European Journal of Physical Education and Sport Science
ISSN: 2501 - 1235
ISSN-L: 2501 - 1235
Available on-line at: www.oapub.org/edu

DOI: 10.46827/ejpe.v12i6.6012 Volume 12 | Issue 6 | 2025

THE IMPACT OF VOVINAM ON PHYSICAL DEVELOPMENT IN THE PHYSICAL EDUCATION PROGRAM FOR STUDENTS AT DA NANG UNIVERSITY, VIETNAM

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Abstract:
This study examines the impact of Vovinam in the Physical Education program at Da Nang University on students' physical development. Vovinam was incorporated into the compulsory Physical Education curriculum to enhance fitness indicators, with the participation of students from two groups: the experimental group learning the improved Vovinam program and the control group following the old curriculum. Pre-experiment fitness tests showed no significant statistical differences between the two groups ($p > 0.05$). However, after implementing the improved Vovinam program, the experimental group showed significant improvements in various fitness tests, including strength, speed, endurance, and reflexes, with p-values less than 0.05, indicating the program's effectiveness. Although the control group showed minor improvements, the changes were not as significant as those in the experimental group, suggesting that the improved Vovinam program had a clear effect on enhancing physical fitness and skills. The study recommends continuing the development of Vovinam in university physical education to not only improve student health but also preserve and promote the cultural values of Vietnam.

Keywords: physical impact; Vovinam; Vovinam in physical education program; physical education program for students; students at Da Nang University, Vietnam

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1. Introduction

Vovinam is the most developed traditional martial art in Vietnam and has become a representative of Vietnamese martial arts, spreading globally. Currently, Vovinam is practiced in 70 countries across all continents, with millions of practitioners. In Vietnam, the Physical Education program, especially at universities, is designed flexibly, providing opportunities for students to choose activities that suit their personal needs, health conditions, and the school's organizational capacity. This context creates an urgent demand for the development of creative physical education programs, including the incorporation of Vovinam – a traditional martial art deeply rooted in Vietnamese culture – into the curriculum. However, after author Nguyễn Thành Tuấn conducted a study titled "Research on the Effectiveness of Physical Fitness Development in Vovinam – Viet Vo Dao Practitioners" in 2001, with the aim of selecting exercises to develop physical fitness for male practitioners aged 14 to 17 in community sports clubs, other scientific studies on integrating traditional martial arts, particularly Vovinam, into university physical education programs remain very limited.

This study selects 11 Vovinam exercise groups to be applied in the compulsory Physical Education program at Da Nang University, including: Stance Sets, Punching Sets, Kicking Sets, Sweeping Sets, movement techniques for stances and body positions, the Opening Palm exercise, basic counterattacks when being choked, counterattacks when having hair grabbed, counterattacks when being restrained, and punching and kicking techniques in Sparring. Through this, it evaluates the differences in physical fitness levels between students participating in the improved Vovinam program and the old program at Da Nang University. At the same time, it proposes solutions to enhance the quality of Vovinam teaching in Physical Education.

The article presents an overview of the research situation, the experimental process of the new program, the comparison of physical fitness results, and specific recommendations for improving physical education programs in the future.

2. Research Methodology

This study applies document analysis and expert interviews to evaluate the effectiveness of teaching, combined with pedagogical observation and experimental teaching methods, to compare the technical proficiency of students after participating in the new and old Vovinam programs at Da Nang University. The specialized technical tests were designed and evaluated through practical observation and statistical analysis, leading to recommendations aimed at improving the quality of physical education.

3. Research Subjects

This article investigates the fitness levels of 20-year-old students at Da Nang University, Vietnam, after implementing the Vovinam martial arts teaching program within the framework of the compulsory Physical Education curriculum.

4. Research Results

4.1 Implementation of Pedagogical Experiment

The experimental study on Vovinam martial arts and sparring was implemented in the elective sports program at Da Nang University over one academic year, at member schools, including: University of Foreign Languages, University of Economics, and University of Information Technology and Communications Vietnam-Korea. The study subjects were students of the 2023 cohort, aged 20, divided into two groups: the experimental group (48 male, 49 female) following the improved program, and the control group (49 male, 51 female) following the old program.

