Mothers' Experience of Home Education with Their Children during COVID-19: A Qualitative Systematic Review*

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Abstract

Purpose: One of the areas most affected by the COVID-19 pandemic has been education. The pandemic has significantly affected teaching-learning processes and caused various challenges. This process has brought a significant burden of care, especially for families with children. According to the studies, although the responsibilities and roles of parents have increased in the process, it has been observed that mothers have undertaken this more than fathers. This study aims to understand mothers' experiences of being a teacher-mother and the development of their children's educational processes according to the findings of the studies based on how mothers experienced their children's educational processes at home during the COVID-19 pandemic.

Method: In this study, which is carried out according to the qualitative systematic review design, 13 studies meeting the preset criteria are analysed. While analysing the data, thematic analysis recommended for systematic reviews is utilised/used.

Findings: In this study, even though the process offered some limited opportunities, it is concluded that the mothers felt many responsibilities, experienced feelings that arose from the uncertainty such as fear, anxiety, and guilt, and undertook the responsibility of being a pedagogical and working mother and faced a lot of difficulties/hardships.

Implications: When distance education is needed for various reasons in the future, it is among the recommendations of the study to make planning by considering the experiences of mothers.

Keywords

COVID-19 pandemic, home education, motherhood, qualitative systematic review

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Introduction

The COVID-19 pandemic had profound psychological, physical, and economic impacts globally, heavily affecting education systems, especially health. One of the most significant changes was the suspension of face-to-face education and the urgent implementation of distance education. Alan and Can (2021) emphasized that this disruption was almost global, catching schools, teachers, and families off guard. The sudden shift to remote learning negatively affected families, especially those from lower socio-economic backgrounds, increasing inequalities among children (Erdemci & Elçiçek, 2022).

Education was one of the most affected areas during the pandemic. Systematic reviews indicated that the pandemic significantly disrupted teaching and learning processes, presenting numerous challenges for all stakeholders, including parents (Betthäuser et al., 2023). Parents, particularly working ones, had to take on the dual responsibilities of work and childcare, leading to increased stress and difficulty (Heggeness, 2020). Studies showed that parents assumed new roles in their children's education, acting as teachers, facilitators, motivators, and guides during the remote learning process (Krisnawati, 2020).

During home education, parents facilitated their children's learning by explaining COVID-19 and its dangers, offering various learning and play activities, and communicating with teachers for guidance. They also relied on technology like TV and mobile phones as learning tools. Krisnawati (2020) identified four key roles parents played: 1) acting as a teacher by monitoring learning and creating a conducive environment, 2) serving as facilitators by providing infrastructure for distance learning, 3) being motivators, and 4) guiding children in their educational journey.

The pandemic created a significant burden on families, with many reporting difficulties adjusting to the new distance education system, especially for younger children and those with special needs (Misirli & Ergulec, 2021). Parental stress levels rose notably during the pandemic. This increased stress, combined with the added responsibility of home teaching, disproportionately affected mothers. Mothers were often more involved in their children's education than fathers, frequently taking on the roles of both teacher and caregiver (Bakiler & Kurtça, 2021; Burns et al., 2023).

The unequal distribution of responsibilities between mothers and fathers during the pandemic highlighted existing gender inequalities. Studies found that, even among highly educated and dual-career couples, mothers carried a disproportionate share of childcare and household responsibilities (Çakmak Otluoğlu et al., 2021). This was particularly true even in countries known for gender equality, such as Scandinavian nations. Despite advancements in women's rights, societal expectations still pressured mothers to manage both work and childcare responsibilities during quarantine periods (Condon et al., 2024).

Research on mothers during the pandemic explored various topics, including the physical and mental health of mothers, first-time motherhood, stress, trauma, and caring for children with developmental disabilities (Bakiler & Kurtça, 2021). Mothers experienced physical and emotional exhaustion as they tried to balance the dual demands of work and home education (Bastain et al., 2022). In particular, mothers took on greater responsibility for ensuring their children's safety and continued education during the pandemic. For example, Kinser et al. (2022) examined women's experiences during pregnancy and childbirth in the pandemic. The

study revealed that mothers faced increased challenges and that health systems were inadequate in supporting them. Another study by Condon et al. (2024) investigated how the pandemic affected families with preschool children in terms of family roles and routines. The findings showed that families had both positive and negative experiences, but the stress of disrupted routines strained both immediate and extended family relationships. Moon et al. (2021) focused on the changing experiences of mothers with elementary school-aged children in Korea during the pandemic. In-depth interviews with 10 mothers revealed that while many felt fatigue and stress, the crisis also led to positive family growth as they adapted to new roles.

