



**UNIVERSITI PUTRA MALAYSIA**

***KNOWLEDGE, ATTITUDE AND PRACTICE OF FIRST AID AMONG  
PRIMARY SCHOOL TEACHERS IN PETALING JAYA, MALAYSIA***

**RAIHAN BINTI MOHD YUNOS**

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By

**RAIHAN BINTI MOHD YUNOS**

**Thesis Submitted to the School of Graduate Studies, Universiti Putra Malaysia, in  
Fulfilment of the Requirements for the Degree of Master of Science**

**February 2021**

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Abstract of thesis presented to the Senate of Universiti Putra Malaysia in fulfilment of the requirement for the degree of Master of Science

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February 2021

**Chairman : Professor Soh Kim Lam, PhD**  
**Faculty : Medicine and Health Sciences**

**Introduction:** Primary school children are very prone to injury and they spend more than half of their day in school. Every year, there will be cases of in-school injuries and children's life is at risk. During school hours, the immediate guardian for the students will be the teachers and if anything goes wrong, teachers will be the front lines to the rescue, teachers act as a life saviour. A few seconds means life or death in a severe situation, with some basic first aid knowledge, teachers can help by giving the necessary help to reduce harm to the victim. According to the American Heart Association (2010), first aid is defined as the assessment and intervention given by a bystander or the victim himself with minimal or without medical equipment.

**Objective:** This study aims to clarify the gap between knowledge, attitude, and practice of first aid among primary school teachers in Petaling Jaya, Selangor, Malaysia. **Methodology:** A cross-sectional quantitative survey was conducted from July to October 2017 among primary school teachers in Petaling Jaya, Selangor, Malaysia participants were selected using a clustered random sampling method. Data were collected using a pretested, structured self-administered questionnaire consisting of knowledge, attitude, and practice questions. Descriptive and chi-square analysis was done on the data by using statistical package for the social sciences (SPSS) version 25.

**Result:** The study was conducted involving 124 participants from 3 selected primary schools in Petaling Jaya. Most of the participants were female (71.8%) and most had heard the term first aid before (98.4%). Almost half of the participants, 48.4% have good knowledge and 51.6% have poor knowledge. About 66.1% of participants had a positive attitude towards first aid. Most participants agree that bleeding is one of the most common injuries that need first aid. Most of the participants chose media (64.5%), books (62.9%) and family (40.3%) as their source of knowledge on first aid. There was a significant association between knowledge and training experience of the participants ( $p=0.045$ ). **Conclusion:** The findings from this study would suggest more pieces of trainings for teachers to be more knowledgeable on first aid. In addition to

that, knowledge of first aid should be widely spread through the media as well as through books as the participants prefer these sources concerning to first aid.

Keyword: Knowledge, Attitude, Practice, Teachers, Petaling Jaya



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**PENGETAHUAN, SIKAP DAN PENGAMALAN PERTOLONGAN CEMAS  
DALAM KALANGAN GURU SEKOLAH RENDAH DI PETALING JAYA,  
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**Pengenalan:** Kanak-kanak sekolah sangat berisiko untuk mengalami kecederaan di sekolah. Sebahagian besar dari masa mereka diluangkan di sekolah. Setiap tahun, pasti ada sahaja kes kecederaan kanak-kanak di sekolah. Semasa sesi persekolahan, penjaga terdekat pelajar adalah guru mereka. Jika sebarang kemalangan berlaku, guru merupakan orang pertama yang bertanggungjawab untuk menyelamatkan keadaan dan nyawa. Beberapa saat boleh bererti hidup dan mati sewaktu keadaan yang serius. Dengan ilmu pengetahuan asas tentang pertolongan cemas, sekurang-kurangnya guru boleh membantu memberikan pertolongan yang sepatutnya kepada mangsa. Menurut AmericanHeart Association (2010), pertolongan cemas boleh di definisikan sebagai penilaian dan penglibatan yang diberikan oleh seorang pengamat atau mangsa sendiri dengan peralatan perubatan yang minimum atau tanpa peralatan perubatan. **Objektif:** Kajian ini bertujuan membantu menjelaskan jurang antara pengetahuan, sikap dan amalan pertolongan cemas di kalangan guru sekolah rendah di Petaling Jaya. Menilai tahap pengetahuan pertolongan cemas dalam kalangan guru sekolah rendah di Petaling Jaya, Selangor, Malaysia. **Kaedah:** Kaedah kuantitatif *cross-sectional* telah dijalankan dari Julai hingga Oktober 2017 di kalangan guru sekolah rendah di Petaling Jaya, Selangor, Malaysia menggunakan kaedah pensampelan rawak berkelompok. Data dikumpul dengan menggunakan soal selidik yang berstruktur yang terdiri daripada soalan pengetahuan, sikap dan amalan. Analisis deskriptif dan chi-square dilakukan berdasarkan keputusan menggunakan pakej statistik untuk sains sosial (SPSS) versi 25.

