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THE ROLE PERFECTIONISM AND IDENTITY STYLES IN THE IRANIAN STUDENTS DECISION MAKING TO EMIGRATE ABROAD

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ABSTRACT

The aim of this study was to predict student's decision for emigration to abroad based on perfectionism and identity styles of students with and without emigration decision .So 282 Psychology students (BA,MA,PHD) of a Azad Islamic University were selected randomly and answered these questioners :positive and negative perfectionism , Brozoneski then the data were analyzed through Logistic Regression results showed that negative perfectionism ($P \leq 0.01$) , were related positively with student's emigration , But there was no significant relationship between positive perfectionism and decision to emigrate students . Among identity styles and styles ($P \leq 0.01$) , were related positively with student's emigration ,But there was no significant relationship between the avoidance identity styles and decision to emigrate students .Also negative perfectionism , and demonstrative were able to predict emigration decision (0.3) . Furthe rmore the result demonstrated that identification styles could not predict student's decision for emigration.

INTRODUCTION

The migration of human capital is one of the important issues and problems of underdeveloped, developing and even some industrialized and developed countries (Wood, 2009). In our country, Iran, in recent years, the problem of Human capital

flight is gradually turning into a social and economic crisis. And has become cultural, social and economic crisis so that according to some findings, the annual damage caused by the flight of intellectual capital has been met more than three times the country's oil revenues (Waqafi, 2001). 62% of students in the country who won Olympic medals during the past 14 years, have migrated to the developed countries of the world, including the United States of America and Canada (ISNA, June 2012). 140 people, equivalent to 62.2 percent of them, are currently studying at one of the world's leading universities in the United States and Canada. They are located within the geographical borders of the country and are hosted by the world's top and most influential universities and research centers such as Harvard University, Stanford University, MIT, California, Cambridge, John Hopkins, and Princeton in the United States, and the University of Toronto and Simon Fraser in Canada. 94% of them originate from the launch pad called "Sharif University of Technology" and 66.4% of them are destined for the United States. Currently, there are four to five million Iranian immigrants in 32 countries.

More than 500 Iranian professors (equivalent to one-fifth of all our professors in the country) live in the United States (ISNA, 2012). Also, based on research findings, three to four scores of the average IQ of Iranians have decreased due to elite migration (Nejati, 2012). And more sadly, according to a study conducted at the Faculty of Social Sciences of the University of Tehran, more than 70% of the doctoral students of that university who have succeeded in receiving their doctoral degree are thinking of emigrating (Montazer, 2003). The representative of the International Organization for Migration in the seminar "Global Status Report" has announced the annual migration of 180,000 educated Iranians (Oliaei, 2006). Currently, more than 240,000 Iranian educated people with doctoral and engineering degrees reside in the United States (Study of the Scientific and Cultural Status of Iranians Living in the United States, 1993, p. 81). Of the 263 medal winners of international science olympiads in recent years, only 18 have returned home and 90 are studying at US universities. Out of every 96 students sent abroad, only 30 return to Iran (Asmand, 2006). Out of a total of 761 students whose scholarships ended between 2001 and 2004, 72% have returned to the country (Haj Mohammadi, 2003). This is just a glimpse of the crisis. Higher education has taken the form of business in the world, with universities in Canada, Australia and New Zealand taking a serious interest in attracting international students (Glasman, 2014).

Every year, Australian and Canadian universities accept students by attending two dedicated university exhibitions in the cities of the United Arab Emirates, evaluating the qualifications of the candidates at the exhibition venue. The Australian Government is planning to raise \$ 500 million from international student recruitment. US revenue from attracting international students is estimated at nearly \$ 12 billion. To increase the productivity of human resources and to explain and determine the basic strategies for retaining brains and elites, the first step is to understand the dimensions of the problem, correctly define the issue and analyze the factors affecting it, the most obvious of which is migration and human capital

flight (2006). Immigration is a social process and has various linguistic, social, cultural and psychological consequences that change the identity and characteristics of perfectionism and immigrant values. Immigrants do not only move away from the geographical border, and their arrival and presence is not limited to being in a new geographical area. What is more important than geography is the presence of another culture and the absence of another culture (Saeedi et al., 2018). Migration causes contacts, encounters, various communications, etc. in the host society, which the spread of these factors leads to the phenomenon of bilingualism and multilingualism at the individual and social level because the immigrant is forced to adapt linguistically and culturally to society. The host claps and tries to find a place in the new community more or less normally. According to the melting plant theory and the policy of assimilation and integration of immigrants as the dominant view, in the United States, has been to guide immigrants for several generations in the direction of English language and American culture (Modarresi, 1394).

