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Identifying the Antecedents and Consequences of Accepting Ethical Responsibility Based on Online Education for Teenagers

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Purpose: The purpose of this research was to identify the antecedents and consequences of moral responsibility based on online training for teenagers.

Methodology: This research is fundamental-applied in terms of its purpose; And in terms of the type of data, it was qualitative. The statistical population included the first group, academic experts: professors of Islamic Azad University and Farhangian University and teacher training centers, and the second group, organizational experts: managers, assistants, and educational and research experts of education departments in Tehran. In order to determine the samples, a targeted non-probability sampling method was used, and 20 people were considered as the sample size using the principle of saturation. The data collection tool was semi-structured interviews. The method of data analysis in the qualitative part of theoretical coding was derived from the data theorizing method of Nizamand Foundation.

Findings: The results of the analysis showed that among the 101 indicators (items) available, 18 main components could be identified; Also, the results showed that ethical responsibility includes the components of ethical attitude in education, satisfaction with education, control and accountability. In addition, the factors affecting moral responsibility included culture, structure, teacher, and curriculum.

Conclusion: improving the quality of learning, moral diversity, were introduced as consequences; Management, technological and behavioral mechanisms, including environmental, social and educational platforms and obstacles including technological and educational obstacles were introduced as the results of the research.

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1. Introduction

In the current situation of Iran, where various environmental factors such as the Corona epidemic or the lack of educational facilities, including the lack of adequate and suitable educational space in some areas of the country, especially the deprived areas, have affected the educational process of schools. Electronic education can be considered as the best solution to follow the education of students. In fact, e-learning is one of the education sectors that has the most growth in the education system in this century. Meanwhile, with the increasing use of new communication technologies, the importance of attention and discussion regarding ethical issues also increases (Boss, 2020). Although distance education leads to the convenience and freedom of learners in accessing and managing information, in some ways it leads to the formation of new moral issues or problems in relation to moral learning activities, individual integrity and responsibility and accountability. . Based on this, educational thinkers believe that schools are the best institution and environment for developing moralism and moral responsibility, and the family should complement these educations in the home environment by having an interactive relationship with the school (Melkiha and Jamshidian, 2016).

According to the official statistics in the country, teenagers have suffered a lot of educational failure, and in addition, the emergence of unprecedented moral problems among teenagers has also become the reason. Undoubtedly, various factors are involved in this field, including economic, social, and cultural factors, whose impact on the family and the emergence of immoral harms is clear. In fact, the individual, the society and the family form a triangle in which behavioral disorders in each of them can cause harm and moral degeneration (Ahani Amine and Burqani Farahani, 1395). Among the factors that have had a great impact in this field in recent years is the Corona pandemic, which in 2019 was a prerequisite for changing the model of education from offline to online, which has led to neglecting the education of the student's personality, because learning at home by Technology is done. The fact that school and teacher control has been replaced by parents and information technology has reduced the character of students. Neglecting character education in online learning during the pandemic has caused academic dishonesty and indiscipline and lack of responsibility towards themselves and learning tasks among students (Masoumeh et al., 2022).

It is important to pay attention to the fact that in the new century, the conditions of education and training have changed, and the authorities should pay attention to the important factor of information technology, which has conquered today's world and without It cannot be done. The meaning of information technology in school education is the same as online education (Masoodi, 2018). Online education, in fact, is the process of learning and acquiring skills in the context of virtual space. In this process, teaching and learning are done in two or more separate physical environments. Online education is a two-way communication that has no time and place limitations (Bhattacharya et al., 2022). But the unethical use of technology in education has become the main concern in the fields of educational sciences and ethics. Although the study of ethical issues arising from the use of computers appeared in the 1980s, its importance has increased over time. In the context of improper use of technology in education, the issue of moral responsibility has become a serious problem (Mata, 2022). In the last decade, valuable activities in the field of preparing educational technology platforms and smart schools with The use of school software (school automation) has been done in the educational system; But according to the social conditions of recent years, the educational system has started to use online education and by making happy educational software, it has provided the required educational platform to teachers and learners. This has also brought problems; For example, in high school, students do not have a moral obligation to participate in classes and do their homework, and some easily use cheating to advance their work. This shows that moral responsibility, which includes both individual and social dimensions, has not been properly taught. Some researchers have investigated various variables in order to improve responsibility. Moral acceptability has been paid. Pudineh and his colleagues investigated social responsibility in school and only mentioned the social, moral, and cultural dimensions and did not mention the influence of other factors (Pudineh et al., 1397).