The training program was divided into three stages: initial, intermediate, and advanced, combining theory with practice, physical games, and supplementary exercises during the compulsory classes. The training process followed principles of appropriateness, progression, and individualization.

The effectiveness of the experiment was evaluated through fitness tests, recording the technical development of the students.

4.2 Selection of Technical Evaluation Tests for the Experimental Subjects

Given the characteristics of the physical condition and fitness of Vietnamese people, the Ministry of Education and Training of Vietnam recognizes the physical fitness tests and establishes a three-level evaluation scale (Good; Pass; Fail) according to Decision No. 53/2008/QĐ-BGDĐT of the Ministry of Education and Training of Vietnam. Specifically, it includes 6 tests: Hand grip strength (kg); Sit-ups (reps/30s); Standing long jump (cm); 30m sprint (s); 4x10m shuttle run (s); 5-minute run (m).

Before and after the pedagogical experiment, the study conducted physical fitness tests for students using the 6 tests mentioned above.

4.3 The Impact Effectiveness of the Unarmed Martial Arts Content in the Vovinam Curriculum on the Physical Fitness of University Students

4.3.1 Evaluation of the Fitness Levels of Students in the Control Group and the Experimental Group Before the Experiment

Before the experiment, the thesis conducted testing, data processing, and compared the physical fitness levels of students in the experimental group and the control group. The tests used in the thesis were selected from the test battery issued along with Decision No. 53/2008/QĐ-BGDĐT by the Ministry of Education and Training of Vietnam. The results are presented in Table 4.1.

Table 4.1: Results of Fitness Level Testing for Students in the Control Group and Experimental Group Before the Experiment

No.	Test	Experimental group			Control group			t	p
		$\bar{x}$	σ	Cv	$\bar{x}$	σ	Cv		
Male students		**n=48**			**n=49**				
1	Standing long jump (cm)	215.37	17.33	8.05	216.48	14.27	6.59	0.58	0.6
2	Grip strength (kg)	45.71	4.61	10.09	45.86	4.58	9.98	-0.93	0.4
3	30m sprint (s)	5.29	0.41	7.74	5.28	0.42	7.98	1.69	0.1
4	Shuttle run 4x10m (s)	11.96	0.78	6.49	11.92	0.79	6.64	0.82	0.4
5	Sit-ups (repetitions/30s)	20.08	4.27	21.25	21.14	4.09	19.36	-0.64	0.5
6	5-minute endurance run (m)	1022.0	113.36	11.09	1028.0	120.39	11.71	-1.24	0.2
Female students		**n=49**			**n=51**				
1	Standing long jump (cm)	28.58	4.28	14.98	28.5	5.2	18.25	1.03	0.31
2	Grip strength (kg)	17.47	3.78	21.64	17.57	4.07	23.14	-1.23	0.22
3	30m sprint (s)	157.1	19.55	12.45	158.55	21.56	13.6	0.73	0.47
4	Shuttle run 4x10m (s)	6.23	0.61	9.72	6.15	0.69	11.15	-1.34	0.18
5	Sit-ups (repetitions/30s)	12.6	0.76	6.03	12.56	0.89	7.08	-0.94	0.35
6	5-minute endurance run (m)	911.96	86.86	9.52	923.53	95.38	10.33	-0.07	0.94

The results of the fitness level testing for students in the control group and experimental group before the experiment show significant similarities between the two groups, with no statistically significant differences in all fitness tests. The data were specifically analyzed based on average values, standard deviation (σ), coefficient of variation (Cv), and p-value to assess the degree of difference.

For male students, the tests, such as standing long jump, grip strength, 30m sprint, shuttle run 4x10m, sit-ups, and 5-minute endurance run, did not show significant differences. Specifically, the standing long jump test yielded an average of 215.37 ± 17.33 cm (experimental group) and 216.48 ± 14.27 cm (control group), with $t = 0.58$ and $p = 0.6$. Similarly, the grip strength test showed an average of 45.71 ± 4.61 kg (experimental group) and 45.86 ± 4.58 kg (control group), with $t = -0.93$ and $p = 0.4$. Other tests, including the 30m sprint, shuttle run 4x10m, and 5-minute endurance run, also did not show significant differences ($p > 0.05$).

