

# Stress Management among Teachers: The Bhagavad Gita's Approach

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## ABSTRACT

Education is insurance, it gives us guarantee for comfortable and dignified life. It is the process of facilitating learning or the acquisition of knowledge, values and beliefs. In fact it is the most potent tool for the complete development of individual and the society. It is well known that quality of a nation depends upon the quality of its citizens. The quality of the citizens depends upon the education system. As education is imparted by teachers and if the teacher is capable, energetic and mentally healthy, it is good for the school and a matter of joy for the society as well. In today's world as nobody is stress free, teachers are also human being they also suffer from stress. Stress is a very serious problem if it crosses its limits. It is a feeling of emotional or physical tension and may cause several other problems among teachers, if it is not tackled properly on time. Holy books such as The Vedas, The Bhagavad Gita, The Upanishads, The Quran and The Bible are considered as ocean of knowledge as the wisdom spelt out in them are the new rays of hopes which are essential to face the modern life problems especially stress. Like other religious books The Bhagavad Gita is referred as one of the important book which has bearing on education. The present paper is an humble attempt to find the implication of Bhagavad Gita in the present scenario of education in tackling stress among people in general and teachers in particular.

**Keywords:** Stress, anxiety, distress, fear, jealousy, sorrow, worries, balanced life, abhiman (Proud)

Education is necessary because it gives people the skills and competencies to survive in the world. It is with the help of education a person becomes independent, self reliant and confident and he can take his own decisions. He becomes wiser and turns his dreams into reality. If the education system is dynamic, futuristic and challenging, it would lead to the development of the society. The quality of education depends upon planners, educationists and good administration. However among all, the most significant factor is the quality of the teacher. It means excellent and efficient teachers can change the fate of the nation. The Secondary Education Commission (1952-1953) report stated -*"We are convinced that the most important factor in the contemplated educational reconstruction is the teacher, his personal qualities, his educational qualifications, his professional training and the place that he occupies in the*

*community."* Dr. Zakir Husain said that *"The teacher is indeed, the architect of our future."*

We can infer from the above discussion that the teachers are the real makers of a nation. The teacher's duty is not only to teach but also to guide the students, which would develop farsightedness and vision. Therefore, teachers play very significant and leading role in our society. They are really the guide for the society.

Holy books of every religion contain wisdom. They have the solution of every problem of human beings but there is a need to study them. There may not be direct solutions to the problems but indirect solutions and ways are given in them. Sometimes, human beings are not able to understand from their level of intelligence that what treasures in their Holy books. From all religious books, for this paper The Bhagavad Gita is taken into consideration and

some Verses from it have been taken which have direct or indirect bearing on education. The Gita literally means the Song of God. It is a conversation (dialogues) between Lord Krishna, manifestation of Lord Vishnu (referred to as "Bhagvan", meaning "The God") and Arjuna (one of the prince among Pandavas), the warrior prince that takes place prior to the famous war of Kurukshetra. Cousins brothers Pandava and Kaurava fight among themselves for the throne of the Hastinapur. The Bhagavad Gita is a part of Bhishma Parv and The great epic Mahabharata authored by Veda Vyas consisting of 18 Chapters and 701 Verses in Sanskrit language. It is not just a concise description of Hindu philosophy, but also a compass to a meaningful life. According to Easwaran (1997), "there is no significant problem in life which cannot be referred to the Bhagavad Gita for a perfect solution". In recent years, The Bhagavad Gita has been recognized as a perpetual source of wisdom in many fields such as psychiatry (Jeste & Vahia, 2008), management, administration, leadership etc. (Sharma, 1999), thus bringing it acceptability beyond Hindu religion.

## Stress

Stress is the feeling of being under too much emotional or mental pressure. Pressure becomes stress when you are unable to cope up with it. It is created when we react to particular events. It is body's way of rising to a challenge and preparing to meet a tough situation with focus, strength, stamina and heightened alertness. The events that provoke stress are called as stressors. Different psychologists have defined stress in different ways.

