ABSTRACT

PERSONALITY TRAITS AND PRACTICE SCHEDULE IN THE ACQUISITION OF A MOTOR SKILL

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The knowledge of personal characteristics aids to individualize the way practice is scheduled and information is provided, as well as to selecting better suitable people to carry out certain functions. There is evidence that these individual characteristics, for instance personality traits, might affect the learning of motor skills. The purpose of this study was to investigate the effect of different practice schedules on the acquisition of a motor skill in extraverts and introverts. 96 undergraduate students were selected after answering the EPQ (Eysenck Personality Questionnaire). The task involved a sequential key-press and the design comprised two phases: acquisition (108 trials, at three task variations, except the constant groups, which performed only one variation) and transfer (immediate and delayed, 12 trials each). The participants were allocated in one of six practice groups, formed by the combination of Extraversion/Introversion trait and the practice schedule (constant, blocked and random). Measurement involved global error, relative *timing* error and absolute *timing* error. The results showed that, not only did learning occur, but also the performance of introverts, in comparison with extraverts, was higher at the beginning of acquisition and lower on transfer. As a conclusion, regardless of the

practice schedule, individual characteristics of Extraversion/Introversion have influence over motor performance, as well as over motor learning.

Keywords: motor learning, practice, motor skill, personality traits, extraversion, introversion.