For female students, the test results similarly showed no significant differences between the two groups. For example, the standing long jump test showed an average of 28.58 ± 4.28 cm (experimental group) and 28.5 ± 5.2 cm (control group), with $t = 1.03$ and $p = 0.31$. The grip strength test had an average of 17.47 ± 3.78 kg (experimental group) and 17.57 ± 4.07 kg (control group), with $t = -1.23$ and $p = 0.22$. All other tests, including the 30m sprint, shuttle run 4x10m, sit-ups, and 5-minute endurance run, also showed no significant differences between the two groups ($p > 0.05$).

Overall, the average values, standard deviations, and coefficients of variation for both male and female students reflect similar baseline fitness levels. The absence of statistical differences in all tests ensures fairness for conducting the experimental research and provides an objective foundation for evaluating the effectiveness of the Vovinam training program.

4.3.2 Evaluation of the Fitness Levels of Students in the Control Group and Experimental Group After the Experiment

After completing the experimental process, the evaluation of the fitness levels of students in the control group and experimental group was conducted to analyze the effectiveness of the training program. The fitness tests were carried out using the same methods and criteria as before the experiment, to ensure consistency in comparing the results. This evaluation not only helps to clarify the changes in the students' fitness after the training program but also provides evidence to affirm the effectiveness and value of the unarmed martial arts and sparring content of Vovinam in the physical education curriculum. The results are presented in Table 4.2.

Table 4.2: Results of Fitness Level Testing for Students in the Control Group and Experimental Group After the Experiment

No.	Test	Experimental group			Control group			t	p
		$\bar{x}$	σ	Cv	$\bar{x}$	σ	Cv		
Male students		**n=48**			**n=49**				
1	Standing long jump (cm)	228.85	14.49	6.33	221.18	17.16	7.76	3.30	<0.001
2	Grip strength (kg)	53.15	8.0	15.06	46.87	7.28	15.54	3.23	<0.01
3	30m sprint (s)	4.54	0.38	8.27	4.89	0.55	11.22	-2.76	<0.01
4	Shuttle run 4x10m (s)	11.4	0.77	6.73	11.87	0.73	6.13	-2.85	<0.01
5	Sit-ups (repetitions/30s)	24.4	3.25	13.31	20.84	4.34	20.84	3.25	<0.01
6	5-minute endurance run (m)	1266.77	193.07	15.24	1056.73	167.62	15.86	4.82	<0.001
Female students		**n=49**			**n=51**				
1	Standing long jump (cm)	171.63	17.09	9.96	156.86	26.41	16.84	2.58	<0.01
2	Grip strength (kg)	31.71	4.27	13.46	27.69	4.09	14.77	2.18	<0.03
3	30m sprint (s)	5.72	0.41	7.24	6.20	0.52	8.39	-4.99	<0.001
4	Shuttle run 4x10m (s)	12.06	0.39	3.26	12.55	0.63	5.05	-2.56	<0.01
5	Sit-ups (repetitions/30s)	20.24	2.69	13.28	17.47	3.50	20.04	4.0	<0.001
6	5-minute endurance run (m)	991.84	93.71	9.45	917.75	89.33	9.73	2.66	<0.01

The results presented in Table 4.2 show that:

a. For male students

In the standing long jump test, the experimental group achieved an average of 228.85 ± 14.49 cm (Cv = 6.33%), significantly higher than the control group, which recorded 221.18 ± 17.16 cm (Cv = 7.76%). The value t = 3.30 and p < 0.001 indicates a statistically significant difference.

For grip strength, the experimental group achieved 53.15 ± 8.0 kg (Cv = 15.06%), higher than the control group's 46.87 ± 7.28 kg (Cv = 15.54%). The value t = 3.23 and p < 0.01 confirms a clear improvement.

In the 30m sprint test, the experimental group's average time decreased to 4.54 ± 0.38 s (Cv = 8.27%), which is significantly faster than the control group's 4.89 ± 0.55 s (Cv = 11.22%), with t = -2.76 and p < 0.01. For the shuttle run 4x10m, the experimental group

completed it in 11.4 ± 0.77 s (Cv = 6.73%), while the control group finished in 11.87 ± 0.73 s (Cv = 6.13%). The value t = -2.85 and p < 0.01 confirms a significant difference.

