

Review Paper

Studying Tendency among Tehran Pre University Students towards immigration

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Abstract

In this research attractive factors and repulsive factors of Iran society by comparison with developed societies, from the point of high school students of Tehran, have been studied. Thus, Pre-university students of Tehran have been selected as statistical society. This research has been conducted with field method and a sample of 800 students, being randomly chosen, and its information has been gathered by questionnaire which its reliability has been proved with experimental carrying out of project and obtaining 86% of cronbach's alpha coefficient. individual characteristics, economic characteristics, social characteristics, etc. of society has been studied; Their evaluation of status of their own future inside and outside of the country, Their opinion about some economic, social factors; and at the end their tendency about their own society, at their individual characteristics and economic, social characteristics, has been studied. Result of the research indicates their positive opinion on the attractive factors of developed societies, and also represents that there is a correlation between the standard of living, average of scores, gender, use of mass communication, etc. and tendency for living in developed countries.

Key Words; Pre university students; immigration; brain drain; attractive factors; repulsive factors

Introduction

Immigration is a very complicated process which is correlated to many factors such as cultural, occupational, economic status, educational scientific, political and even ideological. All above mentioned factors will result come together and cause people to leave the specific geographical and historic background that shape his cultural and social identity and seek refuge in a different country to live in. Losing elites is not only brain drain in its physical form. The main problem is formation of idea of escape and inward tendency to leave the country. Although the number of potential immigrants and virtual immigrants are not counted in statistics but they cause damages to the country more than the real immigrants. Virtual immigrant and a person who impersonates to be an immigrant is someone who is present in the country but suffers from lack of motivation for innovation and participation. On the other hand since they can not stand the current situation and condition of the country, gradually they keep distance from the society, and therefore, have the potential to be changed to an agitator and troublesome character.

This research emphasizes to understand, and analyze this phenomenon; considering the young population of Iran, specifically pre university students. Using these results will be helpful to understand the grounds of immigration and study the young generation's point of view toward the status of our country comparing to their promising countries. This understanding will guide us to use our human resources more effectively.

Problem Definition

The trend of brain drain and elite immigration is one of the most important challenges of developing countries that swallow their human and financial resources and spill them toward developed

countries. Finally this will widen the gap between rich and poor countries.

Despite of different opinions and sights about brain drain or immigration that sometimes are in contrast with each other, some people find it to be beneficial for the world knowledge and promotion of science. Some others consider it as positive and constructive even for the country of origin. At the present conditions, immigration and brain drain have huge economic, political, and cultural expenditure for the country of origin, including our own country.

Responsible authorities of our country suffer from the lack of sufficient information on subjects of immigration and brain drain trend, and lack of scientific knowledge and experience on immigration of professionals, and specialists. Obviously in such condition, making decision is almost impossible. Such research, emphasizing and focusing on young people and gathering and collecting information in these areas will enable us to consider the process of immigration of normal and professional people as an opportunity. Nowadays many countries are effectively implementing the strategy of professional exchange and substitution. By becoming aware of the significant factors that inspired about 4 million Iranians to immigrate to other countries, we will be able to take advantage of these peoples potential and capabilities.

Aim of research

Main objectives

1. To investigate the tendency of young people specially pre university students toward leaving the country.
2. To study economical, social, educational, communication, ideological and other individual and family differences and specifications in the sample group and their relation with tendency to immigration.
3. To observe young people's opinions and judgments on country's economic, political, social and cultural states.

4. To lay the ground to find and analyze the interfering factors in increasing tendency for immigration, and preventing brain drain.

Subordinate and operational objectives

1. To help managers, authorities and policy makers in educational and population related areas to adopt better mechanisms and policies for preventing, guiding, controlling and retaining effective and elite human resources.
2. To bring about research and executive authorities attention to younger generation and students, who are counted as the potential immigrants paying attention to their needs and ideals and therefore, reduce the cost this trend imposes on country.
3. To pave the way for conducting in-depth research to reduce implications of immigration of professionals and specialized capitals.
4. To prepare ground for conformity of educational contents and programs at both K-12 and university levels with needs and expectations of youths as well as society, and devising plans for developing resources in accordance with country's needs.

Main Hypothesis

Tendency of students to leave the country is positive (above the average).