"Stress is a dynamic condition in which an individual is confronted with an opportunity constraint, or demand related to what he or she desires, and for which the outcome is perceived to be both uncertain and important" (Schuler, 1980). According to Selye (1956), "Stress is the psychological response of the body to physical and psychological demands." In the words of Lazarus & Folkman (1984), "Stress is a mental or physical phenomenon formed through one's cognitive appraisal of the stimulation and is a result of one's interaction with the environment." In the opinion of Eysenck (2001), "Stress occurs when the perceived demands of a situation exceed the individual's perceived ability to handle those demands." According to Atkinson & Hilgard

(2003), "Stress refers to experiencing events that are perceived as endangering one's physical or psychological well-being. These events are usually referred to as stressors and people's reactions to them are termed as stress responses." Last but not the least, in the opinion of Dash (2004), "Stress refers to any adjustive demand that requires and adaptive response from us."

On the basis of the above cited definitions, we can say that stress is tension experienced in the physical, mental and emotional realms as a response to environmental events that are perceived as threatening. Constant stress can cause many problems and, unless handled, can add to the stress of another situation. (Ruffin 2009).

## Teachers Under Stress

While emphasizing the importance of teachers, National Policy on Education (1986) stated that, "The status of the teacher reflects the socio-cultural ethos of the society; it is said that no people can rise above the level of its teachers." Teachers perform different types of responsibilities in serving the institution. Chan, Chen and Chong (2010) examined the occupational health problems among teachers of primary and secondary schools in Hong Kong. The results indicated that comparing with one year and five years ago, 91.6% and 97.3% of the responding teachers reported an increase of perceived stress level, respectively. Eres and Atanasoska (2011) determined the stress level of Turkish and Macedonian teachers living in different socio-cultural and economic situations. Results showed that Turkish teachers have mild stress levels and Macedonian teachers have moderate stress levels. Oforjindu (2011) investigated the stress management among secondary school teachers in Idemili North L.G.A and the implications for counseling.

The results showed that the extent the stress causing factors cause stress on secondary school teachers is high. Kaur (2011) compared the occupational stress among teachers of Private and Government schools in relation to their age, gender and teaching experience. Vijaydurai and Venkatesh (2012) explored the various factors to stimulate stress level among women teachers in college level. Results showed that it is important that workplace is being continuously monitored for stress problems. Ekundayo and Kolawole (2013) examined various

sources of stress among teachers of secondary schools in Ekiti State. It also examined the coping strategies of these teachers with stress. The study revealed that poor working conditions, poor relations with superordinates and late payment of teacher's salaries were major sources of stress among teachers. Jeyaraj (2013) examined the occupational stress level of Government and Aided higher secondary school teachers living in different social-cultural and economic situations. Results showed that teachers who reported greater stress were less satisfied with teaching, reported greater frequencies of absences and a greater number of total days absent, were more likely to leave teaching (career intention) and less likely to take up a teaching career again. Nagra (2013) studied the occupational stress among teacher educators. The study revealed that teacher educators experienced moderate level of occupational stress. Rani (2013) explored the effect of Bhagavad Gita in the present scenario of Education. She draws some precious gems of knowledge related with philosophy of education for uplifting the status of education running in current. Sharma (2014) studied the Bhagwat Gita as a complimentary tool to cognitive behavioral therapy. She concluded that CBT can be made easier if patient is categorized according to his Gunas as mentioned in The Gita. Similarly, detachment of self ego from the conduct as preached in this book can relieve person from all kinds of negative thinking and haziness in mind. The Gita instructs that complete devotion towards the therapist and actions according to his words lead subject to cure. Singh and Rani (2015) studied work stress among college teachers in self-financing college. Results showed the key factors of stress like job insecurity, poor students' behaviour and their negative attitude, ineffective leadership at Department level/ Management politics, lack of motivation, negative attitude of colleagues, excessive/additional duties, involvement in non-teaching duties, lack of research & personal growth opportunities and work-home conflicts.

### Consequences of Stress

Aggarwal (2001) has classified consequence of stress as – Psychological, Emotional, Behavioral and Cognitive consequences. The physiological consequences of stress affect the heart rate,

respiration, blood pressure, digestion, arthritis, asthma etc. The Yoga Vashishta also described how mental disturbances produce physical disturbances. Emotions refer to the feeling aspect of behavior such as mild, irritation, rage, despair, sadness, love and liking.