**Keputusan:** Kajian ini dijalankan ke atas 124 sampel dari 3 sekolah rendah di Petaling Jaya. Kebanyakan peserta adalah wanita (71.8%) dan kebanyakan (98.4%) telah mendengar istilah pertolongan cemas sebelum ini. Di antara semua 124 peserta, 48.4% mempunyai pengetahuan yang baik dan selebihnya (51.6%) mempunyai pengetahuan yang kurang baik. Enam puluh enam persepuluh satu peserta mempunyai atitud yang positif terhadap pertolongan cemas. Seratus lapan orang peserta bersetuju

bahawa pendarahan adalah salah satu kecederaan yang paling kerap berlaku yang memerlukan pertolongan cemas. Majoriti peserta memilih media (64.5%), buku (62.9%) dan keluarga (40.3%) sebagai sumber pengetahuan mereka tentang pertolongan cemas. Terdapat persamaan penting antara pengetahuan dan pengalaman latihan guru ( $p=0.045$ ). **Kesimpulan:** Penemuan dari kajian ini mencadangkan lebih banyak kursus dijalankan untuk guru supaya mereka lebih berpengetahuan tentang pertolongan cemas. Di samping itu, pengetahuan tentang pertolongan cemas perlu disebarkan secara meluas melalui media serta melalui buku kerana peserta lebih gemar sumber-sumber ini untuk mendapatkan ilmu pertolongan cemas.

Kata Kunci: Pengetahuan, Sikap, Amalan, Pertolongan Cemas, Guru, Petaling Jaya



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## LIST OF ABBREVIATIONS

AHA	American Heart Association
CPR	Cardiopulmonary Resuscitation
CI	Confidence Interval
KAP	Knowledge, Attitude and Practice
SPSS	Statistical Packages for the Social Sciences
USA	United States of America
WHO	World Health Organization
OSHA	Occupational Safety and Health Administration
MOH	Ministry of Health Malaysia
<	Lesser than
>	More than



# CHAPTER 1

## INTRODUCTION

### 1.1 Background

The American Heart Association defined first aid as the assessment and intervention given by a bystander or the victim himself with minimal or without medical equipment (American Heart Association, 2010). It is performed immediately after an injury and is drugless. The goal of first aid is to preserve life, prevent the condition from worsening, and/or promote recovery (Singletary et al., 2015).

Today, the importance and necessity of first aid is increasing not only at medical-based institutions but also at places like schools (Qureshi, Khalid, Nigah-e-mumtaz, Assad, & Noreen, 2018). The importance of first aid in schools includes promoting the sense of safety among staffs and students, encouraging quick response to injury and making the staff and students feel secure in the school environment (Qureshi et al., 2018). When parents send their kids from the school gate, the safety of the child is in the hands of the educational institution (Aucott, 1998; Pandey et al., 2017). As unpleasant as it might be, the fact remains that accidents and injuries happen. With teachers equipped with first aid knowledge, the school can enhance the safety and health of its environment (Qureshi et al., 2018). Injury and ailments in schools too can be abetted effectively (de Lima Rodrigues et al., 2015).

