

SOME PROBLEMS OF ECONOMIC-ORIENTED DEVELOPMENT: CONCEPTUAL FRAMEWORK

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When I was studying in Japan, I went out to rural areas for home stay every year, especially, to Mima Town located in Tokushima Prefecture. In every trip, I could meet with Asia Youth Fellowship (AYF) friends and old peoples from the town. I stayed at different houses in each trip to get different experiences of the rural area. In these home stay periods, many old peoples urged me that "Please do not take and learn only good parts of the Japanese people. We also have many bad things. Learn good things to be able to make your country better. Also find out bad things and utilize this knowledge to prevent these from occurring in your country."

Occasionally, I have to attend the parties that were sponsored by the AYF. Persons I met there also urged me the same thing told to me by old people of Mima Town. Since then, I recognized that as a foreign student, like me, it is necessary to learn not only the strong points but also the weak points of Japan. Then, try to utilize strong points in the development of native country and prevent weak points to occur. Here, my idea is that developed countries are already experiencing the good and bad things of economic development and developing countries are from now to walk on the path of economic development that developed countries were passing. Therefore, we have a chance to avoid some adverse points of economic development that are already happening in the developed countries.

In this article, nature of development is pointed out before discussing the economic oriented development which is one of the major aims of many developing countries. Then, results of economic oriented development are theorized as a conceptual development.

Nature of development

In the early history, the environment seems to be very harsh to human being. Humans tried to compete with other animals for their survival. Then, they tried to modify natural environment with inherent knowledge. Living conditions improved and population increased. Then, humans become as a major burden for the environment with the gradual technology development and increasing population. However, as much as human beings do not over exploit natural environment, there will be a stage that is balancing between *natural environment*, *human's economy* and *social relations*. Ecology can be seen as a natural readjustment of earth to the human impacts. On the other hand, economy and social relations are results of human activities. To be able to live for long-term these three factors should be balanced at the certain level. If humans over exploit

or use the natural environment, it can not be timely readjusted in its natural environment as of pre-exploitation level. As a result, there will be nothing left for human to exploit from nature in the future. Social relationship is an important factor for prolongation of human being. Without proper social relationship, humans themselves cannot survive for fighting each other. It is also indirectly influencing the proper exploitation of nature. In short, there is a *balance stage of natural environment, social relation and economy for the long-term development*, even though it is difficult to prove.

Economic-oriented development

Figure (1) depicts the framework that follow mainly on economic aspect of development. From the balancing stage among three aspects of social relation, natural environment and economic, humans emphasized solely on the economic development. To reach higher level of living standard, it is necessary to modify its natural environment. To get the high yield per acre of paddy, for example, it is necessary to use high yield varieties (HYVs) of paddy. Those high yield varieties are always following with the intensive use of chemical fertilizers and pesticides. In the early years of the introduction of HYV plus intensive fertilizer and pesticide, the yield per acre dramatically increased. However, the fertilizer itself could not always boost the yield per acre. It means that although we could increase input of fertilizer as we wish, the yield per acre of paddy has limitation threshold.

Similarly, pests of the paddy field are immune to the pesticides. As a consequence, development of stronger, more long-lasting and effective pesticides are becoming a necessity. With the technological development (whether it is by the country itself or importation from foreign country), these requirements are fulfilled. With the continuation of this fertilizer and pesticide *development and immunity cycle*, the farm's original soil formations are totally exhausted and reach to the condition where it is difficult to cultivate without fertilizer and chemical inputs.

On the other hand, economic conditions of the farmers became improved in the early introduction period of chemical inputs. The living standard of people, as a consequence, upgraded. They tried to modify their nature to become clean and virus free environment. Although clean environment could reduce the frequency of disease occurrence, it made human being, to become less resistant to natural environment. Thus, people of developed area could only effectively survive in the *clean or artificial environment*.

Development of technology also fosters people to develop more effective medicines and disease treatment systems. Due to technology development and globalization, newly developed effective medicines could be bought easily at relatively cheaper price. Thus, people came to rely more and more on medicine for their health. In this situation, people of developed areas have gradually relied on clean and medicated environment.

