The purpose of the present study was to describe and understand physical education teachers' perceptions and experiences concerning the practice and implementation of social and emotional skills in a teacher-student relationship after an in-service training course. During the course participants practised active listening, clear self-expression using I-messages, problem-solving skills, group skills and a systems approach. Very little research has been conducted in this area although it is considered an important part of schoolwork. The data of the study consists of learning diaries and thematic interviews of four physical education teachers. The overall aim of the abductive content analysis has been to reconstruct the texts into larger units according to the meanings given by the interviewees and along the lines of the research questions. The analysis method is somewhat similar to the one described by Laine (2001). The principles behind the analytic process lie in phenomenological hermeneutics, which proposes that personal experience and self-understanding are a prerequisite for understanding other people, whereas this subjectivity needs to be controlled and conscious in order to reach meanings actually given by others. Two themes have been chosen for this presentation: firstly, the teachers' comprehension of social and emotional skills, and secondly what the application of skills might mean from the point of view of teacher-student relationship in a school context. The teachers' understandings of social and emotional skills can be organized into three categories. In the first category, social and emotional skills are seen simply as skills, habits or techniques that can be practised and applied in different situations. On the other hand, teachers also mention various values, hopes and fears in relation to the nature of teacher-student interaction. These can be seen partly as ideals and goals but also as principles actually guiding behaviour. Moreover, the category includes concerns about possible negative outcomes of the interaction. The third way of talking about the skills in the data refers to the individual or personality. This includes e.g. the idea of how slowly one changes or being who you are when it comes to interaction and personality. Applying, and even thinking of applying, social and emotional skills in the teacher-student relationship, brought up questions of power and boundaries. The ownership of responsibility and power had to be reconsidered in various situations. Also the issue of drawing boundaries in both personal and professional interaction came up in a new manner.

Keywords: Emotion, Social Learning, Sport Pedagogy