

***“Mother and Child Yoga” and the Change to Mothers’ Stress Levels:
Examinations by Child Care Support at a University Attached Kindergarten***

Yuko Horiuchi, Osaka Christian College, Japan
Haruka Yokoyama, Osaka Christian College, Japan

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Abstract

This research is focused on “Mother and Child Yoga”. In recent years, the stress of parenting has been increasing due to changes in the environment in which children are raised. Crnic and Greenburg (1990) discuss the potential for this stress to influence microsocial processes within the parent-child relationship and to contribute to dysfunction in children and families. To help mothers reduce their daily stress, we planned a childcare support event called “Mother and Child Yoga”. Nine mothers and their ten children (3 to 5-year-olds) participated and enjoyed doing yoga together. The purposes of this study were two-fold: to uncover the effect of the yoga on mothers’ stress and to examine the course content for further development. A survey of participating mothers was implemented in written questionnaire format regarding stressors and individual psychological status, and social childcare support. The results indicated that the mothers’ stress was significantly reduced after the yoga event, indicating a possible link between stress reduction and the joint yoga session. Additionally, as a Designated Nursery Teacher Training Facility, we were able to identify future directions of investigation by noting what needs the mothers reported. Based on these results, in the program’s future, we would like to increase content on educating mothers in mental and physical health maintenance. Additionally, we intend to keep running such events and sharing the research results with future educators so that they can educate both children and their mothers.

Keywords: Yoga, Parenting, Mental Health

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1. Introduction

In recent years, mothers with negative emotions tend to increase due to changes in the environment in which children are raised. In addition, due to the spread of COVID, the surrounding environment have been changing even more. Japan Sports Agency is in Combating communicable diseases concerns about the risk of secondary physical and mental health damages due to lack of exercise. At the same time, it is sounding alarm stating that making efforts for playing sports or working out (Japan Sports Agency, 2021).

Crnic and Greenberg (1990) reports that mothers' stress leads to their children's problematic behavior and decline of social adaption ability. To maintain parents' and their children's health is necessary when raising children.

It is said that some of the factors of changes in the environment in which children are raised are; having fewer chances to play in nature and open air, nuclear families are increasing and siblings are decreasing, for children to play together in their neighborhood is getting difficult, let children play alone outside is not safe security wise. Also, there is an actual situation that only children and their parents play in their homes after coming home from kindergarten or nursery school. Since it is considered that not spending enough time doing physical exercise at home, leads to young children's poor athletic ability (Iwasaki, Yoshida, Boku & Suzuki, 2018, p. 89). We assume that providing opportunity for parents and their children to do physical exercise after school will maintain parents' mental and physical health. Japan Sports Agency (2021) states that physical exercise is effective not only for children's basic physical strength and physical activity development but also fostering mental and physical development such as human relationships and communication ability and introduces exercise movie websites that enable for children and their parents enjoy together at home. It is assumed that spending time with family exerting a favorable influence on children's health and taking action toward health maintenance as a family will be effective on children's self-maintenance and enhancement (Sato et al., 2015, p. 36).

Therefore, in this study we investigate influence on mothers' psychological stress by doing parent and child yoga (we call it "Mother and Child Yoga" here and after since all the parents who participated were mothers) in which children and their mothers can enjoy yoga as communicating each other. Also, Using the result of these studies, we discuss the future direction of development in child care support.

We provide the "Mother and Child Yoga" capable of conducting exercise at home as having physical contact between mother and child, considering enablement requirements cases like; refrain from jumping around in a small space or in an apartment room. The content includes five aspect areas of each child's development: "health" (physical and mental); "human relationships" (the relationship between the child and other people); "environment" (children's surroundings, and relationship to them); "language" (the process of language acquisition); and "expression" (feeling and expression) (Cabinet Office, Ministry of Education, Labour and Welfare, 2015).