Emotional consequences of stress are anxiety, depression and anger. The Behavioral Consequences of stress may do considerable damage to a person internally but there are external manifestations too. There are at least three important areas of interpersonal behavior which are affected – relationship with in the family, relationship with peers, and relationship with other people. Some commonly behavioral effects are – Arguments and flight over relatively small matters, overdependence, uncommunicativeness, unreasonableness, and withdrawal of love, lack of interest.

Psychological and social stress adversely affects many systems of the body including the immune system (Ader and Cohen 1984) and (Cohen, Tyrrell and Smith 1993).

Continuous stress can induce risky body-mind disorders. Disorders such as, anxiety attacks, tension, sleeplessness, nervousness and muscle cramps can all result in chronic health problems. In addition, they may affect our immune, cardiovascular and nervous system. Stone, *et al* (1987) have reported that body's immune system is impaired by high degree of stress.

Like others teachers are also human being when they constantly work under stressful conditions it is not good for their health. Teachers are generally found in specific type of occupational stress. It is *"the experience by a teacher of unpleasant emotions such as tension, frustration, anger and depression resulting from aspects of his work as a teacher."* Kyriacou (1987) teachers' lives are adversely affected by stress leading to physical ill health (WHO, 1986), (Mokdad, 2005) and mental ill health (Fletcher & Payne, 1982), (Finlay, Jones, 1986) and (Beer and Beer, 1992). A teacher working in stressful condition may suffer from certain diseases such as ulcer, diabetes, heart problems, hypertension, depression, anxiety, sleep disorder and suicidal tendencies etc.

Therefore, it is very important to identify the various sources of stress so that they may be tackled on time.

## Sources of Stress

Some of the major sources of stress among teachers inferred from the literature are as follows:

1. **Financial Constraints:** Poor salaries of primary and secondary teachers in private schools, resulting in lack of money. They have to go for part time jobs to meet even their basic needs. The primary and secondary teachers are particularly at disadvantage. The amount of salary primary and secondary school teachers receive from schools doesn't have the capability to provide secure life after retirement. To meet their basic needs some teachers even go for home tuitions and coachings. As financial stability is a primary requirement for maintaining their peace of mind. A large number of our teachers are therefore, frustrated, and uninterested in teaching. This in return causes stress and anxiety.
2. **Work Load:** A lot of work is done by teachers, forms to be filled, setting of question papers, checking of examination copies, preparation of result, checking of home work, extra classes etc. There is an incredible amount of mechanical non teaching work that not only utilizes precious teaching time but also frustrates teachers on almost daily basis. Pure teaching is one of the most exhausting and tiring exercise which causes frustration and stress among teachers if they are not paid accordingly. Authors asked around fifty teachers of primary and secondary level of AMU and hardly any teacher said that they are work load free. All said anonymously that they are over loaded with work. This causes stress in them.
3. **Fast Changing Education:** Children have become accustomed to new technologies and are always eager to learn new skills and discover fun activities. Thus, teachers have the task to always come with new educational techniques, new ideas for projects and ways to keep them interested in teaching learning process. This creates burden on teachers and hence stress takes place.
4. **No Acknowledgement:** There is almost an absolute lack of incentive, verbal or financial.

There is hardly any appreciation (even acknowledgement) from school or university administration and society for the hard work put in by the teachers. When hard work is not acknowledged then one is not motivated to do something innovative.

5. **Promotion and Position:** This leads to politics and power struggle we see in every institution and organization. Teacher with this affliction simply keep hankering for power, position, title etc. A person who is a professor will become Chairperson of the Department, Dean of Faculty or anything in which he/she is interested. If a person is not able to achieve anything for which he/she is aspiring it makes him/her stressed especially when the promotion is delayed due to various reasons. If a teacher is not able to become Professor on time or if an Assistant Professor is not able to become Associate Professor on time it leads to the generation of anxiety and ultimately stress.
6. **Jealousy:** Jealousy is very common. My junior is Professor but, I am still a Associate Professor. In some cases teachers are under stress because of the feeling that their juniors have been promoted. The feeling that he has something and I am not having it gives rise to jealousy. Jealousy is a disease. It gives birth to so many problems. Most dangerous problem because of jealousy is stress. People who are jealous of each other are always under some kind of stress. Teachers begin to define their lives by what others think of them, not what they think of themselves. The affliction of "Comapring and Competing Disease" is a major source of stress among teachers today. One can cultivate an attitude of enjoying material comforts in a detached manner (Bhagavad Gita Chapter 5 Verse 8-9).
7. **Thinking Too Much About the Result:** Too much reliance on result orientation engenders a sense of fear and discomfort. Teachers like other human beings may have an overarching desire to have control over fruit of their action. In doing so, teachers may focus on ends and lose sight of means. Teachers have right to perform their prescribed duties, not thinking too much about the fruits of their