Secondary Hypothesis

1. Male students have more tendencies for leaving the country than female students.
 2. There is a relation between student's grade point average and preference to leave the country and as their GPA increases their preference also increase.
 3. There is a relation between the students' residential area and their tendency for leaving.
 4. There is a relation between economic status of students and their interest for leaving the country.
 5. There is a relation between student's loyalty to traditions and culture and inclination to leave.
 6. People who have stronger communication means tend to leave the country more than others.
 7. Students of families with stronger religious ties are likely less inclined to leave the country.
 8. Student's point of view on status of our country comparing to other countries is negative. The students evaluate our country bellow average comparing to developed countries.
 9. Students are either pessimistic about their future in Iran or do not find their chances for acquiring ideal opportunities.
 10. The student's assessment of our government's economical and social values and parameters comparing to other countries is not appropriate.
- Realizing some of the individual, family, economic, and social qualities of our respondents and their relation with affinity for leaving the country is considered too.

Research Method

In this research we have used field research method. We also benefited from library sources as well as references of similar studies on the World Wide Web and online libraries.

Target population

Our target population was pre university students in 19 districts of Tehran in the school year of 2002-2003. Based on the statistics provided by ministry of education, the total number of pre university students was 72969, from which 45232 were female students and 27464 were male students. Females made 63 percent and male made 34 percent of the total.

Sample size

We use Cokeran formula to calculate the sample size. About 750 students were needed to be sampled. To have enough samples we chose 800 students to collect data, and finally 709 questionnaires were collected and analyzed.

Sampling Method

Regarding the ratio of 37 percent for boy students and 63 percent for girls, we tried to choose our sample size in accordance with these ratios.

On the other hand, regarding the economic and social status of Tehran, we referred to four districts in north, south, east and west of the city. This method is considered as classified sampling. In each district, samples were chosen on the basis of female and male students' ratio and various types of schools that they attend. Public, private and exemplary schools were different types of schools, at least 30 students were chosen from each of them in each district. This type of random sampling could also be considered as multistage clustering, which is more reliable and is based on school type and students gender.

Method of data collection

In order to collect information and necessary data two methods of library (documentary) and field (questionnaire) were used. In order to collect the responses and opinions of our samples we used a questionnaire with 66 closed questions related to variables of study.

In the first stage schools and students were selected and information was collected. Then information of 709 questionnaires, based on the codes and values that were already assigned, were entered to the computer, while using SPSS software and descriptive and inferential methods to analyze. Statistical methods of arithmetic mean and weighting mean, and Chi square parameter B testing were also used to describe quantitative data.

Data collection tools

As mentioned before we used questioner for data collection. This questionnaire was devised as follows:

1. 22 open ended questions and semi-open questions on family and personal aspects of characteristics of respondents.

2. Second part of questionnaire includes 15 questions that ask about respondents opinions on the chance of having ideal opportunities, or to examine the level of their hope and confidence toward future. These questions were valued in 5 scales.
3. Third part includes 16 questions that examine such indicators as religious ties, loyalty to traditions and culture, and feeling of belonging to the country. These questions were also designed to have measurable answers in 5 scales.
4. In the fourth section students were asked to state their opinion on economic, social and cultural statues of the country. We used the results to make different variables of study.

Method of measuring research variables in the questionnaire

1. Tendency to leave the country

In this research the "tendency to leave the country" is examined by the marks and criteria that were set for the study. Tendency marks show how interested is the respondent to leave the country or to stay in. Marks for the indicator "tendency to leave the country" were assigned from 51 at least to 255 at most. By using the interval $68 ((255-51)/3)$, respondents were categorized into 3 groups based on their marks. First group were those with weak tendency toward leaving the country. This group's mark ranges from 18.9 to 51. Second group of students have marks ranging between 119 and 186.9 and shows that their attitude toward the country is not positive. Third group of respondents were those with marks ranging from 187 to 255. Students in this group have negative attitude toward the current conditions of the country and have very strong affinity for leaving. The least and the most mark for each indicator were obtained from coefficients and marks that were considered for answering each question of the questionnaire on the basis of 5 point Lykert scale.

2. Economic status

The total mark that a student has received from the summation mark of different variables such as family's income, area of residence, type of house ownership, per head area of house and... is the criterion for assessing economic status. The total mark is equal with sum of codes for questions 6 (area of residence), 11 (family's income), 12 (owning a car), 15 (owning a house), 16 (having a separate bedroom), 17 (per head area of house), 18 (traveling abroad), and.....