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Poenaro also investigated the ethical responsibility among teachers in online education and came to the conclusion that ethicalism in online education has a significant effect on quality learning, but a practical solution for how to create this ethicalism in teachers and learners. has not provided (Poenaro, 2022). Blankschain (2020), in a research entitled "Social dimensions of moral responsibility" investigated the problems and dilemmas that arise in society as a result of non-adherence to ethics and in the end reached the conclusion that moral responsibility It should be created through education in society and its education can create the skills of self-confidence, self-belief and self-direction. Boqan et al. (2022), conducted a research entitled online training of moral responsibility in higher education during the Covid-19 pandemic; And the results showed that during the covid-19 pandemic, the relevant educational conditions at all levels have changed online. Behind the anxiety created by the online teaching and learning environment, there are reports of serious issues of unethical technology use, including: intellectual and copyright rights, software piracy. Such issues require immediate response with the aim of reducing and controlling the use of unethical technology in online education; Such as: recording of online teaching sessions with the consent of the participants and use of the recording by third parties for various purposes. The presence of third parties in online teaching sessions without the participants and the teacher being aware of the presence of a third party in the online session. By examining the research backgrounds, it is clear that in most cases, they have focused on the factors affecting responsibility in its various fields, and some have also addressed it in the electronic education method; But the missing link in this is the lack of a systematic and comprehensive program to teach moral responsibility to teenagers in online education, which according to the research conducted by the researcher, no model related to it has been provided so far.

With these interpretations and considering that the importance of online education is increasing day by day in the world and everyone is forced to use it in schools, it is vital to cultivate responsibility, especially the moral responsibility of students, because in This is the way to hope for the future. However, in the online education method of the country's schools, moral components such as moral responsibility have not been paid enough attention, and the teachers also do not have the necessary professional competence in the field of producing and editing online educational content in this field, and teenagers with moral responsibility in education They are strangers online. The lack of large-scale educational planning to create awareness and proper education in the field of these values has led to the upbringing of teenagers who have moral and behavioral problems such as aggression, irresponsibility towards academic and behavioral affairs, and untrustworthiness (Safiri). and Cheshmeh, 1391).On this basis, the present research aims to identify the components of moral responsibility and the factors that promote and strengthen it among Adolescent students become online through the method of education, an important step towards promoting this type of commitment in an era where education and social relations are affected by technological advances and virtual space, and seeks to answer the question that for responsibility What kind of model can be presented for the ethical acceptability based on online education for teenagers and its validation from the point of view of education experts?

2. Methodology

The paradigm governing the current research is fundamental-applicative in terms of purpose; In terms of the nature of the goals and data, the exploratory mixed method was of the theory generation type. The statistical community in the qualitative part of the research includes experts in 2 categories, which were selected by purposeful sampling: The first group: Academic experts, which include professors from the academic staff of Islamic Azad University, Farhangian University, and teacher training centers, and have at least one of the degrees Specialized doctorate in educational sciences and information and communication technology engineering; The trends were philosophy of education, educational technology, multimedia systems and information systems management. This group is called knowledgeable experts who participated in the interview process. The second group: organizational experts who included managers, assistants, and educational and research experts of the education departments of Tehran and have at least one specialized