2. Methodology

2.1 Target and Method

The target of this research is “Mother and Child Yoga” event at a university attached kindergarten which was held in the nursing seminar room at the university. Participants were kindergartners (3 to 5-year-olds) and their mothers of the kindergarten. It was held on September 13 and 27, 2021 once for each day. The limit was set for participants up to 15 pairs a lesson. To adjust the number, advanced reservation system was utilized. Most of the mothers participated with one child. Only one mother participated with two children.

A survey of participating mothers was implemented in written questionnaire format before and after the yoga event (See Appendix A). Number of targets for survey was 9, numbers responded was 7. Table 1 shows the number and age of children and their mothers who participated.

| Mother's age | 30' | 40' | Non written | | | Total |
|----------------|-----|-----|-------------|---|-------------|-------|
| Number | 2 | 6 | 1 | | | 9 |
| Children's age | 3 | 4 | 5 | 6 | Non written | Total |
| Number | 1 | 2 | 5 | 1 | 1 | 10 |

Table 1: Participants' age and number

Mothers with children at a university attached kindergarten who desired to participate in the research were targeted. Total of seven pairs are targeted. Two of nine pairs were excluded from the analysis due to having loss value in the survey items.

Approval regarding the survey was obtained by the kindergarten principal who was explained purpose of the survey and collection method, participants' privacy protection method by means of a written and oral description. When distributing questionnaires, the participants were explained purpose and method of the research by means of a written description; their cooperation in the questionnaire survey is their own free will, there is no disadvantage depending on their response status, securing the anonymity, personal information is incapable of specify individuals when handling the data, the data will not be used for other than the purpose of the study. By turning in their questionnaires it allows us to obtain their consent. Also, this research is approved by the college research ethics committees (approval number 2100001).

2.2 Research Contents

We thought it is important for mothers and their children to enjoy exercise as communicating each other. “Mother and Child Yoga” was held for the purpose of offering mothers a chance of exercise and play with their children. The Contents are sustainable even for mothers who are tend to lack exercise. There is a convenience merit; no need to leave their children with a day-care center since they are exercising together. We used a program called “Yoga and Art for Kids” by Yoga Alliance as references. The program includes repeating good posture and breathing exercise which leads them to face themselves and increases the powers of concentration. Also, five aspect areas of each child's development: “health” (physical and mental); “human relationships” (the relationship between the child and other people);

“environment” (children’s surroundings, and relationship to them); “language” (the process of language acquisition); and “expression” (feeling and expression) are considered.

| |
|--|
| 【 Mother and Child Yoga】 30min. ↻ |
| • Centering (5min.) ↻ |
| • Worm up (5min.) ↻ |
| • Breathing exercise (5min.) ↻ |
| • Asana (10min.) ↻ |
| • Relaxation (Imagination) (5min.) ↻ |

Table 2: Contents of activities

The contents of activities are set based on these points. Table 2 shows details and time allocation. I led the class and the colleague observed the participants.

2.2.1 Questionnaire Survey

Questionnaires are given to mothers for two purposes; “to verify change in the psychological state before and after exercising” and “to consider future child support”. Age of mothers and children, sex, past and present exercise status, impression of “Mother and Child Yoga”, and psychological state are asked in a written survey before and after the event. Questions regarding psychological state are excerpted from the brief job stress questionnaire by Ministry of Health, Labour and Welfare (See Appendix A).

The questionnaire is a scale developed for studies to prevent work related stress. It includes three areas of NIOSH (National Institute of Occupational Safety and Health); (A) work stressor, (B) stress reaction and (C) cushion factor (social support). It is constituted of 57 items; each item is evaluated on a four level scale. Simple score method aims to easily evaluate individual stress level. Excerpts from (B) “stress reaction” are chosen to be used in this research. There are five indexes of psychological stress reaction. Vigor is for positive reaction (3 items). Irritation, fatigue, anxiety and depression are for negative ones (15 items). Higher point total shows feeling stronger stress.

