CORRECTION



Correction to: peer status buffers the detrimental effects of peer victimization on school burnout among chinese adolescents via negative cognition

Di Guo^{1,2} · Caina Li^{1,3}

Published online: 21 March 2023 © Springer Science+Business Media, LLC, part of Springer Nature 2023

Correction to: Current Psychology https://doi.org/10.1007/s12144-022-03867-5

In this article the statement in the Funding information section was incorrectly given as 'This work was supported by the Fundamental Research Funds For the Central Universities [grant number 2019TS142], the Youth Innovation Team of Shaanxi Universities [social development and education of children], and the Western Project of National Social Fund [grant number 21XSH012].' and should have read 'This work was supported by the Western Project of National Social Fund [grant number 21XSH012], the Youth Innovation Team of Shaanxi Universities [social development and education of children], the Research Foundation of Education Bureau of Shaanxi Province, China [grant number 20J2035], the Shaanxi Social Science Fund, China [grant number 2018Q11], and the Research Foundation of Sports Bureau of Shaanxi Provincial, China [grant number 2020173].'

The original article has been corrected.

Publisher's Note Springer Nature remains neutral with regard to jurisdictional claims in published maps and institutional affiliations.

The online version of the original article can be found at https://doi. org/10.1007/s12144-022-03867-5

Caina Li chinali7371@163.com

- ¹ School of Psychology, Shaanxi Provincial Key Research Center of Child Mental and Behavioral Health, Shaanxi Normal University, Xi'an, China
- ² College of Early Childhood Education, EEG and Behavior of Child Laboratory, Shaanxi Xueqian Normal University, Xi'an, China
- ³ Shaanxi Normal University Branch of Collaborative Innovation Center of Assessment toward Basic Education Quality at Beijing Normal University, Xi'an, China