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doctorate in the fields of educational sciences and information and communication technology engineering; The trends were philosophy of education, educational technology, multimedia systems and information systems management. These people were those who were active in at least one of the teaching and research positions. The selection of the participants has been done in accordance with the purpose of the research, because the selection of the interviewees required that they have knowledge, knowledge and effective experience in the field of the central phenomenon of the research. Due to the fact that a small number of samples were found with the aforementioned characteristics, the selection of the statistical population was based on the purposeful non-probability sampling method. While conducting the interview process with the first people, the researcher asked them to introduce other people who have the appropriate potential in the field of knowledge and experience related to the central phenomenon of the research. In selecting the samples, the researcher has considered the two criteria of scientific expertise and having an academic degree related to the scope of the research. Based on this, the participants were divided into two groups: academic elites and organizational elites. The statistical samples selected to carry out the interview process in the qualitative section were experts in relation to the central phenomenon of the research and had efficient work experience related to the research objectives, and they were also among the elite professors in their field of work and in the field of education and career. They are the author of the work and have domestic and foreign articles, compilations and valuable translations. 20 people were considered as the sample size using the principle of saturation. The profile of the interviewees included 8 assistant professors of Islamic Azad University and 4 professors of Farhangian University and teacher training centers, 8 directors and assistant professors of education and training departments, it is worth mentioning that the interview process was conducted in the spring of 2021.

3. Findings

At first, the research results were explained and then the results were discussed. The research data were checked and analyzed using coding. In the first step, open codes were selected and in the second step, these codes were categorized. The results of coding and its classification for the antecedents are presented in the following tables.

Table 1. List of all concepts extracted from the semi-structured interview technique

Interviewee code	Source	open coding (index) Basic units	Component	Structure
I10, I6, I5, I1, I7	interview	The fit between the student's values and the values that exist in the school and society.	Moral value in education	Responsibility adaptability moral based on On Education Hi Online
I13, I14, I15	interview	Dynamics in the implementation of social values		
I12, I5, I14, I2, I11	interview	Positive attitude towards social values		
I3, I4, I11, I5	Lewis And Associates (2014)	Knowing your personal values		
I12, I8, I3	interview	Clarity of personal and moral values from students and families		
I3, I4, I11, I5	Shafia And Shakri (1388)	Acceptance of feedback from parents, teachers, etc. by schools		
I12, I5, I14, I2, I11	Agon and Higgins (2005)	Full awareness of moral values based on online education		
I12, I5, I14, I2, I11	the king Black And Colleagues (2018)	Respect for the teaching and learning process		
I13, I14, I15	interview	Partnership with educational institutions such as mosques,		

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		libraries, etc. to teach responsibility	
I12, I5, I14, I2, I11	interview	The future perspective of education officials regarding the construction of a virtual education platform	Educational environment and technological platform
I3, I4, I11, I5	interview	Upgrading and updating the technological infrastructure needed for online education in schools	
I12, I8, I3	interview	Using various educational platforms for training in virtual social networks	
I3, I4, I11, I5	interview	Enough motivation to learn	
I12, I5, I14, I2, I11	interview	Satisfaction with the online educational situation	
I11, I5	Agon and Higgins (2005)	Preferring online education over previous traditional education	
I7, I11, I18	Agon and Higgins (2005)	Showing high academic performance in obtaining academic grades in the education process	
I5, I11, I4, I13	Kim (2003) , Flower breeder And Jamshidian (2016)	Believing in applying educational ethics in online education	
I1, I2, I11, I7, I15	interview	Practical implementation of online education in life	
I8, I7, I11, I18	Sabze Arai et al. (2013)	Acquiring problem solving skills with online training	
I7, I3, I9, I12, I17	Sobel (1998)	Control based on choice occurs in adolescents	Educational control
I1, I9, I13	Lewis And Associates (2014)	Self-control in student behavior	
I2, I6, I10, I14	Sobel (1998)	Blame yourself when necessary	
I11, I9, I10, I14, I5	interview	Acceptance of some behaviors being controlled by the teacher	
I6, I1, I13	Kim (2003)	The tendency to evaluate and control based on individual values	
I2, I6, I10, I14	interview	Courage to admit mistakes	
I12, I14, I15	Kim (2003)	Building mutual trust between students and peers and teachers in online education	
I12, I5, I14, I2, I11	Fisher (1997); he came And Associates (2014)	Commitment to assigned responsibility	responsiveness
I3, I4, I11, I5	Kalanon (1999)	Confidence in answering	
I12, I8, I3	Fisher (1997)	Focus on assigned activities	
I3, I4, I11, I5	Kalanon (1999)	Show reaction to reviews	
I12, I5, I14, I2, I11	Kalanon (1999)	accept the rulings moral	
I12, I5, I14, I2, I11	interview	Social Responsibility	