What is certain is that this now imposes high economic, political and cultural costs on the country. The level of motivation to leave or emigrate from the country differs from the views of individuals about assessing the current situation and favorable conditions in the destination society or country. The more negative a person's assessment of his or her environment compared to the ideal state, the greater his or her desire and motivation to achieve a more appropriate position, and conversely, the more positive a person's view of his or her current situation, the less his/her motivation to emigrate abroad (according to Stoffer, the number of immigrants is related to the number of attractive opportunities (e.g. employment) available in the immigrant and first-time immigrant country (Bijak et al 2006). Stoffer's findings later became the basis for the theory of Orth. S. Lee (1966), which is one of the most popular sociological theories about this phenomenon. Lee's theory, which is known as the theory of attraction and repulsion, deals with the role of motivating and inhibiting factors in origin and destination, barriers to migration from origin to destination and personal factors in migration (Zanjani, 2001). In other words, according to the theory of attraction and repulsion, if the result of motivating and deterrent factors is positive, the desire to migrate is created in the person, and if personal factors can not eliminate this tendency and barriers during migration do not have a deterrent effect, migration becomes objective and the person starts moving from the origin to the destination (Zanjani, 2001).

According to the theory of needs put forward by Abraham Maslow, it can be said that when sociologists recognize that the country of origin is not able to activate their talents, they migrate to another country in order to develop their talents. Perfectionists are motivated not by the desire for progress but by the fear of failure.

Fear causes avoidant behavior, and the avoidant behavior constantly keeps the person alert, thereby avoiding what is frightening (Hamachk, 2000). Therefore, the fear of failure in perfectionists is one of the factors in the decision to emigrate.

We hope that this study will enable planners and macro-politicians to identify the strengths and weaknesses of the characteristics of perfectionism and the identity of Iranian students and those who have not yet decided to emigrate, but in the not too distant future to decide whether or not to emigrate.

Here are the key questions:

Can students decide to emigrate abroad based on the characteristics of perfectionism and their identity styles, and also is there any relationship between the characteristics of perfectionism and identity styles with the decision to emigrate abroad?

RESEARCH METHODS

The statistical population in this study included all psychology students of Islamic Azad University, Karaj Branch, whose number was 3572 students in all fields of psychology in undergraduate, graduate and doctoral degrees. The sample size was estimated 282 people based on Morgan table. Purposeful and available sampling methods were used. At the top of the questionnaire were questions such as: age, gender, marital status, economic status and also 2 basic questions:

1. Deciding to migrate or not?
2. What is the reason for the decision to emigrate?

By answering these questions, the statistical community was able to better understand the reasons for migration. After compiling the questionnaires and selecting the sample group, the questionnaires were distributed among the psychology students of Karaj Azad University, so that all the mentioned questionnaires were given to the psychology students who agreed to cooperate. After explaining how to answer, the researcher started to collect the questionnaires. The researcher was present during the performance to answer the possible questions of the subjects. After collecting the questionnaires, SPSS software was used to examine the relationships between various factors influencing the decision to emigrate outside of Iranian.

Inclusion Criteria: Students of all majors in psychology at the undergraduate, graduate and doctoral levels of Karaj Azad University

Exclusion criteria: People who were not willing to cooperate and also people whose questionnaires were incomplete.

RESEARCH INSTRUMENT

Tri-Short Positive and Negative Perfectionism Scale: This questionnaire is made up of 40 questions by Terry and Short, 20% of which measure positive perfectionism and 20 questions measure negative perfectionism. The questions were on a 5-point Likert scale. The range of scores was between twenty and one hundred. The cut-off point for negative perfectionism was 69. Cronbach's alpha

coefficient in the study of Hess et al. (2002) was 0.84 for positive perfectionism and 83.83 for negative perfectionism.

In the Persian form of this Cronbach's alpha questionnaire, the questions of each of the subscales were obtained by Besharat in a sample of 212 Iranian students of 0.90 and 0.87, respectively, for all subjects (Besharat, 2003).