2.2.2 Implementation of “Mother and Child Yoga”

“Mother and Child Yoga” was implemented on the day of the research. Importance of physical contact between mother and child and the method were explained when the participants applied for the event. The content of the lesson includes five aspect areas of each child’s development: “health” (physical and mental); “human Relationships” (the relationship between the child and other people); “environment” (children’s surroundings, and relationship to them); “language” (the process of language acquisition); and “expression” (feeling and expression) (Cabinet Office, Ministry of Education, Labour and Welfare, 2015). It doesn’t require a large space and that they can do it at home. For children’s concentration not to be interrupted, lesson went along with a story “Sea Adventure”. Living things were familiar to the children. A plurality of movements was demonstrated and each mother and child moved along with it.

3. Results

3.1 and 3.2 are the result of before exercising. 3.3 is the result of before and after exercising. 3.4 and 3.5 are the result of after exercising.

3.1 Mothers' Exercise Experience

6 of them have experienced some kind of exercise during their junior high school days. 5 of them during their high school days. Only 1 of them over the last 5 years (Table 3).

| | Experienced | Not experienced | Total |
|--------------------|-------------|-----------------|-------|
| Junior high school | 6 | 1 | 7 |
| High school | 5 | 2 | 7 |
| Last 5 years | 1 | 6 | 7 |

Table 3: Past regular exercise experience

3.2 Recent Exercising State

All the 7 mothers feel that they have a lack of exercise. 4 of them think it is due to the COVID-19 pandemic. No one has a chance to exercise in everyday life (Table 4).

| | Yes | No | Total |
|--|-----|----|-------|
| Question (4) Do you feel that you have had a lack of exercise for last 6 months? | 7 | 0 | 7 |
| Question (5) Do you have a chance to exercise in everyday life? | 0 | 7 | 7 |
| Does the COVID-19 pandemic influence the situation? | 4 | 3 | 7 |

Table 4: Recent exercising state

3.3 Mother's Psychological Stress State Before and After "Mother and Child Yoga"

Mothers were asked their psychological stress state in a written survey before and after "Mother and Child Yoga". There are five indexes of psychological stress reaction. Vigor is for positive reaction. Irritation, fatigue, anxiety and depression are for negative ones. Total point of depression is 24. Other indexes are 12 points each. Higher point total indicates feeling stronger stress. Participants psychological stress average points before and after "Mother and Child Yoga" are showed in Table 5 (decimal point is suppressed).


| Index | Average (before) | | Average (after) |
|------------------------|------------------|--|-----------------|
| Vigor (out of 12) | 8 |  | 8 |
| Irritation (out of 12) | 8 | | 4 |
| Fatigue (out of 12) | 8 | | 4 |
| Anxiety (out of 12) | 7 | | 3 |
| Depression (out of 24) | 10 | | 6 |

Table 5: Psychological stress state before and after "Mother and Child Yoga"

3.4 Mothers' Physical State After "Mother and Child Yoga"

"Did the exercise gets rid of your lack of fitness?" (Question (2)) in answer to the question, 4 answered "Yes", 3 answered "More than likely yes" and no one answered "No" (Table 6).

| | Yes | More than likely yes | No | Total |
|---|-----|----------------------|----|-------|
| Question (2) Did the exercise gets rid of your lack of fitness? | 4 | 3 | 0 | 7 |

Table 6: Overcoming the lack of exercise

3.5 Impression of "Mother and Child Yoga"

Did "Mother and Child Yoga" trigger to communicate with your child?" (Question (3)) in answer to the question, 7 answered "Yes", neither of them answered "More than likely yes" nor "No" (Table 7).

| | Yes | Neither | No | Total |
|--|-----|---------|----|-------|
| Question(3) Did "Mother and Child Yoga" trigger to communicate with your child?" | 7 | 0 | 0 | 7 |

Table 7: Trigger to communicate

Followings are answers to the question (4) "How did you invite your child (children) to the event?" (Table 8).