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I10, I6, I5, I1, I7	interview	Belonging to teaching and learning	Values and moral norms of society	Factors affecting responsibility adaptability moral based on Education Hi Online
I13, I14, I15	interview	Belief in moral beliefs in all members of society		
I12, I5, I14, I2, I11	Vassilopus And Danny (2019)	Compatibility with the ethical conditions of education		
I3, I4, I11, I5	interview	The spirit of participation		
I12, I8, I3	interview	Responding to responsibilities and choices in society		
I3, I4, I11, I5	interview	Educational conflict		
I10, I14, I15	interview	Planning at the cultural levels of society to teach moral values		
I12, I5, I14, I2, I11	Vassilopus And Danny (2019) ,	Use of informal structures in education planning	Planning in the educational system	
I3, I4, I11, I5	interview	Lack of complexity in doing school educational affairs		
I12, I8, I3	interview	Lack of focus on determining educational content		
I3, I4, I11, I5	interview	Attention to the needs of teenagers		
I12, I5, I14, I2, I11	interview	The dynamism of education fits the dynamism of the environment		
I12, I5, I14, I2, I11	interview	Clear training instructions		
I5, I11, I4, I13	interview	Extracurricular activities to create an ethical atmosphere		
I1, I2, I11, I7, I15	nice Psyche (2018)	Having the necessary professional qualifications in the field of online education	Teacher	
I8, I7, I11, I18	interview	Knowledge of the concepts and values and components of ethical responsibility		
I7, I3, I9, I12, I17	Pollard And Latuka (2015)	Attention to individual differences		
I1, I9, I13	Shafia And Shakri (1388)	Give timely feedback		
I2, I6, I10, I14	interview	Conscious control of students in line with moral excellence		
I11, I9, I10, I14, I5	Zoo And Associates (2020)	A sense of responsibility towards the education of students		
I13, I14,	interview	Leading the online education process		
I12, I10, I2, I11	interview	Communicating sincerely with the learner with trust and honesty		
I10, I6, I5, I1, I7	nice Psyche (2018)	Providing ethical content	Curriculum	
I13, I14, I15	interview	Encouraging teenagers to trust based on hidden curricula		
I12, I5, I14, I2, I11	interview	The possibility of implementing the curriculum in different systems related to information technology		
I3, I4, I11, I5	interview	Providing justice-based		

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		education content		
I12, I8, I3	Zoo And Associates (2020)	Strengthening the professional ethics of teachers		
I3, I4, I11	interview	Clarity of moral responsibility for the family	Family	
I12, I8, I2	interview	Teaching moral responsibility in the family		
I5, I4, I10, I5	interview	Observance of morals in the family by other family members		
I3, I2, I11, I5	interview	Institutionalization of accountability and sense of commitment in family members		
I12, I8, I3	interview	Partnership with the school to complete the education at home		
I3, I4, I11, I5	interview	Supervision and control of teenagers in the use of virtual space by the family		
I8, I4, I10, I5	the king Black And Colleagues (2018)	Teamwork in learning by students	Quality of learning	Factors affecting responsibility adaptability moral based on Education Hi Online Teaching And education
I12, I8, I3	interview	Providing up-to-date and appropriate course content by teachers		
I3, I4, I11, I5	Hooda et al. (2020)	Ethical feedback from the teacher to the student		
I4, I11, I5	Hooda et al. (2020)	Moral learning in schools		
I12, I8, I3	Alexandria And Asadi (1388)	Healthy competitiveness		
I3, I4, I11, I5	Blankchain (2020)	Student autonomy		
I3, I4, I10, I6	interview	Creating a commitment to academic progress by the student		
I12, I8, I3	the king Black And Colleagues (2018)	Collaborative learning of students		
I3, I4, I11, I5	interview	Responding to the defined moral values of the educational system		
I2, I7, I11, I5	interview	Adolescent's commitment to assigned responsibilities		
I12, I8, I3	interview	Active and motivated presence in online educational activities.		
I3, I4, I11, I5	interview	Knowing individual values in the direction of creating self-confidence		
I2, I4, I1, I5	interview	Creating and strengthening self-control skills in behavior and academic affairs		
I12, I8, I3	interview	Creating and strengthening self-management skills		
I3, I4, I11, I5	interview	Strengthening responsibility for academic progress		
I4, I11, I10	Reading And Sadeghi (2018)	A sense of obligation to others	collective good	
I12, I8, I3	interview	Looking for happiness in others		

