Role of agency for developing individual social entity

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Abstract
I would like to interpret a notion of socialization which, in my own judgment, is the process of acquiring by a person the dominant norms, patterns of behavior, language and values of a particular human community. Thus, the very first socialization usually starts with the first eye-contact of a new-born baby with his mother and her first tender talk addressed to him and continues across childhood through formative years in its highest intensiveness. So, what was the impact of social agencies-such as Arts, Community, Family, Law, Literature, Mass Media, Peer Group, Religion, Role Model, and School etc. Primary socialization which we undergo in our formative years is only one of many processes of socialization through which we are coerced to go every time when our life moves into a new stage, e.g. undergraduate studies, new working place, marriage, membership in a club or scientific society. Finally, the most influential after the primary one, I supposed socialization completely happens when we change the country and adapt myself to a completely different culture. To some people it might seem troublesome but I enjoy this process of acquaintance with new country, people and language.

Keywords: role, agency, develop, individual and social entity

1. Introduction
Socialization describes the bonds that bring people together in a society (Narayan, 2002) [1]. In order for groups to be cohesive in a social context, positive membership attitudes and behaviors have to be produced and maintained. Socialization can be looked at on both an individual and group level (George & Bettenhausen, 1990) [2]. Individual levels include: an individual's desire or intention to remain a part of a group, her attitudes and beliefs about the group, the individuals' intention to sever, weaken, maintain, or strengthen her membership or participation in a groups, and her susceptibility to group influence. Socialization at a group level is directly affected by the individual members. Three major aspects influence socialization such as, social inequality, interdependence, and equilibrium (Blau, 2017) [3]. Socialization primarily concerns itself with social relationships. A network of social relationships is called the society. The society is the sole concern of Socialization (Parsons & Bales, 1956) [4]. Though, there are other aspects of the social science that focuses on some other aspects of the society, the central concern of Socialization is the social relationships of mankind. Members of a group interact with one another at the individual level. The patterns of behavior are the sum of the activities of one member on another in the group (Parsons, 1954) [5].
Family, school, peers, mass media, public opinion, and religion each play a major role in the socialization and, ultimately, the education process (Langton & Jennings, 1968) [6]. Each of us proceeds through life in a manner that we often believe is under our immediate control and influence. It seems logical that the actions we take and the impact of those actions is based upon a series of logical, rational, decisions selected and filtered by choice, not chance.

The socialization process, by definition, creates a system that is inherently unequal by most empirical measures of equality. This inequality has both short-term and long-term implications for the academic success of children.

Given an economic system that offers equality of opportunity, but in practice fosters disparities between social classes, the questions that must be asked are: How does the education system provide the level playing field that society desires? What are the roles of school as well as the other agents of socialization in ensuring equal opportunity for all children from the elementary through college years?

As the primary agent of socialization and the first "educator", the family, plays an essential role in the transmission of the fundamental values that encourage and nurture learning in a young child. Studies have demonstrated that children from homes in which both parents have college educations have a much higher probability of academic success as well as personal and professional success. The opposite is also true. Children from homes in which parents do not possess a college education will have a more difficult time achieving academic success. The disparity inherent in this environment demonstrates the importance of the family and its role as the transmitter of values. The institution of the family in America is the primary purveyor of education as a core value regardless of educational background. For some, it comes by way of birth and privilege. For others, it comes by way of perseverance, hard work, and persistence in the face of adverse economic factors. Regardless, the likelihood of academic success is minimal without the family as a guiding force.

Few parents would deny the increasing influence of peers in the lives of children and young adults. Unfortunately, it is often a very negative influence. The most detrimental manifestations of this are drug and alcohol use, premature teen sexual activity, and other socially proscribed behaviors. It is at this time in a middle school child's life that peer influences develop in the area of academic achievement. Being ostracized and chastised for "being smart" is a common burden placed on otherwise high-achieving students, particularly minority students. At this point in a student's socialization process teachers, parents, and other adult role models play a vital role.

Mass media also has an immense impact on young minds [7]. With the advent of the Internet, television now has a partner in the role of visual stimulant of young minds. The culture portrayed by the mass media emphasizes glamour, sexual satisfaction and promiscuity, comedic vulgarity, violence, and immediate gratification of needs. How does a parent cope with the influences of the mass media as an agent of socialization that minimizes the learning process and glorifies the values of instant gratification? Again, the role of adults in a child's life in this environment takes on increased importance [8].

The socialization process has an enormous impact on children and teens in the context of the learning process [9]. Family, school, peers, mass media, and religion each play a role in the collective process we term education. Parents must recognize that each of these agents of socialization maximize the role of education in our children's lives. Anything less is an abdication of our responsibility as adult role models for our children and for future generations.

