

TEACHER'S PERCEPTION OF VOICE DISORDERS

Ngang Tsuey Hoong

ABSTRACT

Teachers are considered to be the professional group most at risk for developing a voice problem. The prevalence rates of voice problem in teachers vary from 2.7% to 13%. Voice problems have significant negative impact on the occupational, social, psychological, physical and communicative areas of the dysphonic individual. Information on how a voice problem impacts the daily functional activities and voice care knowledge is helpful to prepare appropriate therapy services. The aims of this study were to assess teacher's perception of the impact of voice disorder on daily functional activities and to find out about teacher's knowledge in voice care. A total of 30 primary and secondary school teachers were involved in this study. There were 13 subjects with a self-reported voice problem and 17 subjects without a self-reported voice problem. The results showed that emotion is the most affected aspect when a voice problem occurs. The most common symptoms of a voice problem were dryness of the throat, inability to sing at high pitch and pain in the throat. In addition, the teachers with self-reported voice problems and those without voice problems identify insufficient rest, inefficient student discipline and noisy environments as the most common contributing factors for voice problems.

Ngang, T.H. 2007. *Teacher's Perception of Voice Disorders*. Bachelor of Speech Science Thesis. Universiti Kebangsaan Malaysia.