The studies conducted on mothers during the pandemic involved women from different countries, with children of varying ages and in different educational stages. These studies revealed diverse experiences, but one common theme was the increased burden placed on mothers. Working mothers found it challenging to balance their professional duties with the educational needs of their children. These difficulties varied depending on family structure, the number of children, and the mother's job and working status. In many cases, mothers faced conflict between their roles as employees and caregivers, leading to feelings of inadequacy and stress (Hoskins & Wainwright, 2023). The experiences shared by mothers across different studies indicate that, despite the challenges, many were able to adapt to the new demands placed on them. However, the added responsibilities of home education, combined with pre-existing societal expectations, often resulted in emotional and physical strain. A more comprehensive evaluation of these experiences is needed to understand the full impact of the pandemic on mothers' roles in education.

This study aims to systematically review qualitative research on mothers' experiences of their children's educational processes at home during the COVID-19 pandemic. It seeks to answer the following questions:

1. How did mothers experience the role of being a "teacher mother" during the pandemic?

2. According to mothers, how did their children's educational processes evolve during the pandemic?

Method

Research Design

This study, which aims to examine studies based on how mothers experienced the education processes of their children at home during the COVID-19 pandemic, is conducted in accordance with the qualitative systematic review design. A systematic review enables to reveal what is known and unknown about a topic based on the literature (Gough & Thomas, 2016). This design is a systematic process governed by clear and demanding rules to ensure freedom from bias, transparency, and accountability (Dixon-Woods, 2011). Only quantitative studies, only qualitative studies, only mixed methods studies, or studies with different understandings can be subjected to systematic review. In this study, qualitative studies were examined. Since the focus of this study was to reveal the experiences of mothers holistically during the pandemic, it was decided that it was appropriate to include qualitative studies in the review.

Search Strategy

In order to identify the studies to be included in the review, it was decided to search the Web of Science (WOS) and Education Resources Information Center (ERIC) databases. The last search in these databases was made on 05.07.2023. "COVID-19" and "MOTHER" were determined as keywords. Within the scope of the search, firstly, studies that included these keywords were accessed.

Inclusion and Exclusion Criteria

The studies to be examined within the scope of the study were determined in accordance with the PRISMA (The Preferred Reporting Items for Systematic Reviews and Meta-Analyses) 2020 guidelines (Page et al., 2021). The diagram created according to PRISMA is shown in Figure 1.

