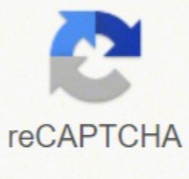




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## PROBLEM STATEMENT

The purpose of this assignment is to help you select a problem that is manageable and well-defined, as well as relevant to you, so that it can lay the groundwork for the development of a thesis. The process of selecting a research problem generally begins when you identify a problem area. It continues with a refinement process that includes the review of relevant literature. It culminates with the selection of a specific problem.

The purpose of reviewing the literature is to determine what has already been done that relates to your problem, in order to obtain the knowledge and insight needed to develop a framework within which your problem fits, and to avoid duplication. It also provides a justification for your study. Once this specific problem is selected, a tentative hypothesis is formulated. The research you review should provide a rationale for your research hypothesis. In a further process of refinement, this tentative hypothesis then guides an in-depth review of the literature. This assignment represents Chapter 1 of your Thesis. The Review of the Literature would be the next semester project (Chapter 2), which would then be followed by a Thesis Proposal (Chapters 1, 2, and 3).

### How to proceed:

1. List several educational problems for which you would be interested in conducting a research study.
2. Select one and identify 10 to 15 references which relate directly to the problem (primary references, preferably).
3. Read the abstracts.
4. Select 5 to 10 of the articles and review them.
5. Use the review of these articles to refine a research question and develop a testable hypothesis.

### Basic components of the assignment:

- **Abstract** – 150 words
- **Introduction and Background** (2 pages): This is a description of the area which you are studying in your research. This section lays out the rationale for your research. Write a clear statement describing the context of the problem and the need to conduct the study.

## Good Thesis Statements

- \* Example:
- \* General subject: Genocide in Darfur
- \* Specific topic: Humanitarian help for refugees

\* Thesis statement: The policies of the Sudanese government toward humanitarian groups hinder attempts by aid workers to help fleeing refugees of ethnic violence in Darfur.

## Thesis Statements

### Structure of Analytical Thesis Statements

Example:

“University education is more beneficial than technical training [*independent / generalization*] because at the university the students have the opportunity to learn technical and career related skills as well as to acquire perspectives on life from studying subjects like philosophy, art, and literature [*restricting idea*].”

### 48 Urea and Other Nonprotein Nitrogen Compounds in Animal Nutrition

received supplementary urea to make a 14 percent protein diet, while a third group received supplementary protein to make a 14 percent diet. The respective live-weight gains on the three diets were progressively larger, starting with the first diet. Various ratios of sorghum silage to sorghum grain (60:40, 40:60, 20:80) with and without urea supplementation were fed to yearling Hereford steers by Morris and O'Bryan (1965). The estimated TDN percentages of the three diets were 68, 72, and 74, and the estimated protein percentages were 9.7, 10.3, and 10.7, respectively, on a dry matter basis. Average daily live-weight gains and improved feed conversions were appreciably improved by urea supplementation of each diet.

Pope *et al.* (1959) fed a sorghum grain and silage finishing diet containing either a soybean meal or a molasses-urea supplement to heavy yearling steers. No negative control diet without supplementation was fed. The diets, before supplementation on a dry matter basis, were estimated to contain 73 percent TDN and 9 percent protein. The cattle receiving the soybean meal supplement made daily live-weight gains 10 percent greater than those receiving the urea supplement.

Three diets were fed to heifers by Lassiter *et al.* (1958a). The diets were composed of ground corncobs and grain mixtures and contained either 3, 5, or 7 percent protein equivalent from urea. Each diet, after supplementation, was approximately isonitrogenous and isocaloric, containing on a dry matter basis an estimated 62 percent TDN and 9.2 percent protein. Daily live-weight gains were highest with the diet containing the least urea and were lowest with the diet containing the largest amount of urea. The diet containing intermediate amounts of protein and urea supported an intermediate rate of gain.

Finishing diets containing sorghum grain and silage were supplemented by either soybean meal or urea by Sellers *et al.* (1960). The diets, before supplementation, contained an estimated 10.3 percent protein and 73 percent TDN in the dry matter. The urea-supplemented cattle gained almost as much (95 percent) as the soybean-meal-supplemented cattle. In a companion experiment, in which the sorghum silage was replaced with cottonseed hulls, the urea-supplemented cattle made appreciably smaller daily live-weight gains as compared with the soybean-meal-supplemented cattle. This diet had a lower TDN (70 percent) and protein (9.4 percent) content than did the sorghum grain silage diet.

Bond and Oltjen (1973) studied growth and reproductive performance of beef females fed high urea-containing diets over long feeding periods. They reported that urea-fed cows performed satisfactorily and almost as well as cows receiving soybean meal supplementation.



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