In Sadati (2008) research, the alpha coefficients for positive and negative perfectionism scales were 0.87 and 0.85, respectively, which are satisfactory.

Brzezinski Identity Style Questionnaire: It was a 40-item scale, of which 11 questions are related to the information scale, 9 questions are related to the normative scale, and 10 questions are related to the commitment scale. The subjects' answers to the questions are in the form of a five-point Likert scale and include completely disagree = 1 to completely agree, 5. Internal reliability (alpha coefficient) of information scale was 62%, normative scale was 66% and confusion scale was 73%.

In Iran, Ghazanfari has been reported for scores for the confused / avoidance scale (main sheet = 77% alpha) more than the normative scales (main sheet 67% = alpha) and the information scale (main sheet 64% = alpha). The raw scores of both scales are very similar; The correlation coefficient of these two sheets was also stable and significant (Ghazanfari, 1989).

RESEARCH FINDINGS

In this study, the prediction of migration of Iranian students abroad based on the dimensions of perfectionism and their identity styles was studied. Inferential findings (Regression Logistics) were used to examine the prediction of migration decision based on perfectionism and identity styles from and Multivariate analysis of variance was used to examine the differences between variables between the groups.

Descriptive findings

In this study, the prediction of Iranian students' emigration abroad based on the dimensions of perfectionism and their identity styles were studied, and their descriptive indicators are presented in the following tables.

Table 1: Descriptive characteristics of perfectionism scores

Decision to migrate		
No	Yes	
M ¹ ±SD	M ±SD	Variable
10/5 ± 75/05	10/9 ± 78/19	Positive perfectionism
10/9 ± 65/77	9/5 ± 69/31	Negative perfectionism

5/5 ± 38/71	6/06 ± 39/68	Information style
4/4 ± 31/82	4/7 ± 32/04	Normative style
6/8 ± 31/67	7/01 ± 32/43	Avoidance style

As can be seen in **Table 1**, the mean scores of positive and negative perfectionism in students who decided to immigrate were 78.19 and 69.31, respectively, and in students who did not decide to immigrate were 75.05 and 69.77, respectively. The average scores of information style in students who decided to immigrate and in students who did not decide were 39.68 and 38.71, respectively, the average scores of normative style in students who decided to immigrate and in students who did not decide were 32.04 and 31.82, respectively, and the mean avoidance scores in students who decided to immigrate and in students who did not decide were 32.43 and 31.67, respectively.

Table 2: The results of the chi-square test, related to the relationship between research variables and the decision to migrate

Decision to migrate			
Sig	Df	Chi-square	
0/003	43	73/56	Negative perfectionism
0/09	45	57/98	Positive perfectionism
0/01	26	44/83	Information style
0/001	23	49/38	Normative style
0/08	32	43/53	Avoidance style

The results of **Table 2** showed that among the dimensions of perfectionism, negative perfectionism had a significant positive relationship with the decision to migrate in students ($P \leq 0.01$). But there was no significant relationship between positive perfectionism and decision to migrate. Also, among identity styles, informational and normative styles had significant positive relationships with students' decision to migrate ($P \leq 0.01$), but no significant relationship was observed between avoidance identity style and migration decision.

Inferential findings related to hypotheses

To examine the relationship between research variables, Chi-square test and to examine the prediction of migration decision based on the dimensions of perfectionism, personality traits and identity styles, regression analysis was used.

Table 3 shows the correlation between the dimensions of perfectionism, personality traits and identity styles of students with the decision to immigrate.

Table 3: The results of the chi-square test, related to the relationship between research variables and the decision to migrate

Decision to migrate			
Sig	Df	Chi-square	
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0/09	45	57/98	Negative perfectionism
0/01	26	44/83	Information style
0/001	23	49/38	Normative style
0/08	32	43/53	Avoidance style

The results of **Table 3** showed that among the dimensions of perfectionism, negative perfectionism had a significant positive relationship with the decision to migrate in students ($P \leq 0.01$). But there was no significant relationship between positive perfectionism and decision to migrate. Among personality traits, neuroticism at the level ($P \leq 0.01$) and extroversion at the level ($P \leq 0.05$) had significant positive relationships with the decision to migrate in students. But there was no significant relationship between personality traits of openness, agreeableness and conscientiousness with the decision to emigrate in students. Also, among identity styles, informational and normative styles had a significant positive relationship with students' decision to migrate ($P \leq 0.01$), but no significant relationship was observed between avoidant identity style and migration decision.