| |
|--|
| Question (4) How did you invite your child (children) to the event?" |
| <ul style="list-style-type: none"> • Do you want to go and do some exercise with me. • Let's go out to play. • Let's go and do some exercise. • I want you to do yoga with me, let's go together. • There is a yoga lesson at the kindergarten. Let's check it out. • Let's do some exercise together. |

Table 8: How to invite children

Table 9 shows the answer to the question (5) "Which part was the most enjoyable to your child (children)?" a. centering 0, b. warming-up 4, c. breathing exercises 0, d. asana (pose) 2, e. relaxation 0, sharing feelings 1, g. other 0.

| question (5) Which part was the most enjoyable to your child (children)?" | a | b | c | d | e | f | g | Total |
|---|---|---|---|---|---|---|---|-------|
| | 0 | 4 | 0 | 2 | 0 | 1 | 0 | 7 |

Table 9: Most enjoyable part

Table 10 shows the answer to the question (6) "Why did you decided to participate in this event?"

| |
|--|
| Question (6) Why did you decided to participate in this event? |
| <ul style="list-style-type: none"> • I can participate with my child. • I have not had a chance to exercise we two alone. • My boy is a youngest child of 4. I'd like to have a time alone with him. • I like yoga. I thought it would be nice to do yoga with my child. • I wanted to do some exercise. • Looks fun. • I thought it would be a good chance to exercise at home in pandemic. • I wanted to experience yoga with my child. • I wanted to learn yoga as an indoor activity because we have been shutting ourselves in all day due to the COVID-19 pandemic. |

Table 10: Participation motive

Table 11 shows the answer to the question (7) “Did the event meet your expectations?” and (8) “Would you like to participate again?” In answer to the questions, all of 7 answered “Yes”. None of them answered “neither” nor “no”. Table 12 shows reasons to the answer for question (8).

| | Yes | Neither | No | Total |
|---|-----|---------|----|-------|
| Question(7) Did the event meet your expectations? | 7 | 0 | 0 | 7 |
| Question(8) Would you like to participate again? | 7 | 0 | 0 | 7 |

Table 11: Contents and impression

| |
|---|
| • It was fun |
| • Parents can relax as well |
| • It was a good opportunity to exercise with my child. |
| • My child was having a good time as well. |
| • It was good to learn how to stretch one’s imagination. |
| • Parent myself was able to feel the tension leaving my body and relax. |
| • It’s fun to spend time with my child one to one. |

Table 12: Reasons for wanting to participate again

4. Discussion

4.1 Desires for Participation in Exercise

5 mothers had an exercise habit in their middle school and high school days. However, only one of them gets regular physical activity for the preceding five years. It is expected that they had been exposed to physical exercise. At the same time, it has not been a familiar event.

4.2 Recent Exercising State

All 7 mothers said “yes” to the question (4) Do you feel that you have had a lack of exercise for last 6 months? 3 mother said “yes” and 4 said “no” to the question Does the COVID-19 pandemic influence the situation? From the above they feel lack of exercise in everyday life.

It cannot be said the factor is affected by COVID-19 pandemic. All 7 mothers said “no” to the question (5) Do you have a chance to exercise in everyday life? From these results, we can read the following things. All of them are aware of lack of exercise and feel the importance of exercise and have willingness to do it. Although, they have not had a chance to do it in everyday life. That led them to participate in the event.

4.3 Psychological State Before and After the Event

Average values on vigor/activity, anger/hostility, fatigue/inertia, tension/anxiety, depression/dejection before and after the event are compared. Change in value of vigor/activity cannot be seen. Before the event, the mothers' psychological state average value of anger/hostility, fatigue/inertia, and tension/anxiety were more than 6 points out of 12. On the other hand, it has been reduced by half after the event. Depression/dejection was 10 points out of 24 before the event. Even though the point is originally low, it went lower to 6 points after the event. It follows from this that mothers' psychological stress such as irritability and fatigue shows a significant change rather than feeling energetic by doing “Mother and Child Yoga”.