2. Methodology
For this study secondary and primary data related to social entity, agency development and individual agency were collected and finally analyzed by using different statistical software.

3. Result and Discussion
"The highest education is that which does not merely give us information but makes our life in harmony with all existence"
- Rabindranath Tagore.

To start, I would like to interpret a notion of socialization which, in my own judgment, is the process of acquiring by a person the dominant norms, patterns of behavior, language and values of a particular human community. Thus, the very first socialization usually starts with the first eye-contact of a new-born baby with his mother and her first tender talk addressed to him and continues across childhood through formative years in its highest intensiveness. So, what was the impact of social agencies- such as Arts, Community, Family, Law, Literature, Mass Media, Peer Group, Religion, Role Model, and School etc. in my own process of socialization are described below.

3.1 Influence of arts in socializing myself
Our culture is almost multifarious and pluralistic, displaying layers of subcultures, meanings, and adult influences, extending from infancy through pubescence. It is recognized that the arts contribute significantly to promoting children's wellbeing. Symbolic self-expression through the arts allows children to express complex feelings and hybrid identities. It supports validating individual and collective identities. It not only empowers children but also helps to improve their health and wellbeing. As Islamic Culture was dominating in the society, it influenced me to develop some philosophical identity such as to be honest, always think about truth and Allah Almighty to observe me for every moment insisting me to maintain disciplined and controlled life. The spiritual benefit of the arts in my life is that it is very easy to adopt myself in any circumstances. It directs me for wellbeing in the holistic perspective. In addition, two big social gathering were happened during Eid which provides me flexible and relax feeling in my childhood. It shapes my attitude to share with others.

3.2 Influence of community in socializing myself
Community is a group of people living in the same geographic area under common laws; it is also a group of people sharing fellowship, a friendly association, and common interests. There are five functions of community: Production, distribution, and consumption; Socialization; Social Control; Social Participation; and Mutual Support. Production, distribution and consumption are the idea that a community provides its members with the means to make a living. Socialization is the means by which the community instills its norms and values. Social control is the communities' means to enforce adherence to community values. Mutual support is the cooperation of the communities' members to accomplish tasks to large or urgent to be done by one person.

Community involvement influences a children's socialization, including physical factors, economic factors, and social and personal factors. As we were living in colony which facilitates the playground to develop my physical characteristics; I had homogenous neighborhoods which create the opportunities of cooperation. Also we have heterogeneous peers which gave me opportunity to obey others and solve any complexities with interaction. Housing arrangements and types of houses affects the interactions among people living in a neighborhood; Play settings influence socialization by the types of activities that occur in them and by whether or not adults are present to supervise. Economic factors also influence my socialization because children's well-being is directly related to that of their families.

Communities also provided informal or formal support to my families. These services are necessary because of increasing populations, the changing nature of the family, and the increasing urbanization of communities. Community provides me services in three types, such as Preventative services, Supportive services, and Rehabilitative services. Preventative services are parks, recreation and education which I got in my childhood. These facilities help to develop my physical fitness, and offering classes to enable people to develop interests and skill for use of my leisure time which enhance my employability also.

3.3 Influence of family in socializing myself
Family is a fundamental social institution in society, the family, is considered the primary and most important agent of socialization. Family typically consists of a man and woman and their children or two or more people who usually reside in

the same home and share same goals and values. Traditionally, in all societies, the family has always been seen as a social institution; that has the biggest impact on society.

I was born into middle class family in which family taking all the responsibilities of nurturing, teaching the norms or accepted behaviors within the family structure and within society. According to Goode (1982), "Family is the most important platform in which the child is first socialized to serve the needs of the society and not only its own needs".

We learn language, gender role-modeling and cultural identity as well as basic norms of behavior from my family. Parents were always shouting 'never tell a lie, be positive, and respect seniors' and so on values in life. My immediate family during my first seven years consisted of mother, father, paternal grandmother and grandfather. It was a norm in Bangladesh of early 1980s for new-married couples to live with parents. Thus, I was embraced by the love and care of my adult relatives. They sincerely tried to impart to me all their wisdom accumulated for many years of life experience. One of the outcomes was that I learned reading being four years old, while majority of my age-mates didn't proceed from learning the alphabet till the first grade of primary school. However, in family I was exposed to the functions of and the relationship between its members. Mutual respect and valuing the opinion of elders along with a role-model, my mother working as "Research Officer" in Planning Commission and my father working as "Assistant Professor" altogether contributed to make a vision of my future role in society. After busy week a Sunday day-off was full of leisure in which we visit to zoos, amusement park (Shishu Park), cinema trip with father and playing games with peers. It developed my sense of affections with others.

