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TO CHECK THE REASONS OF IRANIAN THE ASTUTE SCHOOL GRADUATES AND STRATEGIES FOR PREVENTION

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ABSTRACT

The astute schools where work under the supervision of organizations of the astute talents, with scientific selection among students are interested in learning in such schools, have embodied numbers of able graduates with high I.Q in them.

Strengthening intellectual-nurturing and leveraging the knowledge, skill and intelligence of the graduates to excel in various aspects, the most important goal of creating such schools and families on the grounds that the option to discover the talents and prove the superiority of their children.

Nevertheless, the astute migration to developed countries is one of the challenges that Iranian society, especially in recent decades faced and is one of the most traumatic known in the community. The findings of this study and a description of the benefit of the library and view suggest that the economic, social, cultural, and political motivation are the best reasons of astute escape or migration from country.

Keywords: The Astute Schools, Astute People, Human Capital, Brain Drain

INTRODUCTION

Knowledge and Technology are the main axis of all developing and developed countries, as have importance to it to increase the breadth of their knowledge and compete with other countries in this respect.

In such a case, countries to override other competitors and to pursuit their goals, have

trained competent and the astute forces that have huge costs. Research has shown that the fundamental role of human resources in developing countries, and the obvious success of our development need efficient, professional and talented individuals.

Whereas Iran is considered as a developing country, and has sought independency of the country, particularly in the areas of science, enable schools to identify and nurture students' scientific content. The schools that were built in the period from 1976, in two guidance and high school through university entrance examinations that are based on the assessment of intelligence, mathematics and science, choose their learners and special facilities to train them to be trained.

Although autonomy in education than other types of schools in Iran, widespread throughout the country, even in remote areas, effectively creating a positive identity individuals are strengths of these schools but the creation of false pride and superior to others and also ignoring the knowledge in human sciences courses despite very much interest, because of give importance to graduation in medical, engineering courses are seemed as its shortcomings.

But what is notable that although the astute schools and expenses in Iran, escape and migration of graduates to the advanced countries is a phenomenon that has gripped the country impressively.

By leaving such forces in addition to the loss of the great financial capitals, scientific backwardness and atrophy, the country took step to through weakness and the least has added a brick to the materials of developed countries and in the long run this will lead to a deterioration of the country.

METHODOLOGY

The present study is descriptive type and library method and view also benefited. In a descriptive study, the researcher accurately describe the current situation and, if necessary, to examine the relationship between variables.

Research Background:

Shahabadi (2006), in a study entitled identification of factors affecting the brain drain, have studied the brain drain from Iran to Europe during the period examined 1980-2004. The results indicate that the unemployment rate has positive and significant impact on the brain drain from Iran to Europe. The wages of work force in Iran has reverse and significant impact on the phenomenon of brain drain and the gap between welfare index between Iran and Europe and its substitutes including the gap of per capita income, gap of per capita constant capital and gap of national expense per capita

between Iran and Europe has significant impact on the brain drain from Iran to Europe. As well as political, civil freedom and corruption and bureaucracy or red line have also positive and significant influence on the brain drain from Iran to Europe. Since this study was conducted in relatively recent years may have new information and statistics to guide future researchers.

Chalabi and Abbassi (2004), Comparative Analysis of Brain Drain in the micro and macro levels have been examined. Results showed that four variables at the micro level, quality of life, liberty, cultural development and income, the predicted membership in both immigrant and non-immigrant. The results showed that determines the macro-economic level, democracy and inequality influence on the absorption and utilization of skilled labor.

One of positive point of this study is that in addition to macro variables, had considered the micro cases and its variables. And it also has compared the causes of migration by comparing two groups of immigrants and non-immigrants to check that this leads to better solutions and to provide more accurate results.

Shah Abadi and Pooran (2009 in research on the impact of migration on economic growth, have found that the interaction of the brain migration variable is significant in relation to the Islamic Revolution. In addition to the workforce, internal and external research and development and human capital accumulation, which is a very important tool for the knowledge-based economy can have a direct and positive effect on economic matters. The shortcoming of this study is to address the issue of economic migration, and other aspects have been neglected. .

Some theoretical ideas about brain drain and migration of elites

- The theory of brans orientation

This theory states that because the advancement is a continuous affair and its functional and administrative tool is thoughtful and skilled human force, thus, the phenomenon of development is a rotatory course of arrival and departure of the elites to other countries. This is where that the elites of societies are not only the exclusive capital and are not especial for no country, but production of thought and their creativities are the base of utilization for the globe and every place that provides more suitable context, place will have more attractiveness for the presence of the elites.

Push and Pull Theory (Pattern of Excretion and Absorption)

It was found in 1941 by Dorothy Smith, who believes that immigration is according to socio-economic imbalance between the

source and destination. In other words, although the rate of absorption is not sufficient but the extent of that person's disposal tend to migrate.