In the sit-up test (repetitions/30s), the experimental group performed an average of 24.4 ± 3.25 repetitions (Cv = 13.31%), higher than the control group, which recorded 20.84 ± 4.34 repetitions (Cv = 20.84%), with t = 3.25 and p < 0.01.

In the 5-minute endurance run test, the experimental group covered an average distance of 1266.77 ± 193.07 m (Cv = 15.24%), which was superior to the control group's 1056.73 ± 167.62 m (Cv = 15.86%), with t = 4.82 and p < 0.001.

b. For female students

In the standing long jump test, the experimental group again showed superiority with an average of 171.63 ± 17.09 cm (Cv = 9.96%), compared to 156.86 ± 26.41 cm (Cv = 16.84%) for the control group. The value t = 2.58 and p < 0.01 indicates a significant difference.

For grip strength, the experimental group achieved 31.71 ± 4.27 kg (Cv = 13.46%), higher than the control group, which recorded 27.69 ± 4.09 kg (Cv = 14.77%), with t = 2.18 and p < 0.03.

In the 30m sprint test, the experimental group's time decreased to 5.72 ± 0.41 s (Cv = 7.24%), significantly faster than the control group's 6.20 ± 0.52 s (Cv = 8.39%), with t = -4.99 and p < 0.001.

For the shuttle run 4x10m, the experimental group completed it in 12.06 ± 0.39 s (Cv = 3.26%), while the control group took 12.55 ± 0.63 s (Cv = 5.05%). The value t = -2.56 and p < 0.01 confirms significant progress.

In the sit-up test (repetitions/30s), the experimental group performed an average of 20.24 ± 2.69 repetitions (Cv = 13.28%), higher than the control group's 17.47 ± 3.50 repetitions (Cv = 20.04%), with t = 4.0 and p < 0.001.

In the 5-minute endurance run test, the experimental group covered an average distance of 991.84 ± 93.71 m (Cv = 9.45%), surpassing the control group's 917.75 ± 89.33 m (Cv = 9.73%), with t = 2.66 and p < 0.01.

The post-experiment test results show significant progress for the experimental group compared to the control group in most fitness tests. The p-values < 0.05 confirm the positive effects of the Vovinam martial arts and sparring training program, especially in improving strength, endurance, and speed. Meanwhile, the improvements in the control group were minimal, emphasizing the role of the specialized training program in enhancing the physical fitness of students.

4.3.3 The Growth Rate of Physical Fitness for Students in the Experimental Group and Control Group

The growth rate of physical fitness reflects the improvement in fitness indicators after the experimental training process for students. Evaluating the growth rate between the experimental group and the control group is an important step to clarify the effectiveness of the martial arts and sparring training program of Vovinam. The differences in growth

rates not only demonstrate the impact of specialized exercises but also help compare the specific training method with the conventional method.

The results are presented in Table 4.3 and Table 4.4.

Table 4.3: Comparison of the Growth Rate of Physical Fitness for Students in the Experimental Group Before and After the Experiment

Gender	Classification	Before the experiment		After the experiment		W (%)
		m	%	m	%	
Male + Female	Good	12	12.37	23	23.71	91.67
	Pass	65	67.01	67	69.07	3.07
	Fail	20	20.62	7	7.22	-64.99
Male	Good	8	16.67	15	31,25	87.50
	Pass	33	68.75	31	64,58	-6.06
	Fail	7	14.58	2	4,17	-71.43
Female	Good	4	8.16	8	16.33	100
	Pass	32	65.31	36	73.47	12.5
	Fail	13	26.53	5	10.2	-61.54

Table 4.3 shows a clear change in the physical fitness classification of students in the experimental group before and after participating in the program. For both male and female students combined, the "Good" group increased from 12.37% to 23.71%, with a growth rate of W = 91.67%, demonstrating the program's outstanding effectiveness in improving the fitness of this group. The "Pass" group increased slightly from 67.01% to 69.07% (W = 3.07%), reflecting a moderate improvement that needs further research to enhance its effectiveness. Meanwhile, the "Fail" group decreased significantly from 20.62% to 7.22% (W = −64.99%), indicating that the program has considerably reduced the number of students with poor physical fitness.