actions. Never consider oneself the cause of the results of activities and never be attached to not doing your duty. For example, what will be the final result of students? Will they pass or fail? How will they perform in exams? Caring about students is good but thinking too much is not advisable. Rather a teacher should give his/her best and leave the rest.

## Stress Management and Bhagavad Gita's Approach

Both the armies were standing face to face, ready for the battle. Thousands were ready to kill and die. Brothers were ready to slit the throats of their brothers. Many were aware that this could be the last day of their life and they may not get back to see the faces of their wives and children. The situation was extremely stressful and Arjuna, the hero of the Pandavas gave in.

### (a) Stress and Distress

Financial stability is pre requisite for happiness for everyone and teachers are not exceptions. Money is needed to fulfill the basic needs. Financial stability in life is as necessary as having food for the body. If one is having lack of money then he will not be able to meet the fundamental requirements of life such as shelter, nutritious food, clothing, etc. Financial stability gives security of life after retirement. Financial instability gives tension and worries and this result in stress.

Stress and distress has detrimental impact on health of teachers. It also has negative effect on their work performance. Stress affects work satisfaction and over all happiness. Increasing stress is becoming recognized occupational hazard in every occupation and also in the teaching profession. For teachers who stay in continuous stress can impact their ability to be responsive and effective in the classroom and their physical and mental health can also get affected. When a teacher himself is in stress or in distressed state then how his students will remain stress free.

We can find solution of this problem in Bhagavad Gita:

*"Vepathus ca sarire me roma -harsas ca jayate"  
Gandivam sramsate hastat tvak caiva paridahyate"*

— Bhagavad Gita Chapter 1, Verse 29

Its translation is: My limbs are frozen, my mouth is drying up, my body trembles and hairs stand on end.

This is a situation of a person who is going through the extremely stressful situation. Thinking about the different possibilities, like killing his own relatives, Arjuna became nervous. Person's response to the situation determines his level of stress. His response to the situation depends on his conditioning called 'Sanskaras'. Bhagavad Gita tries to fill our mind with the positive 'Sanskaras'. So he is expected to respond positively to the each and every situation without succumbing to the pressure of stress.

Likewise The Bhagavad Gita says,

*"Yam hi na vyathayantyete purusham purusharshabha  
Sama-dukha-sukham dhiram so mritatvaya kalpate"*

— Bhagavad Gita Chapter 2, Verse 15

The person who is not affected by happiness and distress, pain and pleasure remains steady in both, who is wise makes himself for eternal life and eligible for liberation.

Further The Bhagavad Gita says,

*"Duhkhesv anudvigna-manah sukhesu vigata-sprah  
Vita-raga-bhaya-krodha sthita-dhir munir ncyate"*

— Bhagavad Gita Chapter 2, Verse 56

One whose mind is undisturbed by distress, without desires for happiness, free from attachment, fear and anger that sage is known as steadfast in consciousness.

### (b) Worries

No one knows what is hidden in future, so why waste time to think too much for it. One must focus on present not in future as past is gone and future is hidden we have only present, so make it better. Present is the only reality. Happiness is much better than sadness and sorrow. Let your life be unfold, be prepared for the future but do not worry about it. Love yourself, spend time with your family and friends, do what makes you happy. It is important to free from negative thoughts and cultivate your own happiness. Sorrow and distress lead to the tension and this result in negative thoughts and hence stress develops.

Teachers who are happy in their jobs and do

not have any worry achieve significantly higher academic results from their students as worries lead to the condition of stress. Worries affect teachers mentally, emotionally and physically. Worry affects the heart, glands and whole nervous system and profoundly affects the health.

