Can Technology Improve Concentration? A Narrative Review (2016-2025)

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ABSTRACT:
The present article conducts a narrative review of the negative observations regarding the effect of technology on the ability to concentrate, and of the alternatives that are proposed in the face of these observations. The findings demonstrate that the observations are not about the technology itself, but about the use of technological tools. In a similar vein, the available options give rise to the question of technological usage. In instances where usage is deemed appropriate, observations are made. The findings of the discussion indicate that, under optimal conditions, technological devices have the capacity to enhance cognitive function, particularly regarding the ability to concentrate.

Keywords: AI-driven marketing; digital real estate; Bangalore; residential housing; market dynamics.

INTRODUCTION

In the contemporary digital context, technology has profoundly transformed almost every aspect of life, from communication to education, work, and entertainment (Hermida et al., 2025). Digital devices and media have permeated virtually every domain of our daily lives (Beurkens, N., 2023). In young populations, the excessive use of technology has been demonstrated to result in a

decrease in the maintenance of the focus of attention; that is, a decrease in the ability to concentrate (Luengo, E., 2024).

However, it is imperative to acknowledge that technology is merely a means and does not inherently induce adverse effects on concentration; its impact is contingent on the manner in which it is employed. In the event of adequate management, this capacity can be optimised (Beurkens, N., 2023). In a world inundated with distractions due to the pervasive influence of technology, the countervailing force may paradoxically reside within technology itself. Technology offers a plethora of instruments and methodologies that have the potential to enhance our cognitive function, particularly our ability to focus (Correa, F., 2024).

The present article constitutes a bibliographic review of the most relevant literature pertaining to the use of technology in enhancing concentration abilities. The objective is to ascertain whether there is sufficient argumentative support to safely assume this notion and apply it accordingly.

BIBLIOGRAPHIC RESEARCH

The research method employed was entirely bibliographic, beginning with a review of contradictory observations regarding the impact of technology on cognitive concentration. This was followed by a review of the extant arguments in favor of technology as an alternative solution to the negative observations.

The bibliographic sources in question were essentially electronic journals dedicated to the investigation of human behavior. A comprehensive review of 80 articles published between 2016 and 2025 was conducted, and 25 articles were selected based on their perceived relevance. The following section will present the most significant findings.

Observations against

A review of the extant literature reveals the pertinence of grouping the opposing observations under five criteria: digital distractions, information overload, mental fatigue, decreased attention span, and addiction to technology.

Digital distractions:

It is a common occurrence that individuals find themselves unable to focus on tasks, even when those tasks are of significant importance, due to the distractions posed by electronic devices. Even in the course of routine activities such as work, study, or shared meals with family members, individuals frequently find themselves checking their mobile phones, albeit briefly (Montagud, 2020).

The phenomenon of digital distractions has emerged as a salient concern in contemporary society. The ability of this substance to undergo deconcentration is particularly pronounced. Consequently, individuals often neglect their primary tasks, devoting significant time—often hours—to reviewing the most recent publications, posts, notifications, and messages displayed on their mobile devices (Montagud, 2020).

It has been demonstrated that the activities that require the greatest cognitive effort are those that pertain to the management of attention. The constant fluctuation in focus between mobile devices and professional obligations leads to a perpetual investment of energy resources, resulting in a state of perpetual mental fatigue given the finite nature of our energy reserves. As mental fatigue sets in, performance deteriorates, errors increase, and frustration mounts due to inadequate preparation (Montagud, 2020).

Information overload

Information overload is defined as the state in which the amount of incoming information exceeds one's processing capacity, thereby impeding effective management of one's affairs. While information technology has facilitated access to data, it has concomitantly engendered several deleterious effects, including information overload and the concomitant stress it engenders. (Somanathan, S., 2024).

The deluge of data, often termed "data fog," does not invariably ensure adequate information retention. Conversely, it has been demonstrated

to frequently impede cognitive performance, including the ability to concentrate and make decisions. The sheer volume of data confronting us in the information age has the potential to create a thick fog that disrupts our processing of this information (Somanathan, S., 2024).

When data exceeds the cognitive limits of the individual, the retention of salient details becomes more arduous, and the long-term memory can be adversely affected. As is well-established, optimal decision-making is contingent upon the availability of sufficient objective data. However, the deluge of information that characterizes contemporary age can impede the process of decision-making, particularly in instances where decision-makers are unable to effectively assimilate data into a format that can be used or actioned (Somanathan, 2024).

Mental fatigue

The incessant bombardment of information from various media sources has been shown to result in a decline in concentration levels, thereby reducing the ability to retain information and necessitating a greater cognitive effort to process information during subsequent cognitive activities. This additional exertion has been demonstrated to induce a sequence of biochemical reactions within the human body, which may potentially culminate in the manifestation of a condition referred to as mental fatigue. (Carbajal, M., 2021). The propensity for this disorder is associated with an increased effort expended on maintaining concentration (Bell, K., 2024).

The sensation of mental fatigue frequently manifests as a sense of mental emptiness, accompanied by the inability to process additional information. It is evident that the individual in question is experiencing a state of cognitive impairment that is characterized by impaired clarity of thought and an inability to process information, even when it is presented in its simplest form. A common complaint is that individuals experience a mental state akin to a fog, characterized by impaired memory and difficulty concentrating (Carbajal, M. 2021). It is important to acknowledge that mental fatigue does not invariably stem from an excess of digital stimuli. Indeed, it has been demonstrated that this condition can also result from a brain injury (Bell, K., 2024).