Distribution of respondents

1. By gender

We used proportional sampling method in this study. The ratio of male and female students in target population is observed in the sample. Ratio of female students in the total number of respondents is 60 percent. About 92% of students were born in Tehran and the other 8% were from different cities. From the total size of the sample 64% are 18 year olds, 31% are 17 year olds, 4% are 16 year olds and about 10% are younger than 15 or older than 18 years old.

2. By the area of residence

City of Tehran is the residence of our samples. Northern parts of Tehran have higher welfare and economic standards. People who live in these parts are mostly wealthy population. Northern parts of city include school districts 1, 2, 3 and some parts of 4 and 5. 25% of our samples live in these districts.

Districts 16, 17, 18 and 19 are counted as southern parts of the city. People who live in these districts are mainly simple labor workers. Most of them are the immigrants from small cities and villages that settled in these parts. They form 30 % of the people who answered the question.

Districts 8 and some parts of 4 and 13 are the neighborhoods of east and central part for people with average income and life style.

Western parts of Tehran have similar type of population as the east part, and districts 9, 10 and some parts of area 5 are in west. Some parts of these districts are newly built and developed. They form 17 percent of our samples.

For collecting information we specifically referred to schools in district 3 located in north, district 8 in east, district 10 in west and district 17 in south part of the city. About 85% of sample size lived in these parts however some of them lived in suburb areas of the city. As economic status is very important in the process of immigration, this study shows that there is significant relationship between the area of residence of students and their tendency to leave the country.

3. By school district

Table below is the distribution of respondents by their district of schooling

District	Frequency	Percentage
3	173	24.4
8	164	23.1
10	125	17.6
17	173	24.4
18	59	8.3
Unknown	15	2.1

4. By program of study

Classification of the sample by program of study

Program of study	Frequency	Percentage
Mathematics	292	41.2
Science	183	25.8
Social Science	226	31.9
Unknown	8	1.1
Total	709	100

5. By their parents' level of education

Tables below show the level of education among parents of sampled students. 45 percent of fathers have secondary or post secondary education. 22.5 percent have university degrees. More

than 36 percent lower than high school diploma. 40% of mothers' education level is below high school diploma, 47% have high school diploma and 9 percent have university degrees. 45 % of mothers do not have any education.

Father's level of education

Type	Frequency	Frequency %	Cumulative%
No father	1	0.1	2
Illiterate	19	2.7	3.1
Below diploma	220	31.0	36.7
Diploma	269	37.9	77.8
Masters	95	13.4	99.4
Higher than masters	50	7.1	100
Unknown	55	7.8	--
Total	709	100	--

Mother's level of education

Type	Frequency	Frequency %	Cumulative%
No Mother	2	0.3	2
Illiterate	28	3.9	4.6
Below diploma	261	36.8	44.4
Diploma	308	43.4	91.3
Masters	39	5.5	97.3
Higher than masters	18	2.5	100
Unknown	53	7.5	--
Total	709	100	--

6. By type of school

Type of school in Iran is an indicator of economic and social status of people. Wealthy people send their children to private schools. Talented children from lower income families attend government exemplary schools, while average income families

register their children at public schools. The table below shows distribution of students by the type of school.

Type of school	Frequency	Frequency %	Cumulative%
Exemplary	59	8.3	8.6
Public	556	78.5	90
Private	69	9.7	100
Unknown	25	3.5	--
Total	709	100	--

7. By using internet

Study results show that 27 percent of the sampled students have access to internet and use it.

Answers	Frequency	Percentage
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Do not use	428	60.4
Use	257	36.2
No answer	24	3.4
Total	709	100

8. By reasons for traveling abroad

About 15% or 105 students of our sample have traveled abroad at least once, from which, 87 students or 12.3% traveled for pleasure

Reason	Frequency	Percentage
Not traveled	566	79.8
Work/business	9	1.3
Visiting family	7	1.0
Pleasure	87	12.3
Unknown	40	5.6
Total	709	100

9. By other factors such as average income, house area, diploma GPA

In the table below average age of respondents is 17.41, average diploma's GPA is 15.63, and average income of families 2344 thousand Rial and average house area is 121.41 square meters.

We asked students to mark Iran comparing to developed countries on the scale of 1-20 with 20 for the highest. The average mark that students gave to this question was 9.