Positive perfectionism is not able to predict the decision to migrate in students, so it was excluded from the logistic regression analysis and logistic regression of the decision to migrate was performed based on negative perfectionism.

Table 4 summarizes the logistic regression results related to the prediction of migration decision based on negative perfectionism.

Table 4. Summary of logistic regression results related to predicting migration decision based on dimensions of perfectionism

R^2	Sig	(df)	Chi-square	
0/04	0/004	1	8/29	Step
	0/004	1	8/29	Block
	0/004	1	8/29	Model

As can be seen in **Table 4**, the chi-square value of the two models was 8.29, which shows the difference between the single-constant model and the full model. Based on the significance level obtained from this test ($P \leq 0.01$), it can be said that negative perfectionism has improved the prediction of emigration abroad in students. Naglerck quasi- R^2 results also showed that negative perfectionism predicts 4% of the variances of students' decision to migrate. To determine the probability of the decision to migrate as well as the overall accuracy of the model, a classification table is presented (**Table 5**).

Table 5. Results of the classification table to determine the probability of the decision to migrate and the overall accuracy of the model

predicted				
Correct percentage	Decision to migrate		Observed	
	Having a decision	Not having a decision		
62/1	55	90	Not having a decision	Decision to migrate
50/4	69	68	Having a decision	
56/4			Total percent	

As can be seen in **Table 5**, the overall forecast accuracy of the model is 56.4. Similarly, the probability that those who decide to immigrate will be correctly estimated as 50.4. In other words, in this sample, 50.4% of those who decided to immigrate were correctly identified. To determine the effect of negative perfectionism in predicting the decision to migrate students, B coefficients were calculated, the results of which are presented in **Table 6**.

Table 6 Coefficients of the effect of negative perfectionism in predicting immigration decision

Exp (B) %95CI برای		Exp (B)	sig	والد	B	
حد بالا	حد پایین					
1/06	1/01	1/03	0/005	7/87	0/03	Negative perfectionism
		0/09	0/005	8/06	-2/35	Constant

As can be seen in **Table 6**, the coefficient of effect of negative perfectionism in predicting the decision to migrate in students was significant ($P \leq 0.01$ and $B = 0.03$). The value of Exp (B) also showed that increasing one unit in the rate of negative perfectionism increases the probability of students to decide to emigrate by 1.03 times.

* In general, regarding the prediction of the decision to emigrate based on negative perfectionism, it can be written that

: (Negative perfectionism) $0.03 + 2/35 / =$ Decision to migrate

Table 7 summarizes the logistic regression results related to the prediction of migration decision based on identity styles.

Table 7 summarizes the results of logistic regression related to predicting migration decision based on identity styles

Nagkerk R ²	Sig	(df)	Chi-square	
0/01	0/44	3	2/72	Step
	0/44	3	2/72	Block

	0/44	3	2/72	Model
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As can be seen in **Table 7**, the chi-square value of the two models is 2.72, which shows the difference between the single-constant model and the full model. Based on the significance level obtained from this test ($P < 0.05$), it can be said that identity styles were not able to predict students' decision to emigrate abroad.

Table 8 presents the results of the Chi-square to compare the demographic characteristics of students who decide to emigrate abroad with students who do not decide to emigrate.

Table 4-20. Chi-square test results related to the study of differences in demographic characteristics

Sig	df	Chi-square	
0/89	1	0/03	Gender
0/003	4	16/27	Age
0/22	1	1/74	Marital status
0/04	2	6/66	Education level
0/01	2	8/44	Economic status

As can be seen in **Table 8**, there is a significant difference between students who decide to emigrate abroad and students who do not decide to emigrate in terms of age, level of education and economic status. But there was no significant difference in gender and marital status. The results showed that students in the age range of 20-30 years were more likely to emigrate abroad. On the other hand, students in the age range of 40-50 years are less likely to immigrate. Also, among the educational levels, postgraduate students are more inclined to emigrate abroad. The study of economic status also showed that both students with poor status and those with high status were more likely to migrate; But those with average economic status were less willing.