Figure 1

Flow Diagram of the Studies Included in the Systematic Review
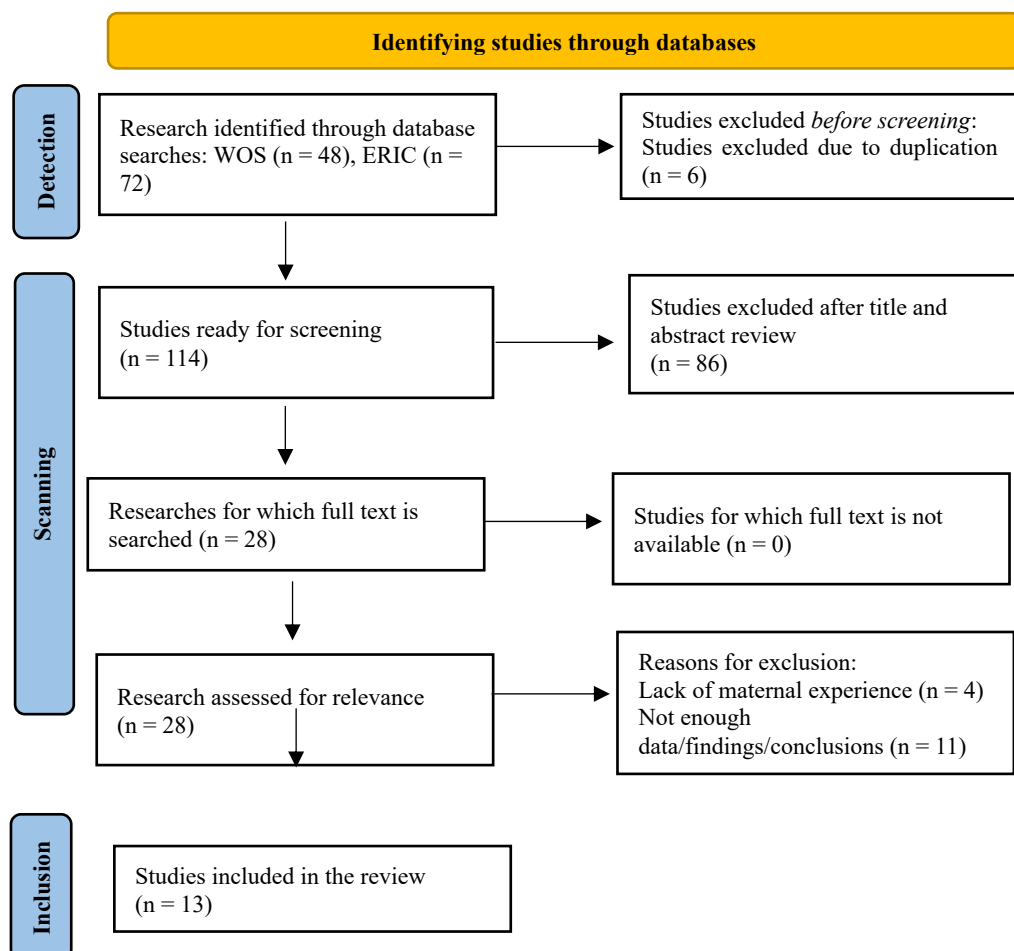
As seen in Figure 1, a total of 120 studies, 48 in WOS and 72 in ERIC, were identified after the search. Six of these studies were excluded as they reoccurred in different databases and 114 studies were screened. Having reviewed the title and abstract, 86 studies found to be unfit for the purpose of the study were eliminated. After this elimination, the full text of 28 studies was evaluated for eligibility. After the elimination due to not including the experience of mothers whose children received distance education during the COVID-19 pandemic (n = 4) and not containing enough data/findings/results (n = 11), 13 studies were found suitable for review. The studies to be included in the study were determined in accordance with the following criteria:

- Reporting in English or Turkish

- Published in a refereed journal indexed in WOS and ERIC databases

- Being research directly examining the experience of a mother whose child received distance education during the COVID-19 pandemic; and

- Realization in compliance with the qualitative research approach

Quality Assessment

The Mixed Methods Appraisal Tool (MMAT) developed by Hong et al. (2018) is used to assess the quality of the studies to be included in the review. According to the matrix of the tool, methodological quality criteria for qualitative research items were marked as Yes, No, and Unspecified. Table 1 provides a brief description of this assessment.

Table 1

MMAT* to Assess the Quality of Studies (Hong et al., 2018)

Article No* Publication	1.	2.	3.	4.	5.	QR
1.	Y	Y	Y	Y	Y	H
2.	Y	Y	Y	Y	Y	H
3.	Y	Y	Y	Y	Y	H
4.	Y	Y	Y	Y	Y	H
5.	Y	Y	Y	Y	Y	H
6.	Y	Y	Y	Y	Y	H
7.	Y	Y	Y	Y	Y	H
8.	Y	Y	Y	Y	Y	H
9.	Y	Y	Y	Y	Y	H
10.	Y	Y	Y	Y	Y	H
11.	Y	Y	Y	Y	Y	H
12.	Y	Y	Y	Y	Y	H
13.	Y	Y	Y	Y	Y	H

* For each item: Yes (Y) = 1; No (N) = 0; Not specified (N) = 0.5. Quality rating (QR): Low (L) = 1-2; Medium (M) = 3; High (H) = 4-5.

Items: 1. Does the qualitative approach answer the research question? 2. Is the qualitative data collection method appropriate to the research question? 3. Are the findings obtained by using the collected data? 4. Are the

interpretations made in accordance with the data? 5. Are the sources of qualitative data, data collection, analysis, and interpretation of qualitative data related to each other?