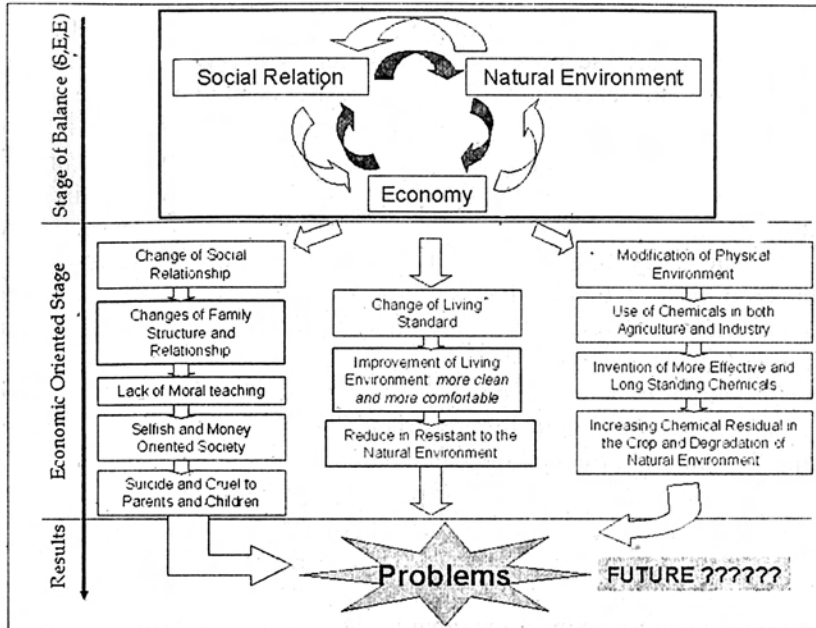


Figure (1) Conceptual framework of economic-oriented development and its impact on social and natural environment

On the other hand, the natural environment where they are living and producing foods are spoiled with chemical inputs. The amount of chemical they inserted are not fully transformed into food and chemical residuals problems arose. Chemical residuals are not only found in foods but also on the cotton and other clothing materials that we are wearing.

Solely economic-oriented development will be reached to a *dead-end for both ecological and economic aspects*. Natural environment is deteriorated with chemicals and it is impossible to use without chemical input. In addition, inserted chemicals are left in the food and clothes as residuals. Economic development also promoted the *short-term living standard* by means of reducing human resistance on environment. At this stage, peoples from the developed areas could not eat or wear the products with high chemical residuals. It means that economic oriented development spoils the environment and subsequent deteriorated environment give negative feedback on the human being.

The last major aspect of sociology also changes with economic development. Since people are hunting after money, parents have to work very hard. Accordingly, there is no time to teach the basic moral principles to their children. Here, the kind of religion is not much a problem, because each religion has its own moral principles that are good for the peaceful living. The problem rest on the time that can be shared by parents with their children. Most of the

young couples have to work for their family's economic development. Thus, they depend upon the nursery schools for their children. Nursery schools actually do not have much right to teach and disseminate the basic knowledge and moral principles to the children since they have to think for their survival¹. Therefore, the children could not properly learn moral principles. Again, they could only see the face of parents who are working for the more and more wealth, in the night. Children think that the money is most important in their life. Consequently, they tried to evaluate everything in terms of money. The teachers, generally with low salary have no place in the children's mind. Thus, money is getting superior over the characteristics of morals. Therefore, attachment between children and parents, individual and others came to be based on money.

After one or two generations have passed the young peoples who face and walking through the economically constructed life will become the parents. It is interesting to imagine "how will the parents treat their children?" Since they do not get much of moral principles from their parents, it is impossible to redistribute it to their own children. The social dealing became out of moral principle and would be leading to the money based dealing. In this stage, not only thinking of children about their parents but also way of looking of parents to their children will change. It will not be strange to see the things that we are not hearing now.

Results of economic-oriented development

Development is the aim of every nation in the world. Different paths of development could lead to varied results. If it is emphasize on the economic development alone, we could improve our living standard relatively earlier. However, it will affect on human being in the long-term. Since adverse impacts of economic oriented development is revealed only after one or two generations, it is difficult to notice. When we reach to the dead-end of ecology, economic and social structure, it will be very difficult and costly to return to the original stage.

In general, it is necessary to have a balance development between natural environment, economy, and social relation for the long-lasting of our mankind. Solely economic oriented development could lead to the dead end of both ecology and social development and finally economy will collapse. This concept, however, need to prove with the evidences derive from developed countries.

¹ It means that, in developed countries majority of the nursery schools are privately owned and "following the opinions of parents" is one of their major strategies for their survival. In teaching moral principle in childhood, it is sometimes necessary to threaten by beating or sometime by praising the children. In our society, it is accepted since our parents have already experienced it and respect the teacher as one of the five venerable persons. In developed countries, however, if the teacher beats the children as a punishment, they will not go to school. Then, parents will transfer their children to another school with softer treatment, instead of continuing at the same school. This process makes the teacher to loose the right of teaching in basic moral principles.