DISCUSSION

The movement and migration of human beings is as old as the history of the formation of human societies and has taken place for various reasons and motives, which has led to the formation of various types of migration in different societies. The results obtained from the data of 280 subjects showed that among the dimensions of perfectionism, negative perfectionism had a significant positive relationship with the decision to migrate in students ($P \leq 0.01$). Among the identity styles, information style and normative style had a significant positive relationship with students' decision to migrate ($P \leq 0.01$).

The results showed that positive perfectionism is not able to predict the decision to migrate in students, so it was excluded from the logistic regression analysis and logistic regression of migration decision was performed based on negative perfectionism. It also showed that an increase in one unit of negative perfectionism

increases the likelihood of students deciding to immigrate by 1.03 times. Therefore, based on the results, negative perfectionism can predict the decision to emigrate.

Findings from logistic regression showed that identity styles do not have the ability to predict students' decision to emigrate abroad. To explain the findings of the study, it can be said that the tendency to emigrate is less among students who have stronger family affiliation, national identity and adherence to values, including religious beliefs. It is not an easy task and requires the cooperation of economic, social, political, administrative, cultural, psychological and comprehensive support of these factors, and these factors go hand in hand and cause a person of a certain history and geography which forms his whole cultural and social identity, to separate and take refuge elsewhere. The results of some previous research also confirm the findings of this study.

For example, the authors of the study Human Capital Flight (Asgari, Cummings et al., 1997) cited social conditions such as cultural alienation and adaptability as one of the most relevant and influential components of elite departure and human capital flight. The result of a survey on the factors of students' hope for the economic, political and cultural variables of society (Samati, 2000) is somewhat similar to the subject of this study.

There are several patterns in the context of the consequences of migration on identity; So that the effect of migration on identity has a significant relationship with the ethnicity of immigrants and their pre-migration experiences and socio-cultural characteristics of the community of origin. Indeed, these multiple patterns of identity that women adopt after migration can be traced back to the theoretical model of "social distance" (Chiswick et al., 2003) or "cultural distance; Bary (1992) analyzed that post-migration gender identity as a function of the intensity and depth of the socio-cultural distance from the origin and destination of migration; so that there is an inverse relationship between this socio-cultural distance and the effect of migration on identity change.

It can also be argued that Kaplan and Flamm (2010) argue that the common theoretical assumptions between the goal-oriented perspective of achievement and identity provide a basis for linking identity-building styles and goal-orientation such as immigration. Babaei Sanglanji, 2010), believes that our beliefs about ourselves and the world, whether right or wrong, affect the perception, problem solving and interpretation of our experiences and determine our goals and goal orientations.

According to the research findings, it can be explained that due to the fact that immigrants have negative perfectionism, behaviors such as inflexibility to limited topics, negative thoughts, having very high expectations without considering the possibilities and abilities and constant dissatisfaction, very low experiential contexts cause migration in students with negative perfectionism. Also, in explaining the migration of students with perfectionist characteristics, this study

can be said about the relationship between the dimensions of perfectionism and its impact on students' attitudes toward migration. The goal targets many aspects of perfectionism, and often the destructive effects of perfectionism are due to inefficiency in setting goals. According to this model, the perfectionist evaluates himself in the light of strict criteria and therefore individually, feels inadequate and emotionally distressed, and these issues affect people's decisions (Alden and Billing, 1993), and lead to the decision to emigrate.

Economic factors are very important in identity, perfectionism and migration. But they can not always be considered as unique motivating factors. In the classification of immigration motivations (Picot, 1975). In addition to voluntary factors that often have an economic aspect including finding a better job, creating industrial and commercial centers and other job motivations, to various motivations such as motivations related to forming or joining a family, changing marital status, motivations related to the education of family members, becoming unyielding, living conditions at origin, the desire to live elsewhere, also point to political and historical motives, most of which are related to the cultural and social perspectives of individuals, and perhaps at the beginning of migration and beyond, had no significant economic burden.

