

Description Motivation—both the act of motivating and the psychological state of being motivated—plays an important role in the education of children. This is a notion that a considerable number of medieval Muslim scholars addressed in their writings, albeit to varying degrees and through a variety of approaches from literary to legal, and philosophical to psycho-spiritual). Although medieval Muslim scholars expressed notable ideas about motivation in elementary education, there has been limited research on how their views developed in context. Despite past and present Muslim scholars emphasizing the importance of elementary education as a platform for adult learning and proper conduct, this field has received sparse attention in works on the history,

theory, and practice of Muslim education. How medieval Muslim scholars viewed elementary education in general is one of the neglected areas of Muslim history. This book observes a high level of consistency between Muslim scholarly literature and historical accounts on elementary education from 750 to 1400 CE. This observation points to the lack of a need to change the style of motivating and disciplining children that had worked for centuries in medieval Muslim education. Shades of idealistic thinking in medieval Muslim educational literature are also illuminated. The scholars who wrote on elementary education focused on ideals and expectations that were anomalous to educational practice as portrayed in some historical anecdotes. Accordingly, this book argues that this idealism and the centuries-old traditions in elementary education and motivation simply reflect the faith and zeal of a civilization that carried out the task of educating children with the obedience of God in mind. This is an important book for all Islamic studies collections, particularly in the areas of history, education, psychology, and Arabic literature. [Learn More...](#)