On the other hand, their physical state after the event; in answer to the question “Did the exercise get rid of your lack of fitness?”, 4 answered “Yes”, 3 answered “More than likely yes” (Table 6). These things suggest that “Mother and Child Yoga” solves their psychological stress as well as lack of fitness.

4.4 Through Participation

In answer to the question, “Did ‘Mother and Child Yoga’ trigger to communicate with your child?”, all of them answered “Yes” (Table 7). It is thought that the time for being face to face was secured by participating in the event. Also, the word “together” was commonly used when inviting their children to the event. The children were not forced to take part in the event. Smooth communication including confirmation of the will was performed between them at the time of the entry.

In answer to the question “Which part was the most enjoyable to your child (children)?”, four of the seven answered warming-up, two asana (pose) and one sharing feelings (Table 9).

It was suggested that the more physical activity children do, the more enjoyable they feel. They moved their bodies sufficiently with great enjoyment while feeling secure that comes from the fact that they are warmly being watched over by their mothers. In such an environment they listened to the story, pondered a fantasy world and shared their feelings with their mothers.

In answer to the question “Why did you decide to participate in this event?” (Table 10), there are the following descriptions; “I can participate with my child”, “I'd like to have a time alone with him”. It is expected that mothers participated in the event in the hope of taking part in with their children and/or having time alone to spend with his children. Also, from the description “I wanted to do some exercise” and “I thought it would be a good chance to exercise at home in pandemic”, it is evident that mothers considered the event as their chance to exercise and/or learn sustainable indoor yoga activity.

In answer to the question “Did the event meet your expectations?” (Table 11) all seven mothers answered “Yes”. It suggests that the event was highly satisfied. As reasons for wanting to participate again (Table 12), there were following descriptions; “It was a good opportunity to exercise with my child”, “It’s fun to spend time with my child one to one”, “Parent myself was able to feel the tension leaving my body and relax”. This appears to be due to the chance of having a time to exercise and communicate with their children as well as relax themselves was given to the mothers by participating the event.

For these reasons, it has found “Mother and Child Yoga” to have a positive effect on their mental condition: “Mother and child yoga” gave an opportunity for mothers to notice children’s feelings and meaning of their words or actions by sharing experience and excitement. Understanding their children’s changing growth and development which lead to what to expect on parenting. At the same time being able to take delight pleasure in their children’s growth. It is presumed that they were able to refresh a mind by communicating with their children and exercising themselves. As a result, their positive emotions has increased which lead to reduction of stress. A study on parenting stress has shown that when a mother exercises with her child, her positive emotions increase and anxiety of child-rearing reduces (Sato et al., 2015). Also, exercise itself seems to improve depressive symptoms in people with a diagnosis of depression (Cooney et al., 2013). It has reported that mother-child engagements (play time with your children) is expected to provide mothers with sense of deepening affection to their children, confidence as a parent (Tachibana et al., 2012). It can be asserted that “Mother and Child Yoga” serves as an exercise outlet for mothers, playing a significant role in alleviating their daily stress and addressing fitness deficiencies.

Conclusion

Our study played a pivotal role in elucidating childcare support dynamics within daycare or kindergarten settings. Yamanishi and Watanabe (2017) have suggested that, in comparison to mothers of daycare children, those with children in kindergarten experience a more substantial burden due to the constraints imposed by the upbringing process. This is particularly pronounced among housewives, who tend to encounter heightened stress levels resulting from prolonged periods of child-rearing and a sense of isolation from societal engagement. Prior research has expounded upon maternal childcare fatigue, revealing that the scarcity of assistance correlates positively with the development of chronic fatigue. Establishing a comprehensive system for child-rearing that incorporates collaborative efforts from immediate family, friends, and the broader community, such as through the involvement of nursery institutions, is imperative (Murakami, Iizuka, & Tsujino, 2005).