- **World Systems Theory**

This model has more economic view and has been expressed by Immanuel Waller Stein. This theory believes that capitalism in underdeveloped countries, where there is an inconsistency in its construction that can be created and developed somewhere else does not progress.

According to this theory, migration and displacement is as a result of separation that inevitably occurs in the process of capitalist development. This theory believes that people are always drawn from the periphery to the center. Since Iran is as peripheral countries, one of its consequences is migration of the elites, scholars and experts to the countries of the center.

World Oriented or International Theory

According to this theory, international migration of skilled manpower, global production will increase profits.

According to this theory, international migration of skilled manpower will lead to the global profits. While this may be detrimental to the mother country, but as long as the total profit that goes to the host country and the immigrant will be greater than the loss of the mother country and will increase the interests of the international migration.

Explanation of the Issue:

Today, human power is the most important part of the country's development and plays driving motor for the society. Brain drain or migration of the elite graduates is a new phenomenon and is very worrying subject in Iran as since beginning of 60s, it has been accelerated and the country has become one of the leading exporter of human capital, because human capital is the most important development tool.

Exit of elite graduates is a process that is formed based on discordant relationship between advanced industrial countries and developing countries or less developed countries and trained manpower migration of non-advanced and gifted with, which at a glance general sense out of this land border are smart genes.

Migration or escape of the elites will have important effects on the sending and receiving countries. It may be said that wasting the consuming expenses in order to raise elite students is one of the most important damages that is happened in education system of countries like Iran.

On the other hand, many astute of the society by migration lead to the exit of their families and national capital and on the other hand it

cause that the host countries use freely their knowledge, intelligence and skills.

The reasons for escape and migration of Iranian elites can be addressed and analyzed from a perspective as these agents act like stubbing force in country and observing force in the host country.

These factors include:

1. The structure and academic space

What is clear, scientific and research institutions to meet the needs of students, especially students, the primary source of the astute and creative. But in very good condition and have a place for scientific research and study of their dynamics is low.

Inflexible regulations, assigning political people in management levels with no attention to their scientific and investigative history, decrease of motivation of many professors because many reasons, deduction of applying researchers and significant professors in universities, and educational issues and decreasing of importance to the academic and research issues and ultimately reduce such problems, causes that the elite force of the community finds his needs in developed countries.

2. Motivational and psychological factors

Social psychologists believe that communities wherein large numbers of people show much needs to success have greater chance for the growth. If we believe in the scientific challenges of the elites, it may be said that this needs is seen less among the elites in the community. In many of them, motivation and tendency to the research, because of lack of financial resources and research works is decreased.

On the other hand, if the present research works, the fear of repercussions or consequences of failing to do enforcement activities, engaging in complex ancestor bureaucracy can also cause reluctance and reduced motivation to learning and working of the elites in the country.

3. Lack of a Comprehensive and Consistent Program

In Iran, a clear framework for the economic, social, and there is constantly changing. In this context, the elites spent in a state of confusion and to achieve stability, to resolve this terrible situation to find out the country.

4. **Economic and social factors**

Have no good job in the case of education in country, no appropriate income, more welfare and financial attractions in addition to the research attractions for elite people in developed countries, no social freedom are highly valued agents in economic and social fields which are graduates of intelligent

schools see unlocking their ability outside of the country.

5. Cultural and Political Factors

Political and cultural heterogeneity of the elite and creative people with thinking and with the current beliefs and values of the society in some cases, provides media advertising of developed countries for research facilities, welfare, etc., improper cultural space, are cultural and political factors that increase the motivation to leave the country and live in a better social environment.

CONCLUSION

Given the role of human resources in the development of the astute and elite should think about measures to prevent them from leaving the country, or at least reduced.

Understanding the main roots of the escape and migrations of the Iranian elites and on the basis of findings of this study, we can follow a long and short term solutions as the main are as follows:

1. Economic development and financial attractions for the welfare of the elite and efficient, especially the elites of the country.
2. Strengthening the prestige and status of the elite people and honoring them.
3. Improve the education system and replace the system of meritocracy in education and research.
4. To provide an appropriate basis for the development of mental abilities of the elites by removing their concerns.
5. Job opportunities and appropriate scientific and specialized elites
6. To provide easy field to enter the top universities in the country and meet the concerns of acceptance.
7. Creation and funding of research centers and academic research.
8. Creating a balance between the levels of wages in the country with this option in developed countries.
9. Provide adequate resources to continue their education in graduate courses.
10. Create or enhance the scientific and research facilities in the country.
11. To improve the relationship between industry and university researchers interested in the development of industrialized countries.
12. Research and innovation is reflected in the country and abroad and give value to their efforts.
13. The development of scientific relations between intelligent and the Iranian elites with other countries.

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