Mental exhaustion has been shown to precipitate emotional exhaustion, and vice versa. In situations where individuals are experiencing mental exhaustion, it can be challenging to maintain equilibrium in one's emotional responses due to the constrained capacity to process stress. These symptoms may include irritability, anger, and anxiety. This condition has the potential to impede an individual's capacity for autonomous decision-making. A significant challenge in addressing mental and emotional exhaustion is the tendency for individuals to remain unaware of their own experiences with these conditions (Turrot, 2022).

Decreased attention span

Digital devices frequently present content characterized by rapid progression and elevated sensory stimulation, necessitating minimally sustained attention. This stands in stark contrast to the demands imposed by real-world academic assignments and learning environments, which typically require prolonged focus and cognitive engagement. The digital environment is exerting an influence on the development of young minds, prompting a prioritization of rapid information processing over depth and persistence (Aventu, 2024).

The phenomenon of attention economy is ubiquitous; it is ever-present in our daily lives. For instance, when one turns on a phone or television, or when one walks down the street observing the various advertising signs, one is immediately confronted by a veritable "army" of individuals whose objective is to capture and hold the attention of potential consumers. At present, the prevailing tendency is toward the phenomenon, as the human organism is in constant need of an increasing amount of stimuli, yet is capable of paying attention to a diminishing number of things for a progressively shorter period. This phenomenon can be attributed, at least in part, to the way information and content

are presented to individuals through various media, including the internet and television. Additionally, the way in which individuals engage with these media plays a significant role in this phenomenon (Espinoza, 2023).

When individuals believe they are performing numerous tasks simultaneously, they are, in fact, rapidly alternating their focus between these tasks. This phenomenon manifests at the neural level, exhibiting a specific cost. During the transition from one activity to another, the brain uses oxygenated glucose. The depletion of this glucose source typically results in sensations of sleepiness and disorientation. From a logical perspective, it would be advisable to engage in fewer activities. However, the prefrontal cortex exhibits a proclivity for novelty, suggesting a innate tendency in the human brain to seek out new experiences or stimuli. According to Foot (2016), this indicates that our attention can perpetually be diverted by novel stimuli.

Technology addiction

New technologies have become an inextricable part of our lives, and when employed effectively, they can serve as potent instruments, offering numerous advantages. However, these substances can pose significant health risks, particularly for children and adolescents, and can lead to dependency. The Internet and social networks hold a certain appeal for young people due to the speed of response, immediate rewards, interactivity, and multiple options they offer. The advent of social networks has given rise to a society of the spectacle. As posited by Casinello (2022), experiences are lived through the image. In the absence of empirical evidence to substantiate an experience, the perception of having experienced it is significantly diminished.

Addiction to technologies also refers to the inappropriate and excessive use of the internet, mobile phones, computers, video games, and similar devices. This phenomenon emerges as individuals increasingly rely on technological devices, gradually losing the capacity to manage their usage patterns and developing discomfort, anxiety, and stress when unable to access these devices. This dynamic fosters a sense of subjugation to the device's use (Zafra, 2023).

The defining trait of an addiction is the loss of autonomy and the development of dependence. Initially, addictive behaviors are governed by positive reinforcers, which are defined as the pleasurable aspects of the behavior itself. However, over time, these behaviors are governed by negative reinforcers, such as the alleviation of emotional tension. It is important to note that a person who is not addicted to mobile phones or the Internet may use these technologies for the sake of the activity itself. However, an individual who is addicted to these technologies uses them to seek relief from emotional discomfort, which can include feelings of boredom, loneliness, anger, or nervousness. As stated by Echeburúa et al. (2010).

Alternatives to the observations raised

After the consolidation of the negative observations concerning the impact of technology on cognitive function into five distinct categories, the subsequent presentation will outline the proposed alternative solutions for each of these criteria.

To avoid digital distractions

The most effective method of avoiding digital distractions is relatively straightforward. Many of us are already familiar with this solution: disconnect. To effectively avoid digital distractions, it is advisable to turn off mobile devices during work or study hours. Alternatively, users can disconnect the Wi-Fi button and inform contacts that they should call during non-emergency situations (Montagud, 2020).

To avoid information overload

Somanathan (2024) offers the following recommendations to mitigate information overload:

- Establish clear priorities and objectives. This will ensure that your attention and energy are directed towards tasks that align with your goals.

- Group similar elements. Filtering allows you to narrow down large volumes of data to focus on what is most relevant at any given time.

- Conduct regular audits of information. This will help maintain a clean, organized, and efficient digital workspace.

- Practice selective consumption. Instead of getting overwhelmed by a vast amount of data, focus on the quality of information. By being selective about what you consume, you will be able to make better decisions and stay focused on your goals.

Somanathan (2024) continues with his recommendations:

- Balance individual and team workloads. This requires visibility into individual capabilities, project demands, and team dynamics.

- Better manage notifications. Start by evaluating your notifications. Decide which are important and which are nothing more than noise. Not all beeps deserve an immediate response. Consider muting or turning off non-essential alerts.

- Set boundaries between work and personal time. This is essential for preventing burnout, reducing stress, and improving overall well-being.

- Rest regularly. It's easy to lose track of time when you're immersed in tasks or mountains of information. Regular breaks are helpful. Incorporating breaks into your routine isn't just about taking yourself a breather. It's about creating a habit that reconciles your mental and physical health in the long term. Getting away regularly gives you space to return to work with a fresh perspective and renewed energy.

To avoid mental fatigue

Thurrott (2022) offers the following recommendations for combating mental and emotional exhaustion:

- Make conscious changes to your lifestyle to adapt to new situations, prepare for stress, and prevent burnout (through exercises, yoga, and sufficient sleep).

- Identify and reduce or eliminate the causes of exhaustion.

- Delegate some work