To list, several studies have been conducted across the world and with the current situation in most of the schools (without first aid training) it was found that teacher's knowledge on first aid is either mediocre or poor (Al-Samghan, Faisal, Al-Shahrani, & Al-Shahrani, 2015; AlYahya et al., 2019; Bildik, Kiliçaslan, Doğru, Keleş, & Demircan, 2011; D et al., 2013; de Lima Rodrigues et al., 2015; Devashish, A.R. , Gaurav, J.D. , Bharat, 2013; Ganfure, Ameya, Tamirat, Lencha, & Bikila, 2018; Li, Jiang, Jin, Qiu, & Shen, 2012; Parim, 2015; Sönmez, Uskun, & Pehlivan, 2014; Yurumez, Yavuz, Saglam, Köken, & Tunay, 2007)

According to a study done in the Scandinavia, school accidents contributed about 5% of the total population which include grownups, and for the age group of 7-19, 30% of accidents are school accidents, and one fourth from the mentioned percentage was relatively severe (Jacobsson, Bek-Jensen, & Jansson, 1986). Other than that, fights and playful behaviors in school might also end up in injuries no matter mild or severe. Based on a study performed in a school in France, 52.8% of accidents occur during physical activity and 12.7% during breaks (de Lima Rodrigues et al., 2015). Regarding the injuries that happened during the accidents, obtained data were: bruises 50.7%, 18.7% injuries, tendonitis 11.7%, 9.2% distension, and others 7.3% (de Lima Rodrigues et al., 2015).

This situation calls for a comprehensive strategy in educating the teachers about the importance of first aid in schools. In Malaysia apparently, more than 50% of unintentional injury cases among children who were admitted to the government hospitals from the year 1999 to 2002 were due to road traffic accidents (Rohana, Ong, & Hassan, 1998). Among boys, the proportion of death from these accidents were highest among kids from the age of 12 to 19 years old. Besides road accidents, falls were listed as the second most common cause of an accidental injury that had been admitted in the Malaysian government hospitals, with an increased proportion of cases among boys and girls age 5 to 19 years old. Other than the 2 main causes of admittance, burns, corrosion, as well as an accidental drowning, were also more common among school-aged children (Rohana, Ong, & Hassan, 1998). It is obvious that children are very much exposed to the danger of unintentional accidents, which most of it is evitable and treatable if fast actions from the bystander, in this case, teachers are given immediately.

Some knowledge of first aid could mean the difference between life and death to the students (Abd El-Hay, Ibrahim, & Hassan, 2015). First aid can help cope with illnesses and emergencies before professional help arrives (De Buck et al., 2015). It is indeed a good idea for teachers to know the basics of first aid for them to be able to keep a victim breathing, reduce their pain or even minimize the consequences of injury or sudden illness until the medical team or ambulance arrives. Other than that, first aid can help decrease disability, decrease the cost of hospitalizations, and perhaps reduce recovery time (Hoque et al., 2017). These factors will ultimately cause a safe and happy school environment.

In school, teachers play an important role in case injury happens. They act as the closest bystander who should be able to perform immediate action and minimize worsening of an injury (Qureshi et al., 2018). They are responsible to call for help and send the victim to the nearest medical facility. First aid can help teachers to determine the severity of the child's condition and whether the child needs medical attention or if the child can safely continue their lesson in class as usual (Qureshi et al., 2018).

The need for education regarding first aid practice for teachers in school is essential, as teachers will be the first one attending to the student's injuries and ailments (Devashish, A.R. , Gaurav, J.D. , Bharat, 2013). Knowledge about first aid and its management can provide teachers with a good basis on how to handle an emergency well. By adhering to basic first aid guidelines, it is anticipated that teachers will have more confidence in handling victims, managing their injuries, and create a first aid friendly environment (de Lima Rodrigues et al., 2015).