It is asserted that in recent years, families engaged in childrearing have become increasingly isolated. This isolation is attributed to parents raising children within secluded nuclear units, devoid of readily available social connections. Consequently, there is a noticeable absence of individuals with whom parents can engage in meaningful conversations, and a lack of designated safe spaces for children to play. The nursery institutions emerge as a pivotal solution, providing a welcoming environment for both parents and children, with a commitment to the secure and trustworthy care of children. Anticipated developments in this area are underscored, with a vision for continued progress in the foreseeable future (Ministry of Health, Labour and Welfare, 2016, p. 20).

They are also actively encouraged to facilitate parental support, as highlighted by the Ministry of Health, Labour and Welfare (2016, p. 179-198). The opportunity for parents to

engage in school events alongside their children fosters a space for the exchange of knowledge and shared experiences, contributing positively to the well-being and developmental aspects of the children. Moreover, this participation encourages parents' voluntary activities. For these reasons, activities such as the "Mother and Child Yoga" conducted on this occasion play a significant role in the support services offered within a nursery center or similar facilities designed to assist guardians in the care of children.

In the capacity of a nursery/kindergarten teacher, the expectation is to orchestrate school events with active parental involvement, viewing it through the lens of guardian support. Meticulous attention is required regarding the content and implementation policies of such events. For instance, these occasions should serve as opportunities to attentively listen to parents' emotions and concerns. Teachers play a crucial role in elucidating the significance of childcare, detailing aspects of the child's daily life, and addressing pertinent issues with the parents. Simultaneously, these events aim to provide parents with a conducive environment for mutual communication and interaction (Ministry of Health, Labour and Welfare, 2016, p. 187).

The relationship between educators and a child's parents constitutes an integral aspect of their role as teachers. By empathizing with the parents' affection for the child and the joy derived from the child's growth, educators can serve as a source of motivation and confidence for effective child-rearing (Ministry of Health, Labour and Welfare, 2016, p. 183). It is desirable to have initiatives and environmental efforts from childcare institutions and caregivers that enable parents to cultivate confidence, find joy in raising their child, and experience the immense pleasure of witnessing their child's growth. Thus, we would like to continue to hold such an event on a regular basis.

"Mother and Child Yoga" incorporates simple body movements, requiring no specialized expertise as one does not need to be a certified yoga instructor to facilitate the session. Given that the intentions and components of this activity overlap with elements of childcare, educators can potentially organize "Mother and Child Yoga" events in the future by drawing on their knowledge about children.

To give the guidance of appropriate life habit improvement to mothers will be one of the roles of educators which no doubt grows increasingly important in the future. Physical disorders and mental health degree are correlated to each other. As eliminating physical disorders brings into an improved mental health condition, to provide physical care for mother in child care is necessary (Yamanishi & Watanabe, 2017). For mothers to understand that in order to relieve their stress and maintain physical health, exercising with children is important, we also would like to be able to program an effective guidance for them in their childcare studies into a plan in the future program.

(6) Please answer the following questions concerning your health during the past one month by circling the number that best fits your situation.

| | | Almost Never | Sometimes | Often | Almost always |
|----|---|-----------------|-----------|-------|------------------|
| 1 | I have been very active | 1 | 2 | 3 | 4 |
| 2 | I have been full of energy | 1 | 2 | 3 | 4 |
| 3 | I have been lively | 1 | 2 | 3 | 4 |
| 4 | I have felt angry | 1 | 2 | 3 | 4 |
| 5 | I have been inwardly annoyed or aggravated | 1 | 2 | 3 | 4 |
| 6 | I have felt irritable | 1 | 2 | 3 | 4 |
| 7 | I have felt extremely tired | 1 | 2 | 3 | 4 |
| 8 | I have felt exhausted | 1 | 2 | 3 | 4 |
| 9 | I have felt weary or listless | 1 | 2 | 3 | 4 |
| 10 | I have felt tense | 1 | 2 | 3 | 4 |
| 11 | I have felt worried or insecure | 1 | 2 | 3 | 4 |
| 12 | I have felt restless | 1 | 2 | 3 | 4 |
| 13 | I have been depressed | 1 | 2 | 3 | 4 |
| 14 | I have thought that doing anything was a hassle | 1 | 2 | 3 | 4 |
| 15 | I have been unable to concentrate | 1 | 2 | 3 | 4 |
| 16 | I have felt gloomy | 1 | 2 | 3 | 4 |
| 17 | I have been unable to handle work | 1 | 2 | 3 | 4 |
| 18 | I have felt sad | 1 | 2 | 3 | 4 |