Variables	Average	Minimum	Maximum	No. of Acceptable answers
Age	17.41	15	22	701
Diploma's GPA	15.63	2	20	629
Average Income	2344	0	9980	377
House Area	121.41	12	998	590
Average Mark of Iran in the developed world	8.90	0	20	638

Respondents Assessment of their future in Iran or out of Iran

For a precise evaluation of our respondents assessment about opportunities such as living, welfare, scientific, research and individual as well as social freedom in Iran comparing to other countries we designed 16 questions. Two parts of this question are in contrast and opposite to each other. For example if a student has a negative assessment on continuing his/her education in Iran then it's most likely to find chances out of Iran very high and positive.

1. On finding opportunity to enter university in Iran and out of Iran

Table below shows that they find opportunities out of Iran better.

	Very high	High	Average	Low	Very low	Total%	Total frequency
In Iran	17.4	20.5	33.5	11.5	17.1	100	709
Out of Iran	27.3	24.2	16.5	12.9	19.1	100	709

2. On finding a well paying job in and out of Iran

Finding a well paying job is one of motivations for tendency to leave country among pre university students.

	Very high	High	Average	Low	Very low	Total%	Total frequency
In Iran	7.1	15.5	24.3	2	23.1	100	709
Out of Iran	17.8	23.4	26.7	12.2	20	100	709

3. On finding a suitable house in and out of Iran

4.45% of respondents believe that they have no chances to find a suitable house in Iran, while 34.7% consider their chances out of Iran very low. Although 35.5 find their chances very high out of

Iran and 31.1% find the chances very high in Iran. The overall inference of these answers is that there are higher chances of having a suitable house out of Iran.

	Very high	High	Average	Low	Very low	Total%	Total frequency
In Iran	17	14.1	23.5	18.8	26.6	100	709
Out of Iran	17.15	18	29.8	12.7	22	100	709

3. On the chance for having a good car in and out of Iran.

Respondents believe that availability of appropriate car out of Iran is better.

	Very high	High	Average	Low	Very low	Total%	Total frequency
In Iran	18.7	15.1	24.9	15.8	25.5	100	709
Out of Iran	32.9	22.2	19.3	9.5	16.2	100	709

5. On a successful and happy marriage in and out of Iran

The study shows that students tend to marry an Iranian. It is more pleasant for them to marry some one from their own country. The overall attitude on marriage out of Iran is not promising. Only 15% find their chances out of Iran very high

and in contrast 62% find this chance out of Iran very weak. About 57% believe the likelihood of a successful marriage in Iran is very encouraging and only 19% find it low.

	Very high	High	Average	Low	Very low	Total%	Total frequency
In Iran	36	20.9	24	8.7	10.4	100	709
Out of Iran	8	7	22.3	20.9	41.9	100	709

6. On esteem and social respect in Iran and out of Iran

Answers show that students believe people are more valued in Iran. 4.53% find this factor to be higher in Iran and 1.34 out of Iran find. About 21% believe that social respect in Iran is very low and 5.37% has the same opinion about out of Iran. We can

analyze that achieving esteem and social respect is not student's motivation for leaving the country and there are other factors affecting this trend.

	Very high	High	Average	Low	Very low	Total%	Total frequency
In Iran	30.2	23.2	25.9	9.2	11.5	100	709
Out of Iran	17.4	16.7	28.5	17.2	21.3	100	709

7. On undertaking scientific and research activities in and out of Iran

About 68% of respondents believe that opportunities for such activities out of Iran are very high or higher than Iran. 60%

consider that opportunity for scientific activities are low or very low comparing to other countries.

	Very high	High	Average	Low	Very low	Total%	Total frequency
In Iran	9.4	11	19.9	19.9	37.8	100	709
Out of Iran	48.5	19.5	12.9	6	13.1	100	709

8. On opportunity for artistic activities in and out of Iran

28.7% of respondents believe that opportunities for artistic activities in Iran are more than abroad but in contrast, 59.7% have the opposite opinion. We can result that one of the factors that young generation consider for leaving the country is an open atmosphere for their artistic activities outside Iran, especially in music, cinema, and.....

9. On involvement in the political activities in and out of Iran

Only 15% of respondents find the current conditions and atmosphere of the country ideal for their political activity and involvement. 40% find the conditions to be desirable out of Iran. 64.5% believe that current atmosphere for ideal activity is very poor in our country.