As given in Bhagavad Gita:

*“Matra-sparsas tu kaunteya sitosna-sukha-dukha-dah  
Agamayino nityas tams titiksasva bhārata”*

— **Bhagavad Gita Chapter 2 Verse 14**

Its translation is: Contact with their objects, O son of Kunti, gives rise to cold and heat, pleasure and pain. They come and go and do not last forever, these learn to endure, O Bharata.

We can infer a lesson that we were existing earlier, we are existing and we will continue to exist in the future. Human body is mortal and life in body is like a bridge which we have to cross to get liberation from this world. Bridges are temporary and are not mean to stay permanently. In any case the worries are not going to make the situation any way better. Explaining that pleasure and pain are interlinked to each other. If there is pain so surely after some time there will be happiness. Here Lord Krishna does not advice the killing of all the senses and rejection of the pleasure. But the pleasure should not be one's master. On the other hand to have a balance we should earn mastery over the senses and mind. If we follow this advice we can achieve better results.

### (c) Sorrow

One of the reason of suffering is sorrow which ultimately gives stress. The self aware persons are the ones which suffer more as they think too much about the future/results of their actions which causes anxiety and results in stress. Factors contributing in the state of sorrow are desire, attachment, ignorance, illusion and future prediction. Desires are the root cause of sorrow.

Pain and sorrow are symptoms of imbalance or the diseased condition of psyche brought on by negative thoughts, feelings and actions which in turn spring from wrong ideas and belief. So, teachers should be free from sorrow as they are the nation builder. It is their duty to turn children into responsible and civilized citizens and make their life happy.

One should be free from pain and sorrow as it

is temporary phase. Too much reliance on result/future will result in sorrow. Verse below from Bhagavad Gita informs that the most crucial and important reason for stress, one goes through in life is attachment to a particular outcome or result,

*“Karmanye vadhiaraste ma phaleshu kadachana  
Karma phaletur bhurma te sangostvakarmani”*

— **Bhagavad Gita Chapter 2, Verse 47**

So the universal message given out is that we should carry out our duties and obligations in life towards our students, institute, and colleagues with full integrity and honesty and not to worry about the results. You have the right to perform your duty but not the results. Learn to work without attachment and not expecting the results. The productivity actually goes up by being detached because there is less stress.

*“Sri bhagavan uvaca*

*Asocyan anvasocas tvam prajna-vadams ca bhasase  
Gatasun agatasums ca manusocanti panditah”*

— **Bhagavad Gita Chapter 2, Verse 11**

Lord Krishna says, you are mourning for those not worthy of sorrow, yet speaking like knowledgeable. The learned neither laments for the dead or the living. Wise men do not grieve for the dead or for the living. Pleasure and pain are part of life. They are like two sides of a single coin. One should learn to endure them without getting disturbed from them. It is human's basic nature and tendency that they identify themselves with the body and get entangled into the circle of pleasure and pain. Remember nothing is permanent in this world not even your sorrows. This will also pass. One should know that changes are part and parcel of life and they are bound to happen. This knowledge equips the person and gives him/her strength to face the life and accept the defeat/disappointment/denial/rejection with dignity.

### (d) Abhiman (Proud)

Proud indicates negative feeling or emotion. One should be free from proud as it is the gateway of destruction. Proud develops the fault finding attitudes. The people with proud considers themselves superior and they look down on others. They have keen desire to be appreciated and recognized for their achievements. They are

defensive when criticized and not easily admits their mistakes. They compare themselves with others and feel worthy of honour.

Fault finding attitude makes a person stubborn and people start disliking him. His relations will not remain healthy with others. People maintains distance from that person that gives him a life of isolation and therefore, he remains under stress. Teacher should be free from abhiman (proud). There is no limit to get knowledge. Learning is never ending process. It is a lifelong process. Whole life is the learning period for human. In life we learn something new at every moment. Some learning takes place through formally, some non-formally, some by accident or some by experience. Life is full of discoveries. Everyday in world one can find lot of new ideas/techniques/inventions etc. It is almost impossible for one person to completely master even one field during a lifetime.