3.4 Influence of law in socializing myself
Legal socialization is the process through which, individuals acquire attitudes and beliefs about the law, legal authorities, and legal institutions. This occurs through individuals' interactions, both personal and sensational, with police, courts, and other legal actors. To date, most of what is known about legal socialization comes from studies of individual differences among adults in their perceived legitimacy of law and legal institutions, and in their pessimism about the law and its underlying norms. Adults' attitudes about the legitimacy of law are directly tied to individuals' compliance with the law and cooperation with legal authorities. According to June L. Tapp, "Compliance to laws and respect for authority is variously called socialization, internalization of norms, and conformity to rules, identification, moral internalization, and conscience formation.

Law bounded me to learn civil rights, human rights and social rights. It assesses general values about the normative basis of law and social norms. Law also influenced me the perception of fairness and equity of legal actors in their contacts with citizens. It taught me fair treatment, ethicality, representativeness, and consistency. Moral Disengagement of law shaped my adolescent's attitudes concerning the treatment of others.

3.5 Influence of literature in socializing myself
Though books were the main source of my vocabulary, my subtle language skills reflect great credit goes on my family. There I was completely immersed in highly developed, polite and literary verbal communication. My father consistently encouraged me to avoid informal language and to use all the beauty of correct Bangla speech.

Generally speaking, the influence of formal education as an agency of socialization started very early in my life, from age of five. Due to remarkable concern of the Bangladesh government about the national education a huge network of primary educational institutions, was built and staffed. The essential benefit of literature in terms of socialization was acquiring of skills to live in community. Literature helps learning empathy, cooperation, self-regulation, mutual respect, friendship and accountability. Initially comic was preferable to me and science fiction was later on. Literature enriched my knowledge of nature (animals, plants and seasons), colors, concept of 'good and evil' in its widest range. I remember the mysterious atmosphere of fascination with a fairy-tail, when I read out. Moreover, the morals of those thoroughly chosen stories made up a basis for the famous morality and correctness of my behavior.

Analyzing my early childhood years, I revealed the equal impact of family, formal education and literature on my socialization process. All the members of my family were 'addicted' readers. Books were placed everywhere such as, on the dressing table, on the night-table, next to the sofa, TV and even on the shelf with my toys. As might be expected, at the age of ten, I became an expert and nevertheless 'addicted' reader, though I can't dismiss genetic impact in this particular case.

3.6 Influence of mass media in socializing myself
Mass media such as newspapers, magazines, comic books, radio, video games, movies, and especially television present a very different form of socialization than any other, because they offer no opportunity for interaction. Television is an influence on children from a very young age and affects their cognitive and social development (Elkind, 2007) [10]. The mass media which serve as a medium of communication is one of the agencies of socialization. Through them individuals learn and adopt new modes of lifestyle and behavior which at the end become a convention in the society.

Television is the medium with the greatest socialization effect, surpassing all the other media by far in its influence on the young child. The very fact that television is not an interactive agent is greatly significant to the development of young children. While watching, children have the feeling that they're interacting, but they're not. That's one of the disadvantages of television as a socialize it satisfies social needs to some extent, but doesn't give children the social skills or the real-life practice in those skills that allow them to function effectively with people. Since the average child watches 3 to 4 hours of television a day, the time left for playing with others and learning social skills is drastically reduced.

3.7 Influence of peer group in socializing myself
In ways similar to the community, the peer group becomes an agency of enculturation and learning. Even very young children develop a sense of self from their perceptions of

important people in their surroundings, including relatives, teachers, and peers. Socioeconomic status, ethnic identity, and parents' occupations affect how families view themselves and the process by which they socialize their children (Bornstein, 2002). Later, as children leave the home setting, their self-perception and socializing skills become influenced by how their peers view them.

When children move out from family to school, and the community at large, they begin to form attachments, and friendships emerge through their play. These relationships influence behavior. Even infants and toddlers are observed reacting to other infants by touching them, by crying when others cry, and later by offering nurturance or comfort. By about age three, early friendships begin to form and children's peers begin to have a more lasting influence (Parke, 1990).

Peer influence on behavior gradually becomes more dominant. Gradually, children discover that others can share their feelings or attitudes or have quite different ones. The perspectives of others will affect how children feel about their own families. In early childhood, I usually have a "family" view of my own and of others. So, when confronted with other perspectives, I often need to rethink their own viewpoints. It is often difficult for me to adjust to the idea that other families can function radically differently from their own and yet hold many of the same attitudes and beliefs and be equally nurturing and secure. The peer group serves as a barometer for examining me and my feelings about me and my family.

