



OPEN ACCESS

EDITED AND REVIEWED BY
Daniel H. Robinson,
The University of Texas at Arlington College of
Education, United States

*CORRESPONDENCE
Suling Ma
✉ masuling@lsu.edu.cn

RECEIVED 24 October 2025
ACCEPTED 05 November 2025
PUBLISHED 18 November 2025

CITATION
Yang L, Chen K, Ma S and Lei Y (2025)
Correction: The influence of parental
educational expectations on primary school
students' social-emotional competence: the
chain mediation effect of peer relationships
and academic self-efficacy.
Front. Psychol. 16:1731844.
doi: 10.3389/fpsyg.2025.1731844

COPYRIGHT
© 2025 Yang, Chen, Ma and Lei. This is an
open-access article distributed under the
terms of the [Creative Commons Attribution
License \(CC BY\)](#). The use, distribution or
reproduction in other forums is permitted,
provided the original author(s) and the
copyright owner(s) are credited and that the
original publication in this journal is cited, in
accordance with accepted academic practice.
No use, distribution or reproduction is
permitted which does not comply with these
terms.

Correction: The influence of parental educational expectations on primary school students' social-emotional competence: the chain mediation effect of peer relationships and academic self-efficacy

Lianghong Yang, Kaizhou Chen, Suling Ma* and Yan Lei

Faculty of Teacher Education, Lishui University, Lishui, China

KEYWORDS

primary school students, parental educational expectations, social-emotional competence, peer relationships, academic self-efficacy, chain mediation effect

A Correction on

The influence of parental educational expectations on primary school students' social-emotional competence: the chain mediation effect of peer relationships and academic self-efficacy

by Yang, L., Chen, K., Ma, S., and Lei, Y. (2025). *Front. Psychol.* 16:1683211.
doi: 10.3389/fpsyg.2025.1683211

There was a mistake in [Table 1](#) as published. The apostrophe in the variable name "Primary school students' social-emotional competence" was incorrectly formatted. The corrected [Table 1](#) appears below.

In Section 3.1 Participants, the percentage of third-grade students was incorrectly reported as 31.1%, and an extraneous sentence that requires deletion was included at the end of the section: "After verification, there are 515 students in Grade 3, accounting for 31.2%".

A correction has been made to the section 3.1 Participants, last paragraph:

"Among these, 50.8% were male and 49.2% were female; third-grade students accounted for 31.2%, fourth-grade students for 41.3%, and fifth-grade students for 27.5%."

The original version of this article has been updated.

Publisher's note

All claims expressed in this article are solely those of the authors and do not necessarily represent those of their affiliated organizations, or those of the publisher, the editors and the reviewers. Any product that may be evaluated in this article, or claim that may be made by its manufacturer, is not guaranteed or endorsed by the publisher.

TABLE 1 Variable description analysis table (*N* = 1,653).

Variable	Dimension	<i>M</i>	<i>SD</i>	Skew	Kurt
Parental educational expectations	Future development	4.34	0.84	−1.46	0.60
	Physical and mental health	4.63	0.64	−2.49	2.01
	Total value	4.42	0.53	−0.53	1.24
Peer relationships	—	4.01	0.66	−0.60	−0.17
Academic self-efficacy	—	4.03	0.74	−0.67	−0.08
Primary school students' social-emotional competence	—	4.42	0.60	−1.33	2.16