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I3, I4, I11, I5	eunuch Hassani And Colleagues (2019)	Social Responsibility		
I3, I4, I5	Reading And Sadeghi (2018)	Pay attention to other evaluations		
I12, I8, I3	Reading And Sadeghi (2018)	Ensuring the interests of oneself and others		
I3, I4, I11, I5	interview	Positive attitude and adherence to individual responsibility	Institutionalization of individual-moral responsibility	
I3, I4, I12, I9	interview	Accepting the consequences of your choices and blaming yourself through moral youth		
I12, I8, I3	interview	Strengthening the courage to admit mistakes		
I3, I4, I11, I5	interview	Compliance with copyright law as a moral value		
I5, I4, I11, I12	interview	Acceptance of control and supervision by the family in the field of cyberspace		
I12, I8, I3	interview	Failure to resist reprehensible moral judgments		
I3, I4, I11, I5	interview	Acceptance and positive attitude towards ethical educational responsibility	Institutionalization of educational-ethical responsibility	
I10, I3, I11, I7	interview	The presence of self-confidence		
I12, I8, I3	interview	Accepting feedback and criticism from the teacher		
I3, I4, I11, I5	interview	Active participation in collaborative learning activities online		
I2, I4, I11, I15	interview	Contradiction of online evaluation with individual moral values		
I12, I8, I3	interview	Acceptance and positive attitude towards social-moral responsibility	Institutionalization of social and moral responsibility	
I3, I4, I11, I5	interview	Adherence to social responsibility in social relations with others		
I1, I4, I13, I5	interview	The priority of collective interests over individual interests		
I12, I8, I3	interview	Preference for the happiness of friends		
I3, I4, I11, I5	interview	Indifference to others		
I3, I14, I11, I14	interview	Preparation of an action plan to promote moral responsibility among teenagers	managerial	Responsibility model implementation mechanisms adaptability moral
I12, I8, I3	interview	Getting help from relevant government and private organizations to prepare an operational plan		
I3, I4, I11, I5	interview	Use of school psychologists and counselors		
I3, I4, I11	interview	Supporting ethical responsibility training programs by school partners		

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I12, I8, I3	interview	The fundamental role of education in teaching moral responsibility	
I3, I4, I11, I5	interview	Supporting ethical responsibility training programs by administrative staff	
I2, I11, I5	interview	Development of an action plan to promote the moral responsibility of teenagers	
I12, I8, I3	interview	Development of a program to strengthen the spirit of participation and participation in group activities	
I3, I4, I11, I5	interview	Improvement of technological infrastructure	Technology Development
I13, I4, I11, I5	interview	Creating a working group consisting of experts to monitor and evaluate hardware and software for online training	
I12, I8, I3	interview	Preparation of curriculum content based on information and communication technology based on the needs of teenagers	
I3, I4, I11, I5	interview	Attention to technological environmental changes	
I13, I2, I11, I5	interview	Improving the level of technology education among teachers	
I12, I8, I3	interview	Holding training courses for teachers in the field of online training	Training of educational staff
I3, I4, I11, I5	interview	Holding a training course for teachers in the field of moral responsibility	
I6, I4, I10, I15	interview	Creating a sense of responsibility towards effective inclusive education in teachers	
I12, I8, I3	interview	Teacher training to create illustrated and attractive content	
I3, I4, I11, I5	interview	Establishing appropriate interaction with the family to attract more participation	
I3, I7, I10	interview	Modeling behavior in students' acceptance of technological changes by counselors at school	Developing a systematic and practical program
I12, I8, I3	interview	Using ethical teachers	
I3, I4, I11, I5	interview	Preparing an informal ethical curriculum in order to institutionalize ethics in online education	
I2, I4, I10, I5	interview	Adapting the content to the concepts of ethical responsibility for online education	
I12, I8, I3	interview	Specifying moral values by the teacher in the curriculum	
I3, I4, I11, I5	interview	Planning for conscious control in	