As given in Bhagavad Gita:

*“Amanitoam adambhitvam ahimsa ksantir arjavam  
Acaryopasanam saucam sthairyam atma-vinigrahah*

*Indriyarthesu vairagyam anahankara eva ca*

*Janma-mrtyu-jara-vyadhi-dukha-dosanudarsanam*

*Asaktir anabhisvngah putra-dara-grhadisu*

*Nityam sa cama-cittatvam istanistopapattisu*

*Mayi canaya-yogena bhaktir avyabhicaram*

*Vivikta-desa-sevitoam aratir jana-samsadi*

*Adhyatma-jnana-nityatvam tattva-jnanartha-darsanam*

*Etaj jnanman iti proktam ajnanam yad ato nyatha”*

— **Bhagavad Gita Chapter 13, Verse 8,9,10,11,12**

Humility, pridelessness, non violence, tolerance, honesty, rendering service to a bonafide spiritual master cleanliness, steadfastness; self-control, renouncing the desires of the senses, free from false egoism and aware of the distressful inauspiciousness of birth, old age, disease and death. Being without attachment to son, wife and home, equipoised in all situations, consistent, devoid of elation or disappointment regarding favourable and unfavourable circumstances, preference for solitary places, aversion of mundane society and exclusively performing devotional service unto me by the unalloyed science of uniting the individual consciousness with the ultimate consciousness.

Humans forget that neither the materialistic world is permanent nor this mortal body. They develops false ego to satisfy their temporary feelings. This binds them with temporary illusion of pleasure and when they face reality things changes according to the situation contrary to their expectations. They feel uneasy/uncomfortable and hence are under stress. The thinking of 'I- as the Supreme/ the authority/ the one/ the only' is itself wrong and leads to the path of sorrow and destruction.

### (e) Jealousy and Fear

Positive emotions are good for mental and physical health. People feel good and do their level best when they have positive emotions in comparison to negative ones. Negative emotions include jealousy, lies, comparison and hatred. Entrapping oneself in jealousy leads to unhappiness and this ultimately results in stress.

When difference of opinion crops up at working places among teachers, in the long run, feeling of jealousy or enmity against each other develops. This feeling of jealousy or enmity may be due to position, promotion, honour, talent, workload and intimacy with head/head of the institution etc. In a democratic set up, difference of opinion is the healthy sign, which is very much obvious and natural in institutions, where teachers of different temperaments, cultures, behaviours and attitudes are working together. Gradually, difference of opinion may convert into mutual jealousy also, which generates stress among teachers. Teachers who have chronic feeling of jealousy, fear and anxiety can hinder their occupational performance. Fear can cause teachers to experience adverse responses physiologically (shortness of breath), cognitive (inability to focus/concentrate, obsessive thinking) and emotionally (easily agitated, nervousness, frustration). Jealousy, fear and anxiety leads individual towards the stress.

For handling this situation The Bhagavad Gita says:

*“Yasman nodvijate loko lokan nodvijate ca yah*

*Harsamarsa-bhayodvegair mukto yah sa ca me priyah”*

— **Bhagavad Gita Chapter 12, Verse 15**

Its translation is: One from whom any person is never disturbed and one who is never disturbed from any person and who is freed from the

mundane pleasures, anger, fear and anxiety such a one is very dear to me.

The Bhagavad Gita further says,

*“dehi nityam avadhyo yam dehe sarvoasya bharata  
Tasmāt sarvaṇi bhūtāni na tvam soচিতum arhasi”*

— **Bhagavad Gita Chapter 2, Verse 30**

O Arjuna, this eternal soul within the body of every living entity is immortal, therefore you should not lament for any being.

This knowledge makes humans aware that it is the same soul which resides in everyone. This consciousness makes us tolerant, sensible, empathetic and enable us to control our negative and harmful emotions. We all are part of the same supreme entity, God (the unending reality). If we feel jealous to other person and think negatively about him then it is reciprocate in the same manner to us creating negative environment which gives stress. There is a saying – “as you sow, as you reap”, is very true.

#### **(f) Imbalances in life**

A well balanced life is very important for personal effectiveness, peace of mind and for physical health. Stress is reduced if someone leads a balanced life. No one can accomplish any work effectively if there is an absence of balanced life. Set your priorities, examine your values, decide what is important to you and then set your boundaries. Trying to do everything at a time and not knowing what you exactly want can be a disaster instead of leading a balanced life. Not letting things get to you, you will learn to live a well balanced life. As the famous saying goes “do not bite off more than you can chew.”