Another study that has been conducted to examine social and cultural knowledge, attitudes and behaviors in Tehran (Mohseni, 2000) has concluded: Those who evaluate the country in lower conditions have a greater tendency to leave the country. Sharifi's research also showed that the variables of social attraction and repulsion, job background and conditions, internal political repulsion, organizational attraction and number of children had a significant relationship with the dependent variable for elite migration motives. Ghanbar's research findings indicate that factors such as educational facilities, employment problems, political, social and economic instability in the migration of elites are of great importance. Findings of Movahed and Niazi show that among the cultural and social variables (Kotari, 2002), university of study, rate of mass media use, attitude towards the position of science in Iran, attitude towards the position of educated women in Iran, feelings of belonging to the homeland, the consequential dimension of religiosity, attitudes toward the status of science and research in Iran had a significant relationship with the tendency to emigrate.

Also, Salehi's findings showed that the most important factors of attraction and repulsion of migration for Iranians from the perspective of this study include: Drift factors: Lack of job opportunities; Low salaries; lack of social attention to the value of scientific activities; lack of feeling of a meritocracy; lack of necessary facilities for research and and traction factors: access to more pay; better material and welfare facilities for life; better job opportunities; family comfort; better cultural attractions for life; relation of professionals to the needs of society; promoting scientific and professional growth; existence of individual political freedoms; interest in living in a non-discriminatory society. The research conducted in these studies showed that the characteristic of perfectionism of individuals can be one of

the reasons for the decision to emigrate. To examine this result in more detail, in this study, we examined the role of the characteristics of perfectionism in the decision to emigrate Iranian students abroad. Thus, perfectionism means the tendency of a person to have a set of extreme criteria and focus on failures and defects in performance and belief in perfection and feeling high anxiety and stress and fear of not being able to live up to expectations (flat, identity, 1997).

But there is another important point. The catastrophe of the departure of elites from the country is not only the physical capital flight of the country, the main catastrophe is the formation of the idea of escape and esoteric tendency to leave and emigrate from the homeland, because apparent migration is not a fundamental issue. Although the number of potential immigrants is not calculated in the statistics, but the damage is many times more than the real immigrants. Browsing distances itself from society and may become an annoying and disruptive element (Fallahi, 2008). This dilemma and behavior, like other social behaviors, is rooted in beliefs, views, attitudes, and ultimately the tendency or bias of individuals towards the position of origin and destination, which unfortunately, despite the special role of the tools and media of the polar and capitalist countries, it takes on a new and more complex.

The urgent need of our country to preserve financial and human resources needs more serious attention to the issue of ways to prevent emigration or inevitable migration. Statistics show that the shocking fact that the phenomenon of migration, especially human capital flight, has caused direct and indirect harmful damages to the country, and the prevention of these damages and its harmful consequences requires expert, thorough and comprehensive studies. It has social, economic, cultural and educational factors, and even psychological, internal and external dimensions.

The present study, like any other research, has its limitations. Limitations of this study include:

- Lack of research on the role of the characteristics of perfectionism and identity styles in the decision to emigrate of Iranian students abroad, and this made it difficult to access appropriate and credible resources in this field.
- Lack of cooperation of Karaj Azad University students to administer questionnaires
- Lack of native questionnaire in the field of identity
- This research has been conducted only on psychology students of Karaj Azad University who are studying for bachelor's, master's and doctoral degrees.

And according to the results of the research, the following suggestions are presented:

1. Leading Iranians to internal satisfaction and then external satisfaction. Because a person who seeks negative perfectionism and everyone's satisfaction within himself, are more inclined to emigrate.
2. Teaching the principle of unity of the way and collective salvation in the educational system of the country. Because the way is the same for all of us, but now everyone is thinking of saving himself from the current problems of the society and so on.
3. Promoting the positive dimension of perfectionism by recognizing Iranian mysticism and promoting the quality of life in any land where we live.
4. Creating spaces and classes for self-knowledge and more knowledge of Iran and Iranian identity
5. Reforming the educational system of schools based on strengthening self-confidence, feeling of belonging to the national Islamic identity and recognizing intellectual and cultural heritage
6. Wider training of Iranian mysticism that causes the expansion of every Iranian's knowledge of civilization, culture and religion in Iran and strengthens self-confidence and the creation of thought and belief instead of the current parrot-like identity of Iran.
7. Strengthening the sense of patriotism by the mass media and introducing the cultural and identity heritage of the Iranian and Islamic peoples.

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