To develop a safe and health-friendly school environment, the teachers should practice proper first aid measures. For them to practice well, the resources and knowledge should be made available. It is a true saying that education improves ways of life and gives way for enlightenments, (United Nations Children's Fund, 2012). Lacking first aid knowledge of the teacher, the person closest to a child at school is the fundamental

causes of accidents (Karadag Arli, Professor, Yildirim, & Senay Karadag Arli, 2017). Therefore, it is important to improve the teacher's knowledge, attitude and practice to manage accidents when it does occur in schools.

It is an important role and is the primary intervention strategy chosen to address and prevent school injuries ("School health guidelines to prevent unintentional injuries and violence,," 2001). It is understood that teachers' descriptions of job and roles do not include giving first aid or taking care of the children's health, although any member of staff may volunteer to undertake this task (Neto, Caetano, Barros, Da Silva, & De Vasconcelos, 2017). However, when in school, the safety and well-being of the children should be the responsibility of the school (Allensworth & Kolbe, 1987). Teachers and the other school staffs in charge of the students are expected to care for their students at their level best, especially during emergencies. They should make sure that the welfare of the children is being taken care of almost the same as their parents might act upon their children.

In general, the consequences of taking no action are likely to be more serious than those of trying to assist in an emergency (Crouchman, 2009). It is not intended that by having first aid training in school will cause more burden to the teachers. But it is clearly observable that it is something necessary especially in the school compound (Neto et al., 2017). Teachers are not expected to become as competent as healthcare personnel, just knowing the basics will at least help to reduce and minimize the damage that might occur to their fellow students (Hoque et al., 2017). First aid knowledge can be vast. For this study, only certain parts will be included as there are more important parts to be practice and most relevant to the school setting.

## **1.2 Problem Statement**

### **1.2.1 First Aid in Schools**

First aid is an important tool to reduce the risk of damage and injuries to the innocent victim (Hoque et al., 2017). According to a study done in Saudi Arabia, it was found that 50% of the participants had previous experience emergencies in school (Al-Samghan et al., 2015). Emergencies they face involved injuries and wounds, fits, burns, drowning, poisoning, insect sting/animal bites, and others (Al-Samghan et al., 2015). Other than that, the number of children with health-related issues are also increasing (Blum et al., 2008). When mentioning fits, for example, some students might experience their episode of fits in school. People often have a misconception that during a fit's episode, one should put a spoon in the victim's mouth to avoid them from choking on their tongue. This is a very dangerous act as putting objects in the mouth can lead to choking, chipped tooth, or even worst a bitten finger (O'Hara, 2007).

In Malaysia, a study done by Fong et al., 2018 found that the baseline awareness, knowledge and attitude towards epilepsy among teachers was low. The same study found that knowledge among teachers was mediocre while attitude on the other hand was positive (Fong et al., 2018). Another study done at primary schools in Kota Bharu found that head teachers' knowledge on safety and health was low (Nurul & Tengku, 2009). In addition to that this study also found that almost half of the participating schools did not implement any safety and health programme and more than 50% did not have any safety and health policy (Nurul & Tengku, 2009).

When involving common injuries like burns, fractures, and scratches, for example, teachers might know what to do but when it comes to some other major injuries involving performing the Cardiopulmonary Resuscitation (CPR), some teachers might not be well versed on how to go about it (Parim, 2015). Another instance is the practice of tilting the head back or laying a student on a bed and pinching the students' nose during an epistaxis situation. This practice may increase the risk of airway obstruction and might also cause choking (Strachan, 1998). With all the instances given, it is most likely that teachers should be educated on first aid knowledge. In an emergency, it is better to do something rather than nothing (Bollig, Wahl, & Svendsen, 2009).