	Very high	High	Average	Low	Very low	Total%	Total frequency
In Iran	8	7.2	20.3	16.9	47.6	100	709
Out of Iran	22	17.2	23.7	11.7	24.8	100	709

10. On individual rights and freedom in and out of Iran

As it shows in table below students attitude on individual freedom in Iran is negative and their attitude about out of Iran is positive.

	Very high	High	Average	Low	Very low	Total%	Total frequency
In Iran	15.4	9.2	23.7	18.1	33.5	100	709
Out of Iran	57.5	17.7	13.7	4.1	7	100	709

11. On social security in Iran and out of Iran

In spite to the most of the aforementioned variables, students' view on social security in other countries is not optimistic.

	Very high	High	Average	Low	Very low	Total%	Total frequency
In Iran	19.1	16.5	26.6	13.4	24.4	100	709
Out of Iran	17.7	10.9	27.7	20	23.7	100	709

12. On opportunities for religious activities in and out of Iran

About 65% of respondents find the chances for such activities in Iran high or very high. 48/9% find the chances out of Iran very low and low.

	Very high	High	Average	Low	Very low	Total%	Total frequency
In Iran	46.5	18.6	16.9	5.7	12.2	100	709
Out of Iran	16.1	9.7	25.3	20.8	28.1	100	709

13. On availability of media and communication means in and out of Iran

The table below reveals that young generation has a positive attitude toward availability of media and communication means in other countries.

	Very high	High	Average	Low	Very low	Total%	Total frequency
In Iran	13.3	16.1	30.5	18.9	21.1	100	709
Out of Iran	62.3	19.3	10.1	3.2	5	100	709

14. On feeling of usefulness for the country in and out of Iran

In this part we define the variables and factors that precipitate the positive attitude toward immigration among young people. Besides of all the above items, we asked students a very important and emotional question. We inquire for their opinions on the relationship of their identity with their country, and indirectly ask them the question that where do you feel you will be more useful, if you stay in Iran or leave the country.

It showed that 43% believe that they will be more useful by staying in Iran and 27.8% mentioned that by leaving the country they will be more useful.

When this question was asked in a reversed form, this attitude was confirmed. So that 30.3% believe they will be more useful by leaving the country and 41.4% believe they will be more useful if they stay in Iran. As the result, although availability of hardware facilities and some social factors such as individual and political freedom and welfare is higher in other countries, they feel that they will be more useful if they stay in Iran. This feeling is very important motivation in analyzing geographical immigration. If the countries policy is to retain youngsters to stay in the country, emphasizes on the national identity would be undoubtedly a significant mechanism.

	Very high	High	Average	Low	Very low	Total%	Total frequency
In Iran	27.3	15.7	29.2	10.3	17.5	100	709
Out of Iran	12.6	17.7	28.3	21.8	21.8	100	709

Evaluating respondents' opinions on some other motivators for leaving country

Rest of this research is trying to get respondents' opinion on some other variables and economic and social factors. Some of these

factors such as lawfulness and observing regulations, meritocracy, availability of entertainment, family ties, and drug usage are indicators that respondents' attitude about them, in Iran or out of Iran has significant difference.

Distribution of opinions about some social and economic factors in Iran

Row no.	Factor	Very low	Low	Same	More	Much more	Total%
1	Use of drugs	1.2	9.3	15	35.7	38.8	100
2	Lawfulness	56	32.8	1.4	4.6	2.5	100
3	Meritocracy	58.9	25.1	6	5.2	4.8	100
4	Family ties	8.4	15.5	7.7	44.4	24	100
5	Job conscience	46.7	31.7	11.3	8.1	2.3	100
6	Social discipline	46.9	38.5	7.5	5.3	1.8	100
7	Entertainment	49.4	33.3	9.1	5.1	3.1	100
8	Quality of education	58	31.1	4.7	4.6	1.6	100
9	Sport activities	36.5	39.9	13.6	8.1	1.8	100
10	Development of talents	45.8	31.3	11.4	7.9	3.7	100
11	Family competition	8.6	3.8	6.5	27	54.1	100
12	Corruption in government	12.8	8.6	15.3	24.6	38	100
13	Comply with health codes	41.1	35	12.3	7.5	4.1	100

