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Abstract

This study investigated the video gaming behaviours of 479 high school students with respect to gender-based differences, as well as the relationship between video gaming, academic success and Complex Problem Solving skills (CPS). Video gaming was measured under the gaming experience, gaming time, gaming frequency, perceived gaming skills, playing alone vs. playing with a team, and game genre dimensions. The Programme for International Student Assessment (PISA) 2012 Creative Problem Solving test was utilized to measure CPS. Findings showed that the sampled males had more experience and skills in video gaming and spent more time on video

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