### **1.2.2 The Need for First Aid vs. Attitude of Teachers**

Medical resources in schools are abundant. Some schools even have the automated external defibrillator (AED) drilled in the walls of their corridors. However, with no first aid training in school, teachers will have lack of confidence in handling an emergency and those resources will not able to be used at its best. According to a few studies done in different locations, it was found that more than half of the participants are willing to perform first aid on a victim if they are given proper training (Al-Tameemi & Khudair, 2016; Joseph et al., 2015). This is a shred of evidence that knowledge enhances confidence.

Other studies add on to claim that the knowledge level of teachers regarding first aid is still poor (Al-Samghan et al., 2015; Joseph et al., 2015). If we put nose bleeding situation as an example, it is one of the types of bleeding. It should be taken care of immediately. It can happen to children during hot weather or due to a fall. A study done in Turkey found that when nose bleeds happened, teachers do not have the proper knowledge to give first aid to the student (Başer, Çoban, Taşci, Sungur, & Bayat, 2007). This shows that even with a positive attitude, teachers cannot perform first aid without proper knowledge. Without education and training, the teachers might continue to cause further injuries not only to the victim but also to themselves. Thus, the evaluation of attitude towards effective first aid and the cause of noncompliance among teachers should be perform to figure out the barriers among them.

### **1.2.3 Knowledge Level affects the Attitude and Practice of First Aid**

In general, the employment of teachers in school does not include first aid as a requirement. As they compound their teaching experience, teachers might get some exposure to basic first aid measures especially by the Red Crescent Society in schools. This knowledge, although very basic and limited, should translate to a good attitude and practice of first aid, especially during an emergency episode. Some studies have shown that most teachers in schools have come across an injury episode (Al-Samghan et al., 2015; Sönmez et al., 2014). A study conducted in Egypt found that with training, there were improvements in terms of knowledge and practice among teachers (El magrabi, ElwardanyAly, & Khalaf, 2017)

Knowledge regarding first aid shows a good educational background regarding this subject no matter what the sources are. Another study showed that even though teachers have a good attitude towards first aid, their knowledge level is still poor (Al-Tameemi & Khudair, 2016). With good training, knowledge will increase. When knowledge is increased, teachers will be more confident to deliver the first aid during an emergency and will be more composed (Qureshi et al., 2018). Henceforward, the knowledge level of first aid must be assessed to help determine the current knowledge level and appropriate measures that could be taken to help improve teachers' knowledge regarding this matter.

### **1.3 Significance of the Study**

First aid is a useful knowledge that one can acquire (Abd El-Hay et al., 2015). It does not just benefit the learner but the victim of an incident as well (American Heart Association, 2010). This study intends to benefit teachers generally, as teachers act as a caregiver in school. It will be an advantage for them to have some first aid knowledge in hand. As emergency can happen at any time, fast assistance can be given immediately. This might look simple but fast management of an injury might stop it from worsening and promotes comfort to the victim (Singletary et al., 2015).

With the outcome from this study, the school will know where they stand in terms of first aid knowledge, attitudes, and practices of their teachers. From there onwards, the school management can decide if they would want to organize trainings for their staffs and vice versa. It will be an advantage for schools to have trained personnel/s to handle an emergency in school. It will act as a plus point and parents will be looking forward to send their children to a school with first aid trainer available on site. This will help to promote a safe environment in the learning institution (Qureshi et al., 2018).

Also, this study intends to help healthcare providers such as nurses, doctors, and the Ministry of Health to acquire the level of knowledge of first aid in the participating schools. This will hopefully help them to determine the necessity of first aid training in schools for teachers and the welfare of the students. There are very limited studies on



first aid among teachers, particularly in Malaysia. Understanding the factors that influence teachers to perform or not to perform first aid will help in the promotion and awareness of first aid in schools. Teachers will most probably give their full support in first aid if they are influenced to develop a positive knowledge, attitude, and practice towards first aid. Academicians too will benefit from this study as they will have a reference regarding the level of knowledge, attitude, and practice among teachers in Petaling Jaya district. The results of this study will help create a platform for developing a targeted program/training by policymakers and health personnel to establish a safe school environment in the future.