The table shows that students' point of view on welfare, economic and social parameters and values are negative. As it is illustrated in the table:

- About 74.5% believe that consumption and distribution of drugs is much higher comparing to other countries.
- 89% believe that compliances with regulations, are very low and people in western countries obey laws much better than us.
- On recruiting people based on their competencies, 84% of students consider them to be done more accurately out of Iran, 6% had said it's done to the average in Iran and 10% have positive points of view about Iran.
- Opinions on family relations and ties are opposite. 68.5% agrees that family ties are much stronger in Iran than other countries. 24% believe that marriages and family ties are stronger out side of Iran.
- Most of the students believe that job conscience in Iran comparing to their ideal foreign countries is on a very low level since only 10% had the opposite opinion and 78.4% agreed about the existence of this problem.
- 85/4% believe that social discipline in Iran and among people is much lower than other countries and only 7% had the opposite view.
- 83% said that entertainment and amusing facilities are much less than other countries and only 8.2% had the opposite view and found them much more than other countries.
- 90% said that quality of education is much higher out of Iran and about 5% did not have any comment on this subject.
- Student's tendency on sport activities and chances for these activities is toward out of Iran and they have negative outlook in this regard about Iran.
- Paying attention to exceptional talents is very negative in Iran since 77.1% said so and about 11.6% had the opposite opinion.
- Family rivalry and interference of others in family and individual matters is one of the reasons that cause people to leave their towns and villages and move to cities. And 81% said this problem in Iran is much higher than other countries and 12.4% had the opposite view.

12. 62.6% of students emphasized that corruption in government system is much more than most of the countries and 21.2% had the opposite thought.

13. 76.1% believe that compliances with health codes are done much better in other countries and 11% had the opposite view.

Conclusion

Understanding from the total information collected in these questions is that student's tendency for leaving the country is very strong and meaningful which is regrettably sad. Changing sights and views which eventually leads to changing this attitude toward immigration is not an easy process and requires economical, social, political, cultural and psychological changes and comprehensive support.

Study of student's tendency by individual characteristics and their financial and social status

In order to accurately analyze respondents views and attitudes, they were divided and grouped by gender, economic status, ideological believes, access to communication means, and the relation of each of them with the subject of study. They were also divided to smaller groups according to operational definitions (that was mentioned before). Summary of their views and attitudes are as follows:

- Relation of gender and tendency to leave the country: There is a relationship between gender and tendency to leave country and regarding the significance level (0.024) we can claim by 90% that female students' tendency to leave is more than male students.
- The relation between educational field and desire to leave the country: Regarding the significance level of 0.2933 among our sample group, such difference is not meaningful and there is no logical relation between these two factors.
- The relation between father's education and student's tendency to leave: With 99% accuracy and significance level of 0.0040, fathers' education is much related to tendency to leave.

4. How mothers' education relates to enthusiasm for leaving the country: With 90% assurance we can say that as mother's education rises on higher levels the tendency for leaving the country also increases.

5. Using internet and attitude to leave: having a computer is not related to the subject by itself, but possibly with 90% assurance using internet and tendency for leaving are directly related.

6. Use of satellite and leaving the country: The study shows that these factors are related to each other and people who use satellites are more interested to leave the country.

7. How previous traveling abroad relates to tendency to leave: In 95% of cases there is a direct relation between number of times traveled abroad and tendency to leave. As the first factor increases it will cause the tendency to increase too.

8. The relationship between communication means and motivation to leave: In 99% of cases as the availability of communicational means increases tendency increases too and they have a direct relationship.

9. Religious attitudes and tendency to leave: In 99.9% of cases there is a negative relationship between religious beliefs and leaving the country, and they have an opposite relationship.

10. Loyalty to traditions and tendency to leave: As this study shows there is no relationship between tendency to leave Iran and being loyal to traditions.

11. GPA and tendency to leave: The study proves that as student's GPA goes higher their tendency to leave the country also goes higher.

12. Economic status (family income) and tendency to leave: There is a direct relation between how wealthy a family is and their tendency to leave the country.

13. Relationship between tendency to leave the country and the mark that is given to the country comparing to other countries: This question is designed to be used as the controlling question and to clarify the student's opinions. The results are very interesting from different perspectives and it seems that students marked our country 8.95 out of 20 among other countries. As their interest for leaving the country increases the mark that is given to the country decreases. That group of students who had strong feeling for leaving the country marked it 4.82 and the ones with weak tendency marked 12.33.

