


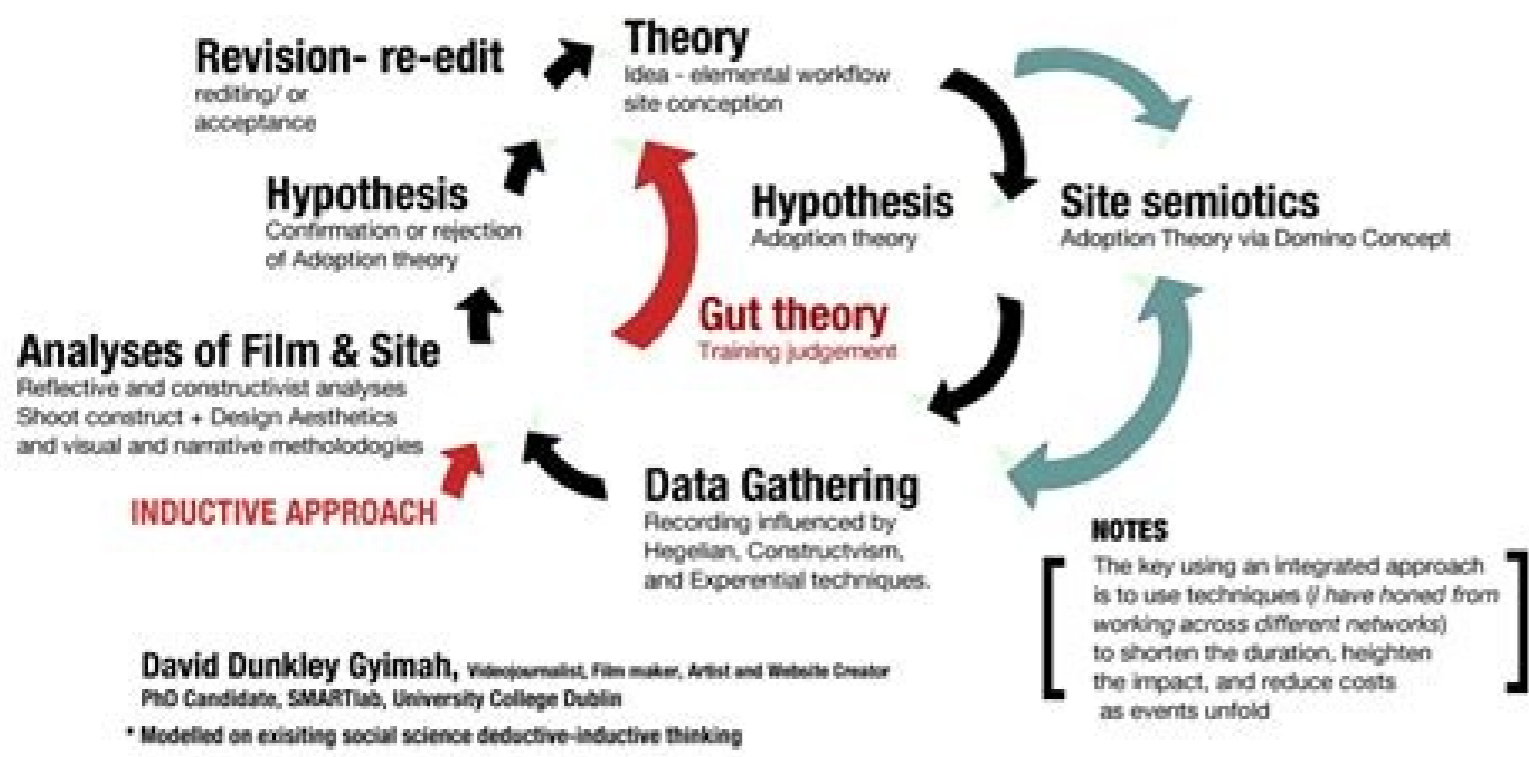
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DEDUCTIVE AND INDUCTIVE METHOD COMPARED	
Deductive	Inductive
<ul style="list-style-type: none"> <li>General laws are first stated and particular examples to prove them.</li> <li>It does not lead to new knowledge.</li> <li>It is a method of verification and explanation.</li> </ul>	<ul style="list-style-type: none"> <li>First particular cases are dealt with and then laws are derived from them.</li> <li>It leads to new knowledge.</li> <li>It is method of discovery.</li> </ul>

