Using teacher value-added measure as proxy of teacher quality, Aaronson et al (2007) found that female teachers are associated with about 0.07 grade equivalents higher than male teachers and this difference derives from female students, especially from female students with similar demographics.

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Cho (2012) using student fixed-effects model to estimate the effects of teacher-student gender matching using math and science data from 15 OECD countries and found that, in most countries, neither boys nor girls benefit from gender matchTable

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