers for the physical demands of playing music instruments. Consistent practice sessions can significantly enhance an adult learner's ability to maintain proper technique and posture as well as the fingers dexterity and hands coordination. Therefore, music instructors may encourage adult beginners' music learners practice in a daily routine to address the technical challenges that faced by (Zhukov, 2021; Coker, 2017; John Renumol, 2022).

### *Cognitive Challenges*

The cognitive challenges that are faced by adult beginners' music learners when learning musical instruments are their memory retention and understanding complex music theory. It aligned with findings from Healy (2020), Michałko et al. (2022), Concina, 2019 and MacRitchie et al. (2020). These cognitive challenges can significantly slow down adult learners' learning progress in their musical education. In this study, a high percentage of respondents indicated music theory and memory retention are challenging. Besides that, the findings show that traditional methods of teaching theory for young generation may not be as effective for adults' learners.

To address these cognitive challenges, it is essential to modify the pedagogical strategies that engage and motivate adult beginners' music learners. The significant pedagogical strategies are the use of mnemonic devices and interactive theory lessons. Mnemonic devices are one of the

approaches that use associations and visual imagery to aid memory. It can help adult beginners' music learners remember musical notation and compositions. Whereas interactive theory lessons incorporate hands-on activities and real-world applications. It can make complex concepts more accessible for adults. beginners' music learners. Besides that, chunking is one of the pedagogical strategies to make learning more manageable for adult beginners' music learners. It involves breaking down complex music theory into smaller or manageable units, so that adult beginners' music learners may easily understand it. According to Lennis Cortes (2019), these pedagogical strategies significantly enhance an adult learner's ability to understand and retain musical knowledge.

### *Psychological Challenges*

The psychological challenges that are faced by adult beginners' music learners when learning musical instruments are their high expectations, fear of failure, and low self-esteem. It aligned with findings from Varela et al. (2017) and Redman (2016). The finding in this study indicates that many adult beginners' music learners struggle with self-esteem and fear of judgment, which can slow down their learning progress.

To address these psychological challenges, it is essential to create a supportive learning environment at Esperto Music. It involves providing personalized emotional support and encouragement, as well as incorporating confidence-building exercises into Esperto's music lessons. One of the approaches is the use of positive reinforcement. Esperto's music instructors may provide feedback to encourage the adult beginners' music learners during the music lesson. It can help to build their self-esteem and confidence. Besides that, it is important to create a sense of community and support among adult beginners' music learners. It can help reduce feelings of isolation and fear of judgment. Music instructors may promote social interaction such as ensemble playing and group classes. According to Mazur and Laguna (2019) learners' emotional well-being motivates them on playing musical instruments.

This study has several limitations that should be addressed and examined for future research. First, the sample size was limited to adult beginners' music learners at Esperto Music Studio. It may not be representative to all adult beginners' music learners worldwide. Besides that, it might not capture the diversity of adult beginners' music learners from different musical backgrounds, motivations of learning musical instruments, cultural contexts, as well as personal circumstances. Therefore, future research should include a larger and more diverse sample to increase the generalizability and reliability of the findings. The respondents of the future research might include respondents from various geographical locations, different socioeconomic backgrounds, and educational experiences. From this, it would provide a more comprehensive understanding of the challenges that are faced by this demographic of respondents and seeking out effective pedagogical strategies to address it.

Second, the study's findings relied on respondents' self-report by answering the open-ended and closed-ended questionnaire, which may be subject to bias. To get validated data, future research should incorporate music class observations. It aims to get more validated and reliable data from the challenges that are faced by adult beginners' music learners and to examine the effectiveness of various pedagogical strategies. Thirdly, future research should focus on examining the long-term effects of tailored pedagogical strategies on overcoming the challenges that are faced by adult beginners' music learners' when learning musical instruments. An

extended period would provide a deeper understanding of the effectiveness of pedagogical strategies. Besides that, this allows researchers to track the development of musical skills as well as sustained engagement and motivation in music learning journey of adult beginners' music learners. By examining the long-term outcomes, researchers can identify which pedagogical strategies have lasting benefits and make necessary adjustments to enhance its effectiveness. Overall, these are the recommendations for future research. By expanding these, it will contribute to more reliable and accurate findings on the challenges that are faced by adult beginners' music learners and seeking the pedagogical strategies that have lasting benefits for the learners. Besides that, music educators and research can develop and tailored pedagogical strategies that meet the needs of each adult beginners' music learners as well as enhancing their learning experience and outcome.

### **Conclusion**

As the growing number of adult learners in music education, not only at Esperto Music but worldwide. Previous research indicates that this demographic is a new group of learners that needs to be better understood in terms of ways of learning and pedagogical strategies that suit them (Green, 2017; Schippers, 2009; Volk, 2004). This study examines and identifies the challenges that are faced by adult beginners' music learners when learning musical instruments. By understanding the causes and implications of these challenges, the research aimed to provide more tailored and effective pedagogical strategies for music instructors, thereby enriching the musical journey and development of adult beginners' music learners at Esperto Music.

There are some limitations to this study though. Firstly, the data was collected only from the adult beginners' music learner at Esperto Music, Selangor, Malaysia. The sample size may not be representative to all adult learners worldwide. Besides that, the data of this study was collected by questionnaire, which may be subject to bias. In addition, music learning may be considered as long-term learning progress. The finding of this study is only applicable for a short-term result.

This study being the first step, several future studies will be suggested to carry out. These include: To extend the sampling to a larger and more diverse adult music learner, to increase the generalizability and reliability of the findings. To get more validated and accurate data by music class observation. To examine the long-term effects of tailored pedagogical strategies on overcoming the challenges that are faced by adult beginners' music learners' when learning musical instruments. From this, future studies will contribute to more reliable and accurate findings on the challenges that are faced by adult beginners' music learners and seeking the pedagogical strategies that have lasting benefits for the learners.

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