14. There is no relation between tendency to leave and the overall economic status: Regarding all the factors in variables that have been defined for the indicator of economic status, such relation is not statistically meaningful. In short, as economic conditions are better, communication means are vaster, house area is larger and students GPA are higher students' view toward the current values, standards and economic and social problems will become more negative and tendency to leave country intensities.

15. Relationship between loyalty to traditions and tendency to leave: There is no relationship between being a traditional thinker and tendency to leave the country.

Evaluating attitude about some statements that have been used to devise indicators

As we mentioned before there are at least 5 important indicators which are functionally and operationally defined in this research. These indicators are economic status, religious believes, loyalty to traditions, communication means and tendency to leave the country. In this section we will study them more closely and point to some important aspects of them and ideas and responses of students to them.

Row No.	Statement	Absolutely agree	Agree	No comment	Not agree	Absolutely not agree	Total%	Total frequency
1	Living in Iran is my priority	32.6	23.9	16.4	16.4	10.8	100	685
2	Living In Iran is better for wealthy people	46.7	23.9	12.7	10.2	6.6	100	687
3	I will leave Iran for good if I have the chance	20	15.3	18	26.7	20	100	685
4	Specialists who immigrated are traitor to the country	9	8.7	20.7	27.2	34.5	100	681
5	I will be more useful if I leave Iran	8.4	12.4	37	26	16.1	100	676
6	I like to live anywhere but Iran	55.6	4.4	12.9	31.9	45.1	100	680
7	I like to live in a country that I can hear the voice of prayer every day	35.2	27.8	26.4	4.8	5.7	100	681
8	Most people I know like to leave Iran	20.4	32.3	20.1	21.9	5.3	100	677

9	Brain drain is a colonial conspiracy	18	15.8	31.2	15.2	19.8	100	683
10	My parents encourage me to pray	56.1	26.4	10.7	2.9	3.7	100	681
11	As a muslim I will always be protective of Islamic culture	48	30.4	14.8	2.9	3.9	100	684
12	Being away from Iran is so hard for me	42.4	25.6	14.2	10.9	6.9	100	681
13	Any Iranian should celebrate Norouz every year	63.9	19.3	9.1	5.3	2.5	100	685
14	It's necessary to celebrate last Tuesday of year ceremony	27.7	20.6	17.8	11.8	12	100	684
15	I like to live in a country that women have Islamic veil	24.6	22.1	33.4	10.6	9.2	100	682
16	It's necessary for all male Iranians to go to military service	25.7	17.3	17.3	16.3	23.5	100	682
17	Praying is very helpful for solving spiritual problems	66.3	24.3	6.1	1.2	2	100	686

1. Considering statement 1, although the target population has tendency towards immigration and their attitude on leaving the country is positive and their view on economic and social capabilities of Iran is negative, yet these people prefer to live in Iran. Development planners of our country should consider this issue to prevent the brain drain and immigration.

2. About 70% of respondents agreed that living in Iran is better for wealthy people. To analyze this subject we should emphasize the fact that having a good income and making money is one of the most important reasons for young people to leave the country. In case of availability of financial opportunities in Iran, there remains no reason to leave the country and motivation to leave will decrease.

3. At current situation with all the shortages in the country and all attractions of other countries about 47% do not agree that "I will leave Iran forever if I get the chance", although 35% completely agree with that.

4. About 62% of our samples believe that leaving the country is not betraying to the country and it shouldn't be interpreted in this way.

5. Most of the respondents do not accept that "being out of the country makes you more useful for the country", and believe that being and staying in Iran is more helpful since 42% said so. Only 20.8 agreed with this statement.

6. We propounded the statement 5 indirectly in statement 6. Agreement with this statement shows a great tendency for leaving and also shows that most students in our sample disagree with the current standards, and criteria of the country. More than 77% disagree with the statement that they prefer any country but Iran. It shows that the location and country of residence is very important to the students. Only 10% agreed with the statement, which entrusts responsibility to change this trend.

7. Although it's very obvious that students have great enthusiasm and tendency for leaving the country from what we learned in previous questions but this saying that "most of people I know like to leave Iran" is very common among respondents since only one third of them disagreed with that.