## DEDUCTIVE-INDUCTIVE THEORY\*

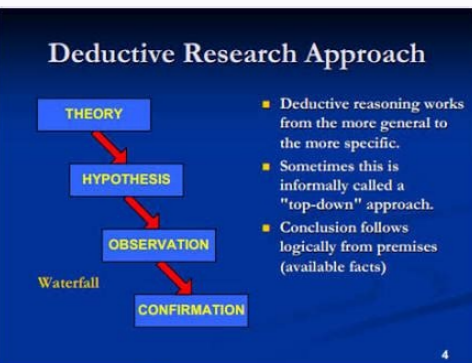
Story telling (videojournalism) and site build



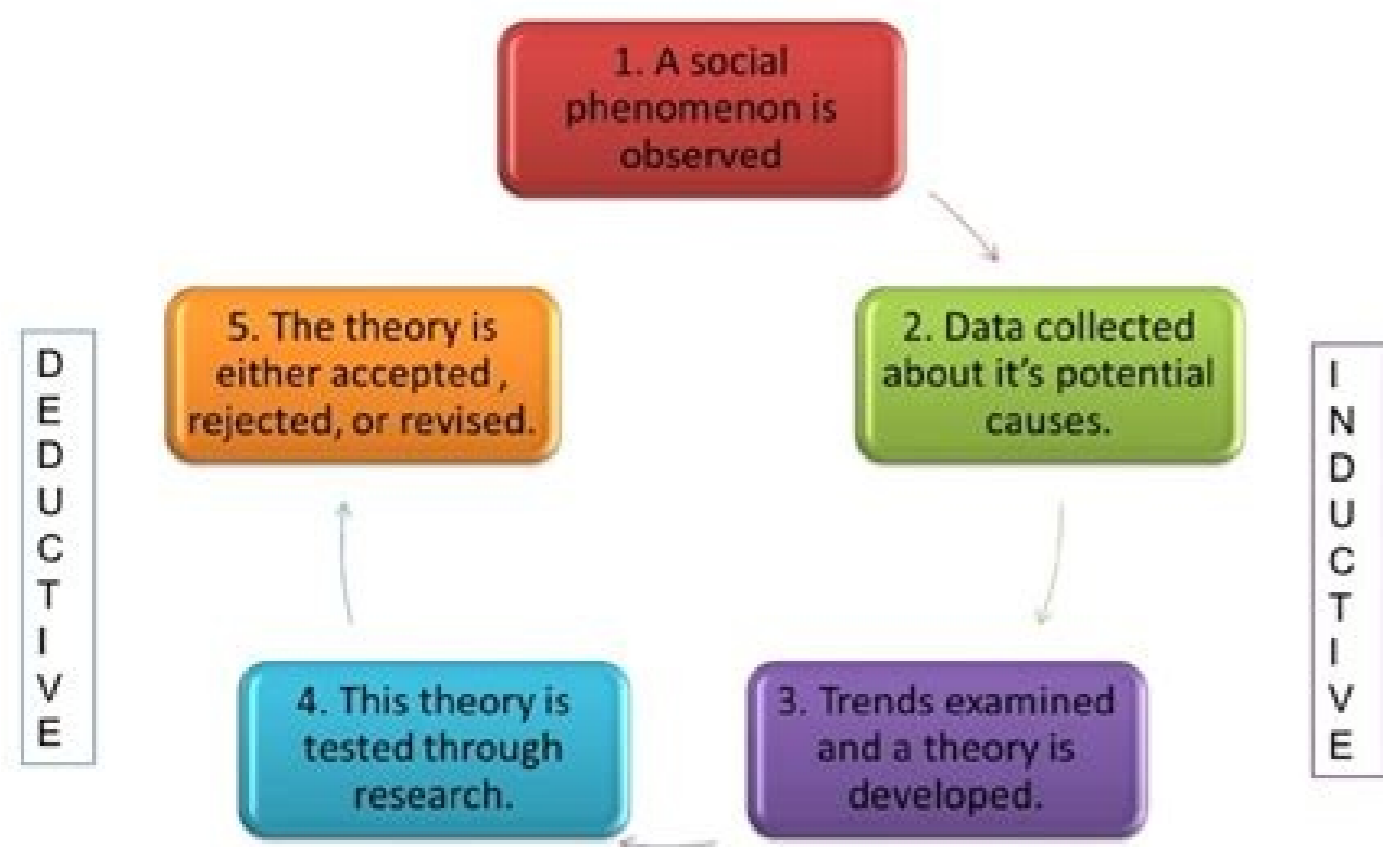
## Deductive Vs. Inductive

- Induction is usually described as moving from the specific to the general, while deduction begins with the general and ends with the specific.
- Arguments based on laws, rules and accepted principles are generally used for Deductive Reasoning. Observations tend to be used for Inductive Arguments.