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		line with educational moral excellence		
I4, I11, I15	interview	Planning to provide appropriate and timely feedback in the training process		
I12, I8, I3	interview	Preparing an informal curriculum to institutionalize ethics in teenagers		
I3, I4, I11, I5	interview	Paying attention to individual differences and comprehensive interests in compiling content and programs		
I3, I14, I1, I5	interview	Teaching the components of ethical responsibility in an online class.	Application of online education	
I12, I8, I3	interview	Creating motivation and interest for teaching and learning through online education		
I3, I14, I11, I5	interview	Creating trust and mutual interaction between learner and teacher based on ethics		
I2, I4, I11, I5	interview	Satisfaction with educational conditions in online education		
I12, I8, I3	interview	Teaching problem solving skills through online training content		
I3, I4, I11, I5	interview	Creating an expert working group to build and evaluate online education software	Development of technologies	
I4, I10, I5	interview	Development of attractive and special platforms for online education for teenagers		
I12, I8, I3	interview	Upgrading and updating the platform and technological infrastructure like Shad.		
I3, I4, I11, I5	interview	Using experiences and advances in educational technology from other countries		
I3, I2, I11, I15	interview	Using a counselor to guide self-discovery in teenagers	Creating and strengthening skills in teenagers	
I12, I8, I3	interview	Encouraging teenagers to be confident based on hidden curricula		
I3, I4, I11, I5	interview	Teaching social responsibility towards social relationships with others		
I4, I11, I5	interview	Strengthening moral responsibility through control		
I12, I8, I3	interview	Strengthening the responsibility of the youth through his participation in decision matters		
I3, I4, I11, I5	interview	The opportunity created to adapt to the external environment of schools, especially in the era of Corona	environmental	the beds
I2, I4, I5	interview	Insights and insight of education officials regarding the creation of		

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		current and future infrastructures		
I12, I8, I3	interview	Environmental adaptability of schools in facing online education due to daily environmental changes based on technology		
I3, I4, I11, I5	interview	Using various educational social networks and updating them		
I11, I15, I14, I2, I10	interview	The role of psychologists and counseling experts in schools in order to prepare students to accept students in society	social	
I12, I5, I14, I2, I11	interview	Partnership with various educational centers such as the nursery		
I12, I5, I14, I2, I11	interview	Development of moral values accepted by families by teachers and school administrators		
I3, I4, I11, I5	interview	Development of social norms based on existing ethics in society by teachers		
I12, I5, I14, I2, I11	interview	Seeking help from centers such as mosques, libraries, etc. for moral responsibility		
, I11, I5	interview	Training teachers, especially teachers with experience to use and accept new educational technologies	Technological education	
I7, I11, I18	interview	Technology education as one of the important educational contents in schools		
I5, I11, I4, I13	interview	Improving the infrastructure of online education in schools		
I3, I11, I5	interview	Using experienced professors in teaching technologies to students and teachers		
I12, I8, I23	interview	Using experienced teachers to inform parents about technological education		
I3, I4, I11, I21	interview	Lack of necessary technological infrastructure	Technical support	obstacles
I12, I14, I2, I22	interview	Lack of attention to up-to-date technologies		
I12, I5, I25, I2, I11	interview	Lack of focus on national social networks such as radio and television		
I3, I4, I11	interview	Lack of necessary technological support for online training.		
I3, I5, I14, I2, I11	interview	Lack of compatibility with new and up-to-date educational technologies in other countries		
I2, I5, I12, I2, I11	interview	Failure to adapt the technological infrastructure of schools for online education		
I12, I5, I2, I11	interview	professionally qualified teachers	Planning in the	

