



# Correction to: The influence of SES, cognitive, and non-cognitive abilities on grades: cross-sectional and longitudinal evidence from two Swedish cohorts

Björn Boman<sup>1</sup>

Published online: 5 January 2023

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**Correction to: European Journal of Psychology of Education**  
<https://doi.org/10.1007/s10212-022-00626-9>

The original version of the article unfortunately contained a small error. Specifically, there was an incongruence between one sentence in the results section and a table. The text stated that the “Feel fairly treated by teachers?” item was not statistically significant in relation to any of the two cohorts, while Table 7 shows that it was statistically significant in relation to the 2004 cohort.

The original article has been corrected.

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The original article can be found online at <https://doi.org/10.1007/s10212-022-00626-9>.

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✉ Björn Boman  
contact@bjornboman.com; bjorn.boman@edu.su.se

<sup>1</sup> Department of Education, Stockholm University, Frescativägen 54, 106 91 Stockholm, Sweden