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## Providing Moral Responsibility Pattern based on Online Training for Teenagers

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### Abstract

**Purpose:** One of the main concerns of educational experts is the decline of moral virtues. Therefore, the current research was conducted with the aim of providing moral responsibility pattern based on online training for teenagers.

**Methodology:** This research in terms of purpose was applied and in terms of implementation method was mixed (qualitative-quantitative). The study population in the qualitative section were academic experts (faculty members of Islamic Azad University and Farhangian University) and organizational experts (directors, assistants and educational and research experts of Tehran Education office) in the academic years 2021-2022, which based on the principle of theoretical saturation, the sample size was determined 20 people who were selected by purposive sampling method. The study population in the quantitative section were Tehran high school students in the academic years 2021-2022, which according to the Cochran formula, the sample size was determined 383 people who were selected by multistep cluster sampling method. Also, data of the qualitative section were collected with semi-structured interview and data of the quantitative section were collected with researcher-made questionnaire. In addition, to analyze the data of the qualitative section were used from coding method in MAXQDA-2020 software, and to analyze the data of quantitative section were used from exploratory factor analysis and structural equation modeling methods in SPSS-22 and Lisrel 8.8 software.

**Findings:** The findings of the qualitative section showed that moral responsibility based on online education for teenagers had 176 indicators, 28 components and 6 dimensions; So as to were included the dimensions of ethical responsibility based on online education (with 4 components of moral value in education, educational environment and technological platform, educational control and accountability), effective factors on moral responsibility based on online education (with 5 components of culture, structure, teacher, curriculum and family), influencing factors from moral responsibility based on online education (with 5 components of learning quality, collective good, institutionalization of individual-moral responsibility, institutionalization of educational-moral responsibility and institutionalization of social-moral responsibility), implementation mechanisms of moral responsibility (with 7 components of managerial, technology development, training of educational staff, systematic and practical program development, application of online education, development of technologies and creation and strengthening of skills in teenagers), platforms (with 3 components of environmental, social and technological training) and obstacles (with 4 components of technological support, planning in the educational system, awareness of families and awareness of teenagers). Also, the findings of the quantitative section showed that all components had a factor load of higher than 0.40, the average variance extracted of higher than 0.50, and a reliability of higher than 0.80. In addition, the moral responsibility pattern based on online training for teenagers had a good fit and the four components of culture, structure, teacher, and curriculum had a significant effect on moral responsibility based on online education for teenagers and promoted the two components of improving the quality of learning and moral diversity.

**Conclusion:** The moral responsibility pattern based on online training for teenagers can be used by experts and planners to improve the moral responsibility of students, and by using its dimensions and components provide the basis for improving their moral responsibility.



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## Detailed abstract

**Purpose:** The responsibility is a personality trait that includes appropriate and effective decision-making within the framework of social norms and expectations that society has from the individual. The responsibility is an internal requirement and commitment to perform all activities on the individual and it is the most basic way of directing the activities of people in the organization. Because it originates from within the person and is an internal commitment to do things optimally and with maximum ability. This structure is a coping strategy to respond to social, environmental and sustainable development concerns, which based on people respond to the expectations of others that arise from social roles. A responsible person considers himself bound by integrity, observes ethical and professional issues at the same time, and is patient and flexible in dealing with others. One of the main concerns of thinkers and educational experts is the decline of moral virtues in society, especially teenagers. They believe that teenagers are the future builders of the country and should learn moral standards and adhere to them in their personal and social relationships. Because otherwise, it will suffer from self-forgetfulness and become a one-dimensional irresponsible creature. The responsibility in the individual means is the acceptance and commitment to realize personal values, and in the social means it is the acceptance and respect for the desirable values of the society. The moral responsibility prevents violating the rights of others, and ethics is means recognizing, measuring or selecting behavior and dealing with phenomena based on observing humane and godly principles and rules, which while ensuring the rights of society members and achieving happiness leads to individual and social growth. One of the important issues in the discussion of moral responsibility is the discussion of online education, and it is very important to pay attention to ethical issues in online education. Because the main concerns of educational workers and families are the adherence of teenagers to moral values including moral responsibility. Among the important ethical issues related to processes and online educators, we can mention improper management of resources, lack of attention to proper communication with learners, and improper design of content. In various researches, it has been pointed out the wide ethical issues that occur in connection with distance education. Also, online education has created tremendous changes and developments in the field of education, which has led to the creation of new issues in the field of ethics and responsibility. The online education defined as a structure that supports the learning process through the implementation of various educational and communication technologies, and in this way, it matches common learning tactics and strategies and increases participation. In this educational system, students and professors can do all things related to education and training without being physically present in the classroom using electronic devices such as the Internet, satellite, etc. The online education requires a proper platform and training skills to correctly use it for practitioners and learners. The presence of teenagers in cyberspace and the level of access to various information due to their activities in online classes, apart from being useful or harmful, has also led to new issues such as irresponsibility. One of the main concerns of educational experts is the decline of moral virtues. Therefore, the current research was conducted with the aim of providing moral responsibility pattern based on online training for teenagers.

**Methodology:** This research in terms of purpose was applied and in terms of implementation method was mixed (qualitative-quantitative). The study population in the qualitative section were academic experts (faculty members of Islamic Azad University and Farhangian University) and organizational experts (directors, assistants and educational and research experts of Tehran Education office) in the academic years 2021-2022, which based on the principle of theoretical saturation, the sample size was determined 20 people who were selected by purposive sampling method. The study population in the quantitative section were Tehran high school students in the academic years 2021-2022, which according to the Cochran formula, the sample size was determined 383 people who were selected by multistep cluster sampling method. Also, data of the qualitative section were collected with semi-structured interview and data of the quantitative section were collected with researcher-made questionnaire. In addition, to analyze the data of the qualitative section were used from coding method in MAXQDA-2020 software, and to analyze the data of quantitative section were used from exploratory factor analysis and structural equation modeling methods in SPSS-22 and Lisrel 8.8 software.

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