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I7, I11, I18	interview	Failure to pay attention to the curriculum for teenagers in order to promote morality	educational system
I13, I14, I15	interview	Lack of training and awareness of ethical behavior in online education	
I12, I5, I14, I2, I11	interview	Lack of mastery of the teacher on the effective use of new technologies in online education	
I3, I4, I11, I5	interview	Teacher's lack of knowledge of concepts. Values and components of moral responsibility	
I12, I8, I3	interview	Lack of an experienced consultant who is aware of the components of ethical responsibility	
I3, I4, I11, I5	interview	Ignoring the talent and interest of the teenager in educational planning	
I12, I5, I14, I2	interview	Non-adherence of the family to the components of moral responsibility	Awareness of families
, I11, I5	interview	Not paying attention to the influence of the family in promoting the moral responsibility of teenagers	
I12, I14, I5	interview	Lack of proper supervision of the family in the context of the teenager's use of the social network	
I12, I5, I14, I2, I11	interview	Lack of family awareness of effective online education methods and methods	
I3, I4, I1, I5	interview	Lack of unity in using the network Social problems in adolescents	Adolescent consciousness
I12, I8, I3	interview	Teenagers' non-adherence to moral principles	
I3, I4, I11, I5	interview	The effect of inappropriate moral patterns on moral beliefs of teenagers	

The results of the analysis show that among the 176 indicators (items) available, 28 main components can be identified. It should be noted that one item from influential factors, one item from influential factors, and one item from substrates were removed due to poor reliability. Based on the literature, the background and existing theories are named in Table 2.

Table 2. Identified components after using your courtesy The front is not And Comments Available

Number of items	Component	Structure
9	value in education	Moral responsibility Based on online training
10	Educational environment and technological platform	
7	Educational control	
6	responsiveness	

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7	Values and moral norms of society	Factors affecting ethical responsibility based on online education
7	Planning in the educational system	
8	Teacher	
5	Curriculum	
6	Family	
15	Quality of learning	Influential factors of moral responsibility based on online education and training
5	charity	
6	Institutionalization of individual-moral responsibility	
5	Institutionalization of educational-ethical responsibility	
5	Institutionalization of social and moral responsibility	
8	managerial	Executive mechanisms of the moral responsibility model
5	Technology development _	
5	Training of educational staff	
9	Developing a systematic and practical program	
5	Application of online education	
4	Development of technologies	
5	Creating and strengthening skills in teenagers	
4	environmental	the beds
5	social	
5	Technological education	
6	Technical support	obstacles
7	Planning in the educational system	
4	Awareness of families	
3	Adolescent consciousness	

In Table 2, the most important and most common fit indices are given. As can be seen in Table 3, almost all indicators have statistical adequacy. Therefore, with a very high degree of confidence, it can be concluded that the researcher has achieved a perfect fit regarding these indicators.