When Table 1 is examined, it is seen that the studies included in the review respond to the qualitative approach research question, the qualitative data collection method is appropriate to the research question, the findings are obtained with the collected data, the interpretations are made in accordance with the data, and the sources of qualitative data, data collection, analysis, and interpretation are interrelated. It was concluded that all 13 articles were of high quality and it was decided to include these in the review.

Data Analysis

The study's data analysis is conducted following the thematic analysis recommended by Thomas and Harden (2008) for qualitative systematic reviews. Accordingly, with an inductive approach, the researchers first coded the data and identified the initial themes that would be explanatory. Afterwards, more inclusive analytical themes were created and the findings were interpreted by supporting them with direct quotations from the analyzed studies. Data analysis was conducted using the MaxQDA 2020 qualitative data analysis programme.

To ensure the reliability of the themes obtained, the data were first analyzed by two researchers. Then, the researchers conducted interviews and made changes until they reached a consensus on the preliminary themes. At this stage, the preliminary themes of being a teacher-mother, distance learning, home environment, and development of the process were grouped under two more comprehensive themes. With the inclusion of the third researcher in the analysis process, the themes and sub-themes were finalized. Thus, two themes emerged: "mothers' experience of being a teacher mother in the pandemic" and "development of children's education processes in the pandemic." Mothers' experience of being a teacher mother in the pandemic was examined under the sub-themes of emotions, responsibilities, challenges, and opportunities. development of children's education processes in the pandemic emerged within the sub-themes of uncertainty and acceptance and adaptation. Direct quotations from relevant articles have been used for themes and sub-themes, and references to the articles have been made using a coding system such as A1: Article 1.

Findings

Within the scope of the study, 13 articles were found suitable for systematic review. Summary information about the articles subjected to qualitative systematic review is shown in Table 2.

Table 2

Studies Included in the Review

Attribution	Country	Participants	Design	Data collection tool	Purpose of the study	Key findings
Bakiler and Kurtça (2021)	Türkiye	11 mothers	General qualitative research	Interview	To examine the experiences of students preparing for the High School Transition System from the perspective of mothers.	• In the family, mothers followed the exam process. • Schools have adapted quickly. • The school counseling service did not meet expectations. • The steps taken by MoNE have made the process easier.
Miller and Riley (2022)	USA	134 academic mothers, 7 academic fathers	Unspecified	Survey	To determine the work-life conflict experiences of academic mothers.	• Academic fathers reduced work-life conflict by prioritizing one role, while academic mothers experienced significant work-life conflict during the pandemic.
Bailey (2022)	England	4021 posts in 358 discussion threads	Unspecified	Website shares	Examining the relationship between pandemic school closures and intensive motherhood ideology through posts in an online motherhood community on learning during lockdown.	• Intensive motherhood is normalized. • Mothers reacted to the normalization of intensive motherhood.
Koželuhová et al. (2021)	Czechia	6 mothers	Descriptive multiple case	Interview	To describe the experiences of parents with children who learned to read and write through distance learning.	• Distance learning did not affect the quality of children's acquisition of reading and writing techniques but slowed it down. • Distance education has placed additional physical and mental demands for mothers.
Park et al. (2021)	USA	22 mothers	Qualitative	Interview	Examining mother's experiences of supporting their children's	• Mothers saw themselves as strong mothers who assumed various roles (teacher, friend, caregiver, healthcare provider, etc.).

Attribution	Country	Participants	Design	Data collection tool	Purpose of the study	Key findings
					distance learning during the pandemic.	
Hoskins and Wainwright (2023)	England	6 mothers	Qualitative	Interview	To identify how education and care at home was provided during the pandemic.	• Mothers did not consider themselves good enough or educated enough to support their children. • Providing quality digital devices and internet connectivity has been difficult during the pandemic.
Burns et al. (2023)	Canada	350 mothers	Unspecified	Survey	To identify the experiences and challenges faced by low-income families regarding their children's educational experiences at home during the pandemic.	• Families had difficulty coping with homeschooled children during the pandemic. • A significant number of families found learning from home during the pandemic to be a positive experience.
San Jose et al. (2022)	Philippines	6 mothers	Interpretive phenomenology	Interview	To explore mothers' experiences of being a mother and teacher during the pandemic.	• Mothers have experienced various difficulties. • Children were bored with the home education process and wanted to return to face-to-face education.
Szabo (2021)	USA	21 mothers	Case study	Interview	Determining mothers' preference processes for online or face-to-face education in the pandemic.	• Mothers were relieved to have the option of online or face-to-face.
Hamad (2021)	Palestine	8 mothers	Case study	Interview	Uncovering the role of mothers during the pandemic.	• Teachers were not prepared to deliver online education. • Inadequate/inconsistent access to technology.
Park and Kang (2022)	USA	4 mothers	Unspecified	Interview	Determining mothers' perceptions of changes in their parenting tasks and	• It was stated that the school and the teacher were not ready for distance education. • Mothers who were estranged from their

