



Corrigendum: The Relationship Between College Teachers' Frustration Tolerance and Academic Performance

OPEN ACCESS

Approved by:

Frontiers Editorial Office, Frontiers Media SA, Switzerland

*Correspondence:

Zizai Zhang oneone@live.cn; okoi@me.com Ying Wang msxy23@zjnu.cn

Specialty section:

This article was submitted to Educational Psychology, a section of the journal Frontiers in Psychology

Received: 28 March 2021 Accepted: 29 March 2021 Published: 05 May 2021

Citation:

Shi S, Zhang Z, Wang Y, Yue H, Wang Z and Qian S (2021) Corrigendum: The Relationship Between College Teachers' Frustration Tolerance and Academic Performance. Front. Psychol. 12:687055. doi: 10.3389/fpsyg.2021.687055 Song Shi¹, Zizai Zhang^{2*}, Ying Wang^{3*}, Huilan Yue⁴, Zede Wang⁵ and Songling Qian⁵

¹ School of Education Science, Nantong University, Nantong, China, ² Hangzhou Preschool Teachers College, Zhejiang Normal University, Hangzhou, China, ³ School of Fine Arts, Zhejiang Normal University, Jinhua, China, ⁴ School of Teacher Education, Huzhou University, Huzhou, China, ⁵ College of Science Education, Jilin Normal University, Siping, China

Keywords: college teachers, frustration, academic frustration tolerance, academic performance, theory of constructive failure

A Corrigendum on

The Relationship Between College Teachers' Frustration Tolerance and Academic Performance by Shi, S., Zhang, Z., Wang, Y., Yue, H., Wang, Z., and Qian, S. (2021). Front. Psychol. 12:564484. *doi:* 10.3389/fpsyg.2021.564484

In the published article, there was an error in affiliation 2. Instead of "Faculty of Education," it should be "Hangzhou Preschool Teachers College." There was also an error in affiliation 3. Instead of "Hangzhou," it should be "Jinhua."

The authors apologize for these errors and state that they do not change the scientific conclusions of the article in any way. The original article has been updated.

Copyright © 2021 Shi, Zhang, Wang, Yue, Wang and Qian. 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.

1