#### **1.4 Research Questions**

Following questions are formulated based on the problem statement:

- 1) What is the level of knowledge, attitude, and practice regarding first aid among primary school teachers?
- 2) Is there any relationship between demographic data (age, gender, first aid experience, teaching experience) with the level of knowledge, attitude, and practice of first aid?
- 3) What is the source of knowledge regarding first aid among teachers in primary schools?

#### **1.5 Objectives**

##### **1.5.1 General Objective**

To determine the knowledge, attitudes, and practice of first aid among primary school teachers in Petaling Jaya.

##### **1.5.2 Specific Objectives**

1. To determine the level of knowledge, level of attitude and the practices of first aid among primary school teachers.
2. To determine the source of knowledge among primary school teachers in Petaling Jaya
3. To determine the association between socio-demographic data (gender, age, training experience, teaching experience) with the level of knowledge, level of attitude, and practice of first aid.
4. To identify the association between level of knowledge with level of attitude and practice of first aid among primary school teachers in Petaling Jaya.

## 1.6 Hypothesis

Hypothesis for this study are as follows:

H<sub>O1</sub>: There is no significant association between socio-demographic data (gender, age, teaching experience) with the level of knowledge, attitude and practice of first aid.

H<sub>A1</sub>: There is a significant association between socio-demographic data (gender, age, training experience) with the level of knowledge, attitude and practice of first aid.

H<sub>O2</sub>: There is no significant association between knowledge and attitude regarding first aid.

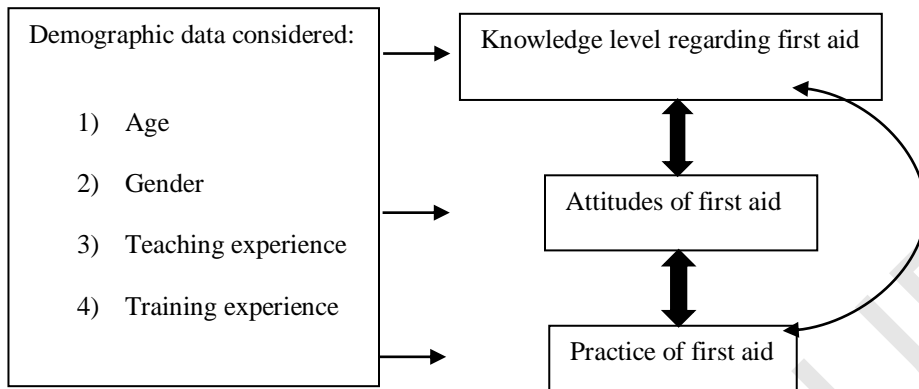
H<sub>A2</sub>: There is an association between knowledge and attitude regarding first aid.

H<sub>O3</sub>: There is no significant relationship between knowledge and practice of first aid.

H<sub>A3</sub>: There is an association between knowledge and practice of first aid.

## 1.7 Conceptual Framework

Figure 1 shows the conceptual framework of the study. The demographic data considered in this study were age, gender, and teaching experience of teachers. This study aims to find out if these factors influenced the knowledge level, attitude level and practice towards first aid. This is crucial as the knowledge level is interrelated to first aid attitude and practice and this will affect how the teachers act during an emergency in the school area. The demographic factor that were considered was firstly age. With age, the teachers have more experience and knowledge in dealing with the first aid situation, and it will influence the attitude and practice in giving first aid. Other factor was gender, since this profession in Malaysia is dominated by females (Hirschmann, 2020). Females were more willing to give first aid in the school environment. Teaching experience and first aid experience both are hand in hand. In this study, the concept of experience was reflected on the attitude and practice of teachers towards first aid. The experience while performing first aid previously influences the decision to perform first aid. Injuries and medical conditions experienced in previous first aid trainings such as bleeding, epistaxis, fainting, fractures and neck and spinal injuries were also significantly associated with the confidence in practicing first aid in schools (Bakke, Bakke, & Schwebs, 2017; Lee & Oh, 2018). All these relationships were determined, and the results were discussed.



