

Grzegorz Hryniewicz

**OCCUPATIONAL CONDITIONING OF DYSPHONIA  
AMONG PRIMARY SCHOOL TEACHERS**

**ABSTRACT**

This paper consists of an introduction, three main chapters, a summary with conclusions based on research, a bibliography, charts and an appendix. The subject of the study is occupational conditioning of dysphonia among primary school teachers located in Zielona Góra. The main goal of this study was to recognise the range of occurrence and the level of intensity of dysphonia among teachers (dependent variable), workplace conditions and possibilities of voice emission hygiene (independent variable) and how they are related.

The methodology of research was based on nomothetic model of research with diagnostic poll and observation, survey and four questionnaires. The research was carried out in 2019 and included 142 accidentally chosen teachers from primary schools in Zielona Góra.

The results show that dysphonia is present among 78% of primary school teachers. The analysis of workplace conditions and the respondents' personal conditioning stand for the most common unfavorable but crucial factors triggering dysphonia. Among them are: work related stress level (...), skills and knowledge concerning voice emission (...), the level of unfavourable microclimatic conditions at workplace, job seniority (...), general health (...), level of voice emission qualifications (...), the level of unfavourable acoustic conditions at workplace (...), the level of vocal effort during lessons (..), the level of noise at workplace (...) and the number of working hours per week.