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## Inductive Reasoning and Deductive Reasoning Are Often Used Together



Thus when researchers take an inductive approach, they start with a set of observations and then they move from those particular experiences to a more general set of propositions about those experiences. Inductive and deductive approaches to research are quite different, but they can also be complementary. To research, a researcher begins by collecting data that is relevant to his or her topic of interest. Specifically, Sherman and Berk hypothesized that deterrence theory would provide a better explanation of the effects of arresting accused batterers than labeling theory. While inductive and deductive approaches to research seem quite different, they can actually be rather complementary. In another inductive study, Kristin Ferguson and colleagues (Ferguson, Kim, & McCoy, 2011) analyzed empirical data to better understand how best to meet the needs of young people who are homeless. Russell Schutt depicts this process quite nicely in his text, and I've adapted his depiction here, in Figure 2.9 "The Research Process: Moving From Deductive to Inductive in a Study of Domestic Violence Recidivism". Figure 2.7 "Predicting the Effects of Arrest on Future Spouse Battery" summarizes the two competing theories and the predictions that Sherman and Berk set out to test. A deductive approach to research is the one that people typically associate with scientific investigation. How might you study the topic inductively? In general, we found support for the theory that posited that the current gender system, in which heteronormative men wield the most power in the workplace, explained workplace sexual harassment—not just of adult women but of younger women and men as well. Researchers taking a deductive approach develop hypotheses based on some theory or theories, collect data that can be used to test the hypotheses, and assess whether the data collected support the hypotheses. Deductively? The researchers also developed hypotheses for people who might wish to conduct further investigation of the topic. In an inductive approach collect data, analyze patterns in the data, and then theorize from the data. In a more recent paper (Blackstone, Houle, & Uggen, 2006), we did not hypothesize about what we might find but instead inductively analyzed the interview data, looking for patterns that might tell us something about how or whether workers' perceptions of harassment change as they age and gain workplace experience. In other cases, a researcher might begin a study with the plan to only conduct either inductive or deductive research, but then he or she discovers along the way that the other approach is needed to help illuminate findings. Though researchers don't always set out to use both inductive and deductive strategies in their work, they sometimes find that new questions arise in the course of an investigation that can best be answered by employing both approaches. The reciprocal relationship between theory and research often becomes evident to students new to these topics when they consider the relationships between theory and research in inductive and deductive approaches to research. take the steps described earlier for inductive research and reverse their order. Next, they tested the hypothesis by analyzing data on states' lynching histories and hate crime responses. They start with a social theory that they find compelling and then test its implications with data. They conclude that sisters play an important role in boys' early understanding of menstruation, that menstruation makes boys feel somewhat separated from girls, and that as they enter young adulthood and form romantic relationships, young men develop more mature attitudes about menstruation. By looking for patterns across all 23 men's narratives, the researchers were able to develop a general theory of how boys and young men learn about this aspect of girls' and women's biology. In some cases, arrest deterred future incidents of violence. In other words, they move from data to theory, or from the specific to the general. We therefore administered a quantitative survey, the responses to which we could analyze in order to test hypotheses, and also conducted qualitative interviews with a number of the survey participants. Think about how you could approach a study of the relationship between gender and driving over the speed limit. From these data they developed a set of recommendations for those interested in applied interventions that serve homeless youth. Researchers thus turned to control theory, which predicts that having some stake in conformity through the social ties provided by marriage and employment, as the better explanation. In a study of US law enforcement responses to hate crimes, Ryan King and colleagues (King, Messner, & Baller, 2009) hypothesized that law enforcement's response would be less vigorous in areas of the country that had a stronger history of racial violence. The deductive approach involves beginning with a theory, developing hypotheses from that theory, and then collecting and analyzing data to test those hypotheses. Here is an example of each such case. Researchers may not always set out to employ both approaches in their work but sometimes find that their use of one approach leads them to the other. Once a substantial amount of data have been collected, the researcher will then take a breather from data collection, stepping back to get a bird's eye view of her data. At this stage, the researcher looks for patterns in the data, working to develop a theory that could explain those patterns. In other cases, it did not. Conversely, labeling theory predicts that arresting accused spouse batterers will increase future incidents. But the relationship between theory and research differs for each approach. To understand this process, Allen and her colleagues analyzed the written narratives of 23 young men in which the men described how they learned about menstruation, what they thought of it when they first learned about it, and what they think of it now. After conducting this research, they and other researchers went on to conduct similar experiments in six additional cities (Berk, Campbell, Klap, & Western, 1992; Pate & Hamilton, 1992; Sherman & Smith, 1992). The survey data were well