**Figure 1 : Conceptual Framework**

## **1.8 Definition of the Term**

This section discussed the conceptual and operational definition of each variable involved in this study. These definitions are shown below:

### **1.8.1 Knowledge**

#### Conceptual definition

Facts or information that must be true and the perceiver must believe it to be true and at the position to know that it is true (Biggam, 2001).

#### Operational definition

The level of knowledge was assessed using a questionnaire. Each of the correct answer was given 1 mark while wrong or not answering was not given any mark. The total score range from 0-9. Then mean and median were calculated. The respondents were classified into poor knowledge or good knowledge.



### **1.8.2 Attitude**

#### Conceptual definition

It is a component with attributes that include cognition, affection and behavioral. It is an effect from a stimulus that causes someone to act, think or behave in a certain (Altmann, 2008)

#### Operational definition

Questionnaire for attitudes is adopted from a study done by Ganfure et. al., 2018. Then mean was calculated from the study data. The respondents were classified into positive and negative attitude. Participants who have scored above mean for attitude questions were categorized to have a positive attitude towards first aid and the ones who scored below the mean were categorized under negative attitude towards first aid.

### **1.8.3 Practice**

#### Conceptual definition

The actual application or use of an idea, belief, or method, as opposed to theories relating to it (Oxford English Dictionary, 2017).

#### Operational definition

In this study practice is defined as the self-reported experiences by participants based on the questionnaire given regarding first aid. Practice in this study was descriptive. Yes and no questions were used to identify the practice among teachers. The questionnaire was from Ganfure et al., 2018.

### **1.8.4 First Aid**

#### Conceptual definition

First aid refers to medical attention that is usually administered immediately after the injury occurs and at the location where it occurred. It often consists of a one-time, short-term treatment and requires little technology or training to administer (National Council for Occupational Safety and Health, 2018)

#### Operational definition

In this study, first aid is defined as the immediate help given to students/staff at school who is a victim of an accident or injury.

### **1.8.5 Primary School**

#### Conceptual definition

An educational institution for children from age 7-12 (Wikipedia,2018)

#### Operational definition

Pre secondary school, where those whose age is not fit for secondary school will study and attain knowledge.

### **1.8.6 Teachers**

#### Conceptual definition

A person who teaches in school (Wikipedia, 2018)

#### Operational definition

A person who teaches in school for at least a year.

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## BIODATA OF STUDENT

The student, Raihan Binti Mohd Yunos was born in Kuala Lumpur, Malaysia. She completed her primary education at Sekolah Kebangsaan Kelana Jaya (2), Petaling Jaya. She continued the secondary education in Sekolah Menengah Kebangsaan Kelana Jaya, Petaling Jaya until her completion of Sijil Peperiksaan Menengah Rendah (PMR) in 2004 and continued her form 4 and form 5 study in the same school until her completion of Sijil Pelajaran Malaysia (SPM) in 2006. She then continued her study in Centre for Foundation Studies, International Islamic University of Malaysia, Petaling Jaya for 2 years.

In 2009, after completing the foundation studies in Petaling Jaya, she continued bachelor's degree course in Nursing at International Islamic University of Malaysia, Kuantan Campus and successfully graduated in October 2013. From October 2013, she got her first job at a private school as a school nurse. She worked there for almost 6 months. Then, she got an offer at Subang Jaya Medical Centre as an Imaging Nurse, she worked there for almost 7 months before getting an offer in a Multinational company dealing with dialysis products. Since her passion was very much in the nephrology area, she continued working here until today which almost reaching 6 years.

In 2015, she was accepted to pursue a full-time master research program in nursing without any fellowship or sponsorship. While she was pursuing her master, she had the opportunity to present her paper in Maltepe University as an oral presenter in March 2019.