Attribution	Country	Participants	Design	Data collection tool	Purpose of the study	Key findings
					educational participation during the pandemic.	husbands emphasized the education of their children.
Öngören (2021)	Türkiye	19 parents	Case study	Interview	To examine parents' relationships with their children during the pandemic.	• Positive aspects: spending time together, sharing and communication. • Negative aspects: social isolation, family conflicts and cell phone addiction.
Aladsani (2022)	Saudi Arabia	12 mothers	Qualitative	Interview	To determine the experiences of female breadwinning parents and their children's experiences of distance education.	• The problems are categorized under the headings of financial, social-cultural and educational problems.

The analysis of the 13 articles in Table 2 revealed two analytical themes: mothers' experience of being a teacher mother in the pandemic and development of children's education processes in the pandemic. The themes were explained by supporting them with quotations from the participant statements.

Mothers' Experience of Being a Teacher Mother in the Pandemic

One of the first questions sought to be answered in the research is about the experiences of mothers who experienced the education processes in their homes during the COVID-19 pandemic. When the findings of the studies examined within the scope of the research were analyzed; the experience of mothers as teacher mothers during the pandemic was examined under the sub-themes of emotions, responsibilities, challenges, and opportunities. It was determined that mothers experienced emotions such as fear, anxiety, and guilt arising from uncertainty during the pandemic. These participants expressed these emotions as "... I cannot cope ... my anxiety is very high. ... I don't know why I failed ... I feel like we are falling further behind every day ... I feel like I can't do this ... I feel very guilty that I can't cope with everything. It's very difficult (A3)."

During the pandemic, mothers' pedagogical and working mother responsibilities came to the fore. Mothers' pedagogical responsibilities included following the cognitive development of the child, being a mother who learns with the child, and communicating effectively. One mother described her pedagogical responsibility as follows: "My biggest trick - if I can call it that - is to involve myself with my daughter and tell her, 'Okay, we are both going to take/attend the

class. We're both taking the lesson class because I want to learn English and I can listen to the teacher when you're at the lesson.' and my daughter says: 'Mom, you are missing a lot. Come here, he is talking. Do you understand what she is saying?' ... (A5)". The challenges of working mothers during the pandemic differ in terms of working remotely at home and continuing to work outside the home. The difficulties experienced by mothers working from home are reflected in the participant's statements as follows: "People think that working from home is easier, but the reality is the opposite. I was working full-time and at the same time, I was a stay-at-home mom 24/7. There was no clear line between work and housework. I had to work from home from early morning until late evening while taking care of my daughter (A11)."

The main difficulties experienced by mothers during the pandemic process are categorized under the headings of being unfamiliar with the digital environment, attitude differences with their spouses, taking care of their children alone, keeping track of homework, difficulties arising from the home environment, and difficulties arising from educational institutions. Mothers frequently used the expression "I am not a teacher!" during the interviews. These views were expressed in the participant statements such as "We could not do the things that a teacher does (A1)." and "It was scary. It was very scary. I wanted to pull out what little hair I had, I'm not a teacher. ... I was in a constant state of war (A9)." The difficulties arising from educational institutions were reflected in the views of one mother as follows: "I don't think this education process contributed to the children. It was just a general repetition, to keep the children busy ... The lessons did not provide a new learning opportunity for the children; they only prevented forgetting by repeating what they already knew." (A1)

