

## ABSTRACT

### **New Directions in Social Science Research: The Institutionalization of Complementary Theory in Sociology**

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The study intends to confirm the existence of complementary theory by ascertaining the main characteristics, determinants and types of neighbourhood disciplinary climate in Trinidad. Additionally, it seeks to investigate the relationships between and within all variables associated with neighbourhood, and education.

A combination of quantitative and qualitative methods, including questionnaire (survey), and structured and unstructured interviews, was used over a period of two years. This reflects a '*complementary methodological* approach.

The findings suggest that 'complementary theory' exists because it was discovered that neighbourhood disciplinary climate can be described by factors such as 'turbulent' on the one hand and 'serene' and 'functional' on the other.

Furthermore, they indicate the existence of 'complementary theory' by confirming that academic achievement (including secondary and university qualifications), size, age-structure and human capital potential are causally related to neighbourhood disciplinary climate. Additionally, four ideal types of disciplinary climate (**Exemplary Discipline/Perfect, Neighbourhoods of High Discipline/Quasi Perfect, Neighbourhoods of Moderate Discipline/Mezzo and Low Discipline/Anomic**) were unearthed. The research found that the relationships between and within all the variables were particularly weak, the strongest ( $r = -.507$ ) being between the number of children and the number of adolescents in neighbourhoods.

The re-conceptualizing of the term **education** to **educational involvement** and the search for '*complements*' of neighbourhood enabled the initiation of this 'new' theoretical framework -**complementary theory**.

**KEY WORDS**

*'Complementary' Theory, Neighbourhood Disciplinary Climate, Academic Achievement, Educational Involvement.*