The peer group also influences in development of my socializing skills. These early friendships helped me to learn how to negotiate and relate to others, including their siblings and other family members.

3.8 Influence of religion in socializing myself
It is learnt from socialization that life has to be meaningful. As a process of initiation into the larger society, religion is a veritable pivot of socialization. In this case, parental faith, or religion becomes the faith of children. Erik Erikson has said that parents are not only to guide through rules, but should be able to lead the child into a deep confidence that there is a meaning to what they are doing. Erikson also observed that sometimes children become neurotic not as a result of frustration but from the lack or loss of societal meaning in these frustrations.

Religiously, children have no choice, than adopting the beliefs of parents. Erikson elucidates further "parental faith which supports the trust emerging in the new born has throughout history sought its institutional safeguard in organized religion. All religions have in common the periodical childlike surrender to a provider or providers who dispense earthly fortune as well as spiritual health". Erikson has described this as "communal and psychosocial side of religion".

3.9 Influence of role model in socializing myself
A role model is a person whose behavior, example, or success is or can be emulated by others, especially by younger people. The term "role model" is credited to sociologist Robert K. Merton, who coined the phrase during his career. Merton hypothesized that individuals compare themselves with reference groups of people who occupy the social role to which the individual aspires. An example being the way

young fans will idolize and imitate professional athletes or entertainment artists.

As chosen role models may have a considerable impact on my career opportunities and choices. Role models show significant effects on developing self-confidence in pursuing careers in science, technology, engineering, and mathematical (STEM) fields. I follow my parents and maternal uncle as role model to develop my perceptions and personalities. They always told me never compromise with bad things which influences me a lot. Teachers also influence my upbringing and future success. They resulted in a change of mindset toward better.

3.10 Influence of school in socializing myself
The school is an artificial institution set up for the purpose of socialization and cultural transmission. The school can be regarded as a formally constituted community as opposed to mutual communities. School is the first formal institution of socialization. In terms of socialization, the school has, in recent years, come to take over some of the forms functions of the family and community i.e. the school has become a primary agency of socialization. The school is the first large-scale organization of which the child becomes a member. The school is a miniature reflecting what goes on in the wider society.

I spend the major part of my active hours of the day in school, from morning to evening in case of a day school. Obviously, during this time we acquire a lot from the teachers and fellow students. Due to this fact the school becomes an important agent of socialization. The school is said to be next to the family in terms of importance as far as socialization is concerned. The school combines the formal (e.g. classroom teaching, fines caning, suspension expulsions official mention, prices) and informal (e.g. peer group influences/ pressure) approaches in its socializing function. The school plays vital role in shaping my social entity in the following ways-

1. Through the curriculum, the school in a formal way provides with:
   a) Knowledge of basic intellectual skills such as reading, writing, verbal expression, quantitative and other cognitive abilities, Education teaches languages and allows people communicate with each other according to positions in society.
   b) Cultural achievements of my society.
   c) Opportunities to acquire social and vocational abilities which are necessary in order to make me a social, useful and economically productive member of the society.
   d) Gender roles as perceived as suitable roles by the society.
2. Educational systems socialize me to become members of society, to play meaningful roles in the complex network of independent positions.
3. Education helps in shaping my values and attitudes to the needs of the contemporary society.
4. Education widens my mental horizons of looking my society.
5. Education offers me opportunities for intellectual, emotional and social growth. Thus education can be influential in promoting my values and stimulating

adaptation of changing conditions.

6. Informally and especially through social clubs, the school enables me to learn a number of other social roles and skills which are also important for me overall development as a member of society.

Thus school trained me to be useful citizens obediently confirm to society's norms, accept the role and status that society will confer upon me. Since we come from different backgrounds, the work of the school therefore is to intercept and change or modify those aspects which may not be acceptable to the community. At the same time, those aspects of training which are meaningful are encouraged. Most of the informal learning occurs mainly within the peers group setting. The peers groups affect my socialization process both in school and in the neighborhood. The school represents a formal and conscious effort by the society to socialize me. It does this through the content of the curriculum and co-curricular activities. School also socializes the values that to communicate to me. Teachers also act as models for me. In school I learn skills which to a large extent prepare me for the world of work.

4. Conclusion
To conclude, I want to mention that primary socialization which we undergo in our formative years is only one of many processes of socialization through which we are coerced to go every time when our life moves into a new stage, e.g. undergraduate studies, new working place, marriage, membership in a club or scientific society. Finally, the most influential after the primary one, I supposed socialization completely happens when we change the country and adapt myself to a completely different culture. To some people it might seem troublesome but I enjoy this process of acquaintance with new country, people and language.

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