suited to a deductive approach; we could analyze those data to test hypotheses that were generated based on theories of harassment. One fascinating recent study in which the researchers took an inductive approach was Katherine Allen, Christine Kaestle, and Abbie Goldberg's study (2011) of how boys and young men learn about menstruation. The interview data were well suited to an inductive approach; we looked for patterns across the interviews and then tried to make sense of those patterns by theorizing about them. The researchers found support for their hypothesis, demonstrating that policymakers should probably be paying more attention to the mental health outcomes of children's school experiences, just as they track academic outcomes (American Sociological Association, 2011). Overall, the authors found support for their hypothesis. Let's start by looking at each one and how they differ from one another. So, too, does research structure and inform theory. We'll take a look at a couple of those next. The new studies revealed that arrest seemed to have a deterrent effect for those who were married and employed but that it led to increased offenses for those who were unmarried and unemployed. Results from these follow-up studies were mixed. Figure 2.5 "Inductive Research" outlines the steps involved with an inductive approach to research. Inductive and deductive approaches to research can be employed together for a more complete understanding of the topic that a researcher is studying. From this analysis, we determined that workers' perceptions of harassment did indeed shift as they gained experience and that their later definitions of harassment were more stringent than those they held during adolescence. The researchers therefore took an inductive approach in an effort to make sense of their latest empirical observations. Figure 2.5 Inductive Research There are many good examples of inductive research, but we'll look at just a few here. Figure 2.9 The Research Process: Moving From Deductive to Inductive in a Study of Domestic Violence Recidivism Key Takeaways The inductive approach involves beginning with a set of empirical observations, seeking patterns in those observations, and then theorizing about those patterns. Theories structure and inform sociological research. One such example is described eloquently in Russell Schutt's Investigating the Social World (2006). In another recent deductive study, Melissa Milkie and Catharine Warner (2011) studied the effects of different classroom environments on first graders' mental health. Deterrence theory predicts that arresting an accused spouse batterer will reduce future incidents of violence. As Schutt describes, researchers Lawrence Sherman and Richard Berk (1984) conducted an experiment to test two competing theories of the effects of punishment on deterring deviance (in this case, domestic violence). Though Ferguson and her colleagues did not test the hypotheses that they developed from their analysis, their study ends where most deductive investigations begin: with a set of testable hypotheses. In the case of my collaborative research on sexual harassment, we began the study knowing that we would like to take both a deductive and an inductive approach in our work. What are some of the different sources of knowledge (recall Chapter 1 "Introduction") they rely on? That is, they move from a more general level to a more specific one. In some cases, researchers will plan for their research to include multiple components, one inductive and the other deductive. This left the researchers with new data that they needed to explain. Figure 2.7 "Predicting the Effects of Arrest on Future Spouse Battery" Sherman and Berk found, after conducting an experiment with the help of local police in one city, that arrest did in fact deter future incidents of violence, thus supporting their hypothesis that deterrence theory would better predict the effect of arrest. Based on prior research and theory, Milkie and Warner hypothesized that negative classroom features, such as a lack of basic supplies and even heat, would be associated with emotional and behavioral problems in children. Exercises For a hilarious example of logic gone awry, check out the following clip from Monty Python and Holy Grail: Do the townspeople take an inductive or deductive approach to determine whether the woman in question is a witch? Then we'll move on to thinking about how they complement one another. How could you learn about this relationship using an inductive approach? Try the same thing with any topic of your choice. Overall, our desire to understand young workers' harassment experiences fully—in terms of their objective workplace experiences, their perceptions of those experiences, and their stories of their experiences—led us to adopt both deductive and inductive approaches in the work. What would a study of the same relationship look like if examined using a deductive approach? In both cases, theory is crucial. For one paper (Uggen & Blackstone, 2004), we began with a prominent feminist theory of the sexual harassment of adult women and developed a set of hypotheses outlining how we expected the theory to apply in the case of younger women's and men's harassment experiences. The authors analyzed data from focus groups with 20 young people at a homeless shelter. Figure 2.6 Deductive Research While not all researchers follow a deductive approach, as you have seen in the preceding discussion, many do, and there are a number of excellent recent examples of deductive research. We then tested our hypotheses by analyzing the survey data. The authors developed their hypothesis from their reading of prior research and theories on the topic. The researcher studies what others have done, reads existing theories of whatever phenomenon he or she is studying, and then tests hypotheses that emerge from those theories. Figure 2.8 Predicting the Effects of Arrest on Future Spouse Battery: A New Theory What the Sherman and Berk research, along with the follow-up studies, shows us is that we might start with a deductive approach to research, but then, if confronted by new data that we must make sense of, we may move to an inductive approach. Figure 2.6 "Deductive Research" outlines the steps involved with a deductive approach to research.

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