Analyzing by gender, male students in the "Good" group increased from 16.67% to 31.25%, with W = 87.50%, showing that the program has effectively helped this group improve their performance. However, the "Pass" group for males decreased from 68.75% to 64.58% (W = −6.06%), which may be due to the transition of students from the "Pass" group to the "Good" group. Notably, the "Fail" group for males decreased sharply from 14.58% to 4.17% (W = −71.43%), confirming the significant progress of male students with weak physical fitness.

For female students, the "Good" group showed outstanding growth from 8.16% to 16.33% (W = 100%), the highest among all groups, indicating that the experimental program was particularly effective for female students. The "Pass" group also increased from 65.31% to 73.47% (W = 12.5%), reflecting steady improvement in the group of females with average fitness. Meanwhile, the "Fail" group decreased from 26.53% to 10.2% (W = −61.54%), showing that the program has been highly beneficial for female students with poor physical fitness.

Table 4.4: Comparison of the Growth Rate of Physical Fitness for Students in the Control Group Before and After the Experiment

Gender	Classification	Before the experiment		After the experiment		W (%)
		m	%	m	%	
Male + Female	Good	14	14.00	17	17.00	3.00
	Pass	68	68.00	69	69.00	1.00
	Fail	18	18.00	14	14.00	-4.00
Male	Good	9	18.37	10	20.41	11.11
	Pass	34	69.39	34	69.39	0.0
	Fail	6	12.24	5	10.2	-16.67
Female	Good	5	9.8	7	13.73	3.93
	Pass	34	66.67	35	68.63	1.96
	Fail	12	23.53	9	17.65	-5.88

Table 4.4 compares the growth rate of physical fitness for students in the control group before and after the experiment. The results for both male and female students combined show that the "Good" group increased slightly from 14.00% to 17.00% (W = 3.00%), reflecting a modest improvement without the intervention of the experimental program. The "Pass" group increased insignificantly from 68.00% to 69.00% (W = 1.00%), showing stability but no significant progress. The "Fail" group decreased from 18.00% to 14.00% (W = −4.00%), indicating a small shift from weak to average fitness.

For male students, the "Good" group increased from 18.37% to 20.41% (W = 11.11%), which is still very low compared to the experimental group. The "Pass" group remained at 69.39% (W = 0.00%), indicating no significant improvement. Meanwhile, the "Fail" group decreased from 12.24% to 10.20% (W = −16.67%), but this decrease is relative and does not reflect a significant impact.

For female students, the "Good" group increased from 9.8% to 13.73% (W = 3.93%), a very modest increase compared to the experimental group. The "Pass" group increased slightly from 66.67% to 68.63% (W = 1.96%), indicating stability in the average fitness group. The "Fail" group decreased from 23.53% to 17.65% (W = −5.88%), but this change is also insufficient to confirm outstanding effectiveness.

Overall, the control group only showed very minor improvement compared to the experimental group. This emphasizes the clear effectiveness of the experimental program in enhancing physical fitness, particularly in the "Good" group and reducing the "Fail" rate. These results affirm the important role of the experimental program in improving students' physical health.

5. Conclusion

The study on the impact of Vovinam on physical development in the Physical Education program at Da Nang University has shown that the improved Vovinam program has a significant effect on enhancing students' fitness levels compared to the old program. Specifically, the experimental group of students showed considerable improvement in

most fitness tests, including strength, endurance, speed, and reflexes, with a high growth rate, especially in the female student group. In contrast, the control group showed only a slight improvement in fitness tests.

To maximize the effectiveness of Vovinam in the physical education curriculum, further research and development of Vovinam exercises should be conducted to meet the diverse fitness needs of students, while continuing to incorporate this martial art in teaching.

The improved Vovinam program not only has great potential in improving physical fitness but also contributes to preserving and promoting the traditional cultural values of Vietnam.

Funding Statement
This research is funded by the University of Danang under project number T2024-ĐHĐN-11.

Conflict of Interest Statement
The authors declare no conflicts of interest related to this article.

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