4. Discussion

The current research was conducted with the aim of identifying the antecedents and consequences of moral responsibility based on online training for teenagers. The results of the research findings showed that ethical responsibility includes the components of ethical attitude in education, satisfaction with education, control and accountability. In addition, the factors affecting moral responsibility included culture, structure, teacher, curriculum. Improving the quality of learning, moral diversity, were introduced as outcomes. Also, managerial, technological and behavioral mechanisms, including environmental, social and educational platforms and barriers including technological and educational barriers were introduced as the results of the research. The results of the factor analysis showed that the model of moral responsibility based on online education for teenagers is represented by 28 items, the model of influential factors by 24 items and the model of influenceable factors by 13 items, the model of executive mechanisms by 12 items and the pattern of platforms by 14 items, the pattern of obstacles It was measured by 8 items. In this regard, Poenaro (2022), in a research, also concluded that maintaining ethics in online education has a significant impact on adequate learning. Hoda et al. (2020), in a research, also reached the conclusion that the promotion of moral responsibility has an effect on the quality of learning in Islamic education. Blankzchain (2020), in a research, reached the conclusion that moral responsibility in education can create trust, self-confidence and self-improvement. Lewis et al. (2014), in a research, showed that online learning has a significant effect on increasing students' self-esteem and responsibility. Therefore, it reduces the stress caused by a critical situation. In a research, Khoansazi and Sadeghi (2018) concluded that moral narcissism is

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a normative theory that emphasizes on narcissistic values and considers humans solely responsible for securing personal interests.

Considering the importance of moral responsibility, it is necessary to analyze this category further. It should be noted that responsibility is not a new thing, but it seems that the increased interest among practitioners and educational planners is new and new because of the benefits that social responsibility has for the economy, society and the environment. Adaptability is considered in all dimensions and in all organizational processes. And it represents a kind of feeling and state that is aroused by the person himself and includes the response and reaction of the person to the needs of others in a hidden and open way (Chen et al., 2020). Lewis and his colleagues (2014) have also pointed out that the main focus of responsibility is altruism and respect for others. Responsibility includes components such as taking care of oneself and the environment, accepting the result of action, complying with regulations, doing assigned tasks and tasks (doing homework and work on time, concentrating and completing it). The ability to take responsibility and perform assigned duties and responsibilities requires cooperation with people, and this cooperation is successful when there is empathy. Accountability has different types according to the scope of the application field, and for the growth of an individual or an organization, responsibility in all dimensions is important. In this research, moral responsibility is considered. If this responsibility is included in the curriculum from the student period, it will have many good consequences. Increasing the sense of moral responsibility will lead to the improvement of moral-social commitment of students and will lead to social sustainability. Education also has a fundamental role in fostering moral commitment among students by being responsible towards the society. In particular, this moral responsibility becomes much more prominent in online education, because in these educations, in many cases, no one sees the person and it is based on trust in the student. Now, if a student has moral responsibility, he can better use lesson tips and use them in the future.

In the current research, attention was paid to moral responsibility in online education and it was stated that the components of moral attitude in education, satisfaction with education, control and accountability are the components of moral responsibility. A few points should be noted here, when it comes to moral attitude, values should be mentioned. The fit between the student's values and the values that exist in the school and society is very important. It is very important that the belief in values is the same in society and families and of course the school, so that a person accepts moral responsibility as a normative and valuable principle and implements it. Of course, there should be dynamics in the implementation of social values and there should be a positive attitude towards social values in students. In the current research, having a positive attitude towards values, to other indicators such as recognizing one's own personal values, transparency of personal and moral values from students and families, acceptance of feedback from parents, teachers, complete awareness of moral values based on online education, respect for the process It also refers to teaching and learning. On the other hand, satisfaction with the type of education also leads to the creation of moral responsibility in students. Having enough motivation to learn and being satisfied with the online learning situation is very important in making students responsible. In addition, preferring online education over previous traditional education, showing high academic performance in obtaining course grades in the education process, believing in applying educational ethics in online education, applying online education in life, and acquiring problem-solving skills through education. Online is another indicator of moral responsibility. Another issue that should be considered in ethical responsibility is control. That control happens based on choice in teenagers, self-control in behavior in students, sometimes the student blames himself and of course accepts that some behaviors are controlled by the teacher. The desire to evaluate and control based on individual values, the courage to admit mistakes and create mutual trust between students and peers and teachers in online education can be mentioned as indicators of moral responsibility in students. Among the other components of ethical responsibility, which is very important, is accountability, which means commitment to assigned responsibility, self-confidence in giving answers, focusing on assigned activities, showing reaction to criticism, not resisting moral judgments. It is reprehensible and socially responsible.

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