Note. Adapted from “The Brief Job Stress Questionnaire English version”, by Ministry of health, Labour and Welfare, 2016. Stress Check Program. Retrieved February 2, 2024, from <https://stresscheck.mhlw.go.jp/material.html>

Date : 2021/9/27

Posterior Questionnaire

(1) Please answer the following questions concerning your health by circling the number that best fits your situation.

| | | Agree | Moderately agree | Moderately disagree | Not agree |
|----|--|-------|------------------|---------------------|-----------|
| 1 | I feel very active | 1 | 2 | 3 | 4 |
| 2 | I feel full of energy | 1 | 2 | 3 | 4 |
| 3 | I feel lively | 1 | 2 | 3 | 4 |
| 4 | I feel angry | 1 | 2 | 3 | 4 |
| 5 | I feel inwardly annoyed or aggravated | 1 | 2 | 3 | 4 |
| 6 | I feel irritable | 1 | 2 | 3 | 4 |
| 7 | I feel extremely tired | 1 | 2 | 3 | 4 |
| 8 | I feel exhausted | 1 | 2 | 3 | 4 |
| 9 | I feel weary or listless | 1 | 2 | 3 | 4 |
| 10 | I feel tense | 1 | 2 | 3 | 4 |
| 11 | I feel worried or insecure | 1 | 2 | 3 | 4 |
| 12 | I feel restless | 1 | 2 | 3 | 4 |
| 13 | I feel depressed | 1 | 2 | 3 | 4 |
| 14 | I think that doing anything was a hassle | 1 | 2 | 3 | 4 |
| 15 | I am unable to concentrate | 1 | 2 | 3 | 4 |
| 16 | I feel gloomy | 1 | 2 | 3 | 4 |
| 17 | I am unable to handle work | 1 | 2 | 3 | 4 |
| 18 | I feel sad | 1 | 2 | 3 | 4 |

Note. Adapted from “The Brief Job Stress Questionnaire English version”, by Ministry of health, Labour and Welfare, 2016. Stress Check Program. Retrieved February 2, 2024, from <https://stresscheck.mhlw.go.jp/material.html>

Please answer the following questions by circling the answer that best fits your situation.

(2) Did the exercise gets rid of your lack of fitness?

【 Yes • More than likely yes • No. 】

(3) Did “Mother and Child Yoga” trigger to communicate with your child?”

【 Yes • Neither • No 】

(4) How did you invite your child (children) to the event?”

(5) Which part was the most enjoyable to your child (children)? Please circle the answer.

- a. centering (sitting cross-legged • observing breathing • sound of a bell)
- b. warming-up (wave exercise • 'teru teru bozu • palm and crab • underwater tunnel)
- c. breathing exercises (flower breathing • bee breathing • Flying bird breath)
- d. asana (pose) (surfing • mother child surfing • boat)
- e. relaxation (story)
- f. sharing feelings (asking questions)
- g. other ()

(6) Why did you decided to participate this event?

(7) Did the event meet your expectations?

【 Yes • Neither • No. 】

(8) Would you like to participate again?

【 Yes • Neither • No. 】

Could you tell us why?

Thank you for your cooperation.

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