8. The number of respondents who agreed with this saying that "immigration of talented and experts from the country is a colonial conspiracy" (33.8%) is almost equal to those who disagreed with it (35%). The major point on this statement comes from those who didn't have any comment on this (31.2%).

9. About 83% said that their families urge them to pray. This shows that religious thoughts and beliefs have strong basis among young generation and their families.

10. In line with previous question, to test loyalty of young people to their faiths, we brought up this subject and asked for their opinion on the following saying: I am a Muslim and no matter where I live I will be protective of Islamic culture and values. Almost 80% agreed with that and 7% did not agree with that too.

11. 68% said that they can not stand being away from their families or the country and 17% said that they are capable of this distance. It points out very strong family ties and values among young Iranians.

12. 83% of respondents believe that they should always celebrate norouz ceremony. This shows that in addition to religious traditions, they are very attached to the national customs.

13. The sample population mentioned that celebrating ceremony of last Tuesday of the year is very important although some people disagreed with that. 48.3% agreed and 23.8% disagreed with the saying.

14. About 47% like to live in a country that women wear the Islamic clothes and use veils and less than 20% do not like the country that woman follow the Islamic wearing rules..

15. The number of respondents that find it necessary for all male Iranians to go to military service (43%) and those who don't and disagree with it (40%) is almost equal.

16. About 90% agreed that praying is very helpful and useful to overcome the emotional and spiritual problems and 3% disagreed with that.

What we understand of these questions is this important fact that while complaining of present status and being aware of developed countries welfare and economic possibilities, Iranian youngsters like their country because of their emotional and family ties and

religious believes. In case of tackling some shortages, their tendencies for leaving will decrease.

Based on what we obtained from the questioner and our findings it is possible to categorize repulsive and attractive factors of origin and destination countries into subcategories of 4 main factors as follows:

1. Scientific factor (education and research)
2. Economical factor (suitable job- welfare)
3. Cultural and social factor
4. Political and management factor (politics, government, rules and regulations, management system and....)

These factors along with their subcategories are listed below:

Row	Destination	Row	Origin
1	Possibility for Continuing education	1	No possibility for continuing education
2	High quality of education	2	Low quality of education
3	Focusing and paying attention to exceptional talents	3	Not focusing and paying attention to exceptional talents
4	Possibility for scientific and research activities		Research and scientific activities are impossible

Scientific factor (education and research)

1. Economic factor (suitable job, welfare....)

Row	Destination	Row	Origin
1	Having a well paying job	1	Not finding a job
2	Finding a suitable house	2	Not finding an appropriate house
3	Having a suitable car	3	Not having a suitable car

2. Social and cultural factor

Row	Destination	Row	Origin
1	Comply with health codes	1	Not complying with health codes
2	High job conscience	2	Low job conscience
3	Possibility for sport activities	3	Not having proper facilities for sport activities
4	Social discipline	4	No social discipline
5	Being safe of drugs	5	The chance of addiction to drugs
6	Possibility to use new communicational means	6	Lack of new communication means (internet, satellite....)
7	Family encouragement for immigration	7	Family competition for leaving Iran
8	right atmosphere for art works	8	Right atmosphere for drug usage
9	Positive assessment on destination country	9	Negative assessment of own country
10	Low chance of successful marriage	10	High opportunity for a successful marriage
11	Improper and low chances for religious activities	11	Good opportunities for religious activities
12	Lack of feeling of usefulness for own country	12	Feeling useful for own country
13	weak family ties	13	Strong family ties
14	Lack of loyalty to traditions	14	Loyalty to traditions

3. Management factor(politics, type of government, rules, regulations, management, individual freedom)

Row	Destination	Row	Origin
1	Having necessary opportunities for political activities	1	Lack of having necessary opportunities for political activities
2	Having individual rights and freedom	2	Lack of individual freedom
3	Complying with regulations	3	Not complying with regulations
4	No administrative corruption	4	Administrative corruption
5	Paying attention to meritocracy	5	No attention to meritocracy

In addition to the mentioned statements, the view of our sampled pre university students in Tehran is positive towards immigration, and contains the following remarks:

- A.** Social and political factors are more important in tendency toward immigration than scientific and economic factors.
- B.** Girl students are more interested to immigration than boys.
- C.** Tendency to immigration among high achieving students is higher than other ones.
- D.** Patriotism and loyalty to national and religious traditions and family ties decreases the will to immigration.

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