If a man wants to lead a balanced life, one should learn not to get disturbed by the emotions. If we are pleasure seekers then we will fear pain. The awareness that the pleasure and pain are passing phases of life prepares us to face the reality the courage. Teachers help, motivate and guide their students in leading the balanced life which ultimately results into happiness and contentment.

As given in The Bhagavad Gita:

*“Advesta sarva-bhutanam maitrah karuna eva ca  
Nirmamo nirahankarah sama-dukhā-sukhāh ksami”*

*Bhagavad Gita Chapter 12, Verse 13*

*“Santustah santam yogi yatatma drdha-niscayah  
Mayy arpita-mano-buddhir yo mad-bhaktah sa me  
priyah”*

— **Bhagavad Gita Chapter 12, Verse 14**

The devotee of mine who is non-jealous possessing benevolence towards all living entities, compassionate with no sense of proprietorship, free from false ego, equal in distress and happiness, forgiving, the always content one perfecting the science of uniting the individual consciousness with the ultimate consciousness, self controlled, with unflinching determination, dedicating mind and spiritual intelligence upon me is very dear to me. Unfavourable and unpleasant situation arises in life. However, the consciousness that we are beyond this vicious circle and mortal body makes us able to cross the adverse situation. If one have knowledge that this body is mortal; going to be destroyed and it is very small part of the eternal life then he will not be disturbed by the ups and down. The knowledge makes us aware that neither this material world in which we try to find happiness, pleasure and comfort are not permanent nor our mortal body raises ourselves to the level of contentment and inner peace. Having a balance in life is very important for happiness, contentment and stress free life and it can increase the efficiency.

#### **Some More Ways of Stress Management that Teachers can Learn From the Bhagavad Gita**

Following are the certain ways by which teachers can reduce stress and anxiety:

- ❑ **Be As You Are:** Be yourself. Don't try to copy and imitate others blindly. Everyone is unique in his own ways. No two persons are alike. Find out your temperament and act accordingly. (Chapter 3).
- ❑ **Proper Sleep, Speech and Exercise:** Follow the moderation – Yoga, moderation in food, sleep, speech, exercise, recreation and meditation eliminates stress. (Chapter 6).
- ❑ **Integration:** Harmonise the head, the heart and the hands to be happy. Be an integrated personality. Disintegration causes stress. Integration gives tremendous satisfaction. (Chapter 2).

- ❑ **Faith in God:** Faith in the higher reality is a great source of strength. A man is what his faith is. As the faith so will be our desires, thoughts and actions. (*Chapter 17*).
- ❑ **Knowledge is Gateway to the Reality:** There is nothing more purifying than knowledge. Clarity in thinking about the roles and the reality is essential. Understand that the roles we are playing are temporary and relative. The reality in me is the truth, is absolute. (*Chapter 4*).
- ❑ **Calm and Composed:** Develop purity in feelings. Overcome the impulsiveness of negative emotions like anger, lust, greed, etc. (*Chapter 16*).

## CONCLUSION

Teachings of Bhagavad Gita are still applicable even after about 5,000 years. These teachings of Gita are considered to be ultimate and supreme as it encompasses each and every aspect of one's life. The teachings of Bhagavad Gita are important for leading a peaceful, balanced and stressful life. The Bhagavad Gita teaches us that regardless of our present situation, socially or physically or economically we can rise to higher levels of existence in this world and to the next. It teaches us to solve the fundamental human problems, shows us a way a way to live our life effectively. From the review of literature stated in this paper major causes of stress among teachers include – poor working conditions, poor relations with superintendents, job insecurity, poor student's behaviour, lack of motivation, negative attitude of colleagues, work – home conflicts, financial constraint, work load, student centered education, absence of incentives, attachment to power and position, jealousy, thinking too much about the result. Stress cannot be eliminated but it can be managed effectively by some ways such as – financial stability reduces worries and ultimately stress, happy and content life, avoid over thinking, positive emotions, balanced life, proper sleep, proper exercise, faith in divine (unending reality: the reality of God) and believe in the philosophy of integration. This will relieve the subject from all his distortions, worries, stress and practice of meditation and exercise will calm down his mind. The Bhagavad Gita reveals the lasting principles which are fundamental and essential for pious life from all viewpoints and allows one to

perfectly deals with the Anxiety, Depression, Fear, Guilt and negative attitude towards life.

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