One mother expressed the problems arising from the physical environment of the home as follows: "Now we are at one dining table, I occupy one-third of the table, I need to have two monitors to work and my daughter is here for the other two-thirds, she needs space, she opens her exercise books and she is on the tablet..." (A4)

One of the difficulties experienced during the pandemic was defined as Internet quality and electronic device-related problems. Examples of the opinions of mothers regarding the difficulties they experienced related to this sub-theme are given below:

... it was working at first. But then it was lagging and not actually working properly ... I was really struggling with the internet ... It had to load for a very long time (A6)

I asked the school for a Kindle but they said they didn't have any... And I thought it was a bit unfair for the child to do something with a little phone - I mean we only have a little iPhone. (A4)

It was revealed that mothers mostly experienced negative emotions such as fear, undertook many responsibilities, and faced difficulties as well as a small number of opportunities that came to the fore during the distance education progress. Accordingly, the opportunities of the pandemic process were expressed by the mothers as strengthening family ties, getting to know the child better, reducing peer bullying, preventing time loss, improving digital skills, enabling students with special needs to benefit from education without moving, and focusing better on the exam. One participant stated that "It was an opportunity for all three of them to get to know each other (A1)." for her children and her husband, while the prominent opportunities in distance education were reflected in the views of other mothers as "We had the chance to spend more time together and get to know each other better because the number of things we shared

increased (A12)." and "... bullying was limited in distance education. Although there is cyberbullying, it cannot be compared to bullying in face-to-face learning (A13).".

Development of Children's Education Processes in the Pandemic

The other question sought to be answered in the research; according to the mothers, how the development of their children's education process was during the COVID-19 pandemic. Mothers' views on the development of their children's education process during the pandemic emerged within the sub-themes of uncertainty and acceptance and adaptation. These sub-themes explain the development of the process gradually. One participant expressed this process as follows: "At first there was a holiday atmosphere. ... Then another fourteen days. Then we realized that it would not open anymore. ... After we realized this and accepted that the process would continue like this, we prepared the program." (A1). One of the conflicts experienced during the uncertainty process was the health-success conflict. One mother's views on this situation are as follows: "I go back and forth between thinking that their well-being is the most important thing and stop stressing about school work and ... feeling under a lot of pressure to make sure they are still learning." (A3)

After accepting the process, it was observed that a planning was made. Some mothers expressed their views as follows: "... we prepared the program after we accepted that the process would continue like this (A1)." and "I immediately got prepared for home education. I was not surprised when our school was closed and started to provide distance education (A11)."

Conclusion, Discussion, and Recommendations

In this study, which aims to systematically examine qualitative research on mothers' experiences of their children's educational processes at home during the COVID-19 pandemic, 13 studies were analyzed. The result of the research revealed results about mothers' teacher mother experience and the development of their children's education process during the pandemic. As revealed in various studies, it was observed that mothers were more concerned about their children's education during the pandemic (Rohita, 2021). In this process, it is understood that fathers did not experience a conflict arising from dual role expectations and focused more on their profession (Miller & Riley, 2022), while mothers experienced this conflict more. Hence, important results were obtained by evaluating the research on mothers' experiences of their children's educational processes in their homes during the COVID-19 pandemic with a holistic perspective.

The sub-themes of *emotions, responsibilities, challenges,* and *opportunities* that emerged as a result of the thematic analysis revealed mothers' experiences of being a teacher mother during the pandemic. Mothers stated that during the COVID-19 pandemic, they experienced feelings of uncertainty such as fear, anxiety, and guilt, undertook the responsibilities of being a pedagogical and working mother, experienced many challenges and that this process offered some opportunities, albeit limited. In Parczewska's (2020) study, some parents expressed their situation in the education process of their children at home during the pandemic with words such as anger, resentment, fear, helplessness, discouragement, feeling overwhelmed, confusion, loneliness, and disorganization. The sub-themes of uncertainty, and acceptance, and adaptation originated as a result of the analysis explained the development of children's educational

processes during the pandemic. In the uncertainty environment that emerged with the onset of the pandemic, there was a conflict between protecting health and continuing education, but after accepting the process, a plan was made and adaptation was achieved. Garbe et al. (2020) found that parents had difficulty balancing their work, household chores, and teaching responsibilities at the same time remotely.

The main difficulties experienced by mothers during the pandemic are being unfamiliar with the digital environment, attitude differences with their spouses, taking care of their children alone, keeping track of homework, difficulties arising from the home environment, and difficulties arising from educational institutions. These results overlap with the results of Hoskins and Wainwright (2023) and the statement "I am not a teacher!" was prominent in the mothers' opinions. In O'Reilly's (2020) study, the role of mothers was expressed as "achieving the impossible" and "carrying an unbearable burden". It was also observed that the difficulties experienced by mothers differed according to the special conditions of mothers and their children. These difficulties differ according to the number of children in education, the age of the child, the mother's employment status, and the job she does. Mothers' employment status and work can be facilitating factors in some cases, but in other cases, they can increase the difficulties experienced as they involve additional responsibilities. Mothers who work from home reported that they faced problems when they had to be online at the same time as their children's class hours, torn between work and supporting their children's education. In Parczewska's (2020) study, parents in the role of teachers stated that despite all their efforts during the pandemic, they could not cope with tasks beyond their abilities and their children's stress. In Türk and Kıroğlu's (2022) study, classroom teachers stated that parents' home education workload increased during the distance education process during the pandemic compared to face-to-face education.

Some mothers stated that the lack of adequate support from the institutions where their children study and the teachers and the lack of clear explanation of the tasks to be done are among the factors that increase the uncertainty and the difficulty experienced in this process. Especially, the lack of previous distance education experience or limited experience of schools is one of the important reasons for this difficulty, as stated in the results of Ganji et al. (2024). In Parczewska's (2020) study, 48.92% of the Polish parents who participated reported that they experienced difficulties at home during the pandemic, 34.55% reported that teaching their children at home was a very difficult situation and 32.73% reported that they thought that teaching their children at home was beyond their abilities. Garbe et al. (2020) found that one of the most notable barriers for parents to support their children's education at home is their lack of pedagogy and content knowledge.

One of the noteworthy aspects of the mothers' opinions was the opportunities that came to the fore during the distance education process. These are expressed as strengthening family ties, getting to know the child more closely, reducing peer bullying, preventing time loss, developing digital skills, enabling students with special needs to benefit from education without moving, and focusing better on the exam. The fact that families said they got to know each other better can be considered an important positive outcome of this process. Another noteworthy result is that this process created a supportive environment for children to prepare for exams. In particular, the statement that peer bullying decreases stands out as it shows that children are exposed to peer bullying in face-to-face education.

When the development of the process is analyzed, it is seen that there initially was an uncertainty.. During this process, the conflict between protecting health and continuing education stood out as an important tension. Over time, it is observed that the process was accepted, and an attempt was made to adapt. It was reflected in the mothers' opinions that education processes were continued by making a plan.

The process of becoming a woman or a man starts with biological sex and is shaped by learning social expectations such as social roles. Especially in the historical process, female identity has been defined by symbols related to childbearing and motherhood (Gillespie 1999, cited in Salman Yıkmış, 2018). Motherhood is one of the most important variables that play a role in determining social status in societies (Deliktaş et al., 2015). Korucu (2019) draws attention to the fact that motherhood is a phenomenon that embodies many contradictions and binary oppositions, especially as a multidimensional concept after the transition from a matriarchal to a patriarchal structure.

When the studies examined in the research and the results obtained are evaluated holistically, it is noteworthy that there are commonalities in mothers' experiences alongside cultural differences. The articles examined reflect the experiences of mothers from different countries. However, the emergence of common themes from these studies and the similarity of participants' statements can be interpreted as indicating that mothers' experiences of home education with their children during COVID-19 involved similar processes.

In this study, the studies accessed through WOS and ERIC databases were examined. Therefore, the results are limited to the results of the studies obtained from the publications in these databases. In new research, studies accessed from different databases can be subjected to a qualitative systematic review. A qualitative systematic review was conducted on mothers' experiences of their children's educational processes at home during the COVID-19 pandemic in this study. The difficulties experienced by mothers in this process and the development of the process were revealed from a holistic perspective. In the future, when distance education is required for various reasons, planning can be made by taking into account the mothers' experiences.

Declarations

Funding

Ethics Statements

This study was conducted in accordance with ethical principles.

Conflict of Interest

The authors declare no potential conflicts of interest in relation to this publication.

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