

# A Cram-school Tutor Like Me: The Role of Tutor Gender and Generation in Student Retention

Chihiro Inoue, Yutaro Nakai, Suguru Otani, Xiangyun Yin

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## Abstract

Teachers involved in out-of-school educational activities may play an important role in shaping students' educational outcomes. However, the nature of teacher-student interactions in these educational settings is not well understood. Exploiting unique data from a firm operating private tutoring schools, we examine tutor-student matching and its implications for students' educational outcomes. We document that students are more likely to take lessons from tutors of the same gender than would be expected under random matching. We find assigning same-gender tutors to students does not have significant effects on their retention on average, but the effect is heterogeneous across tutor generations. Our simulations suggest that tutor reallocation considering tutor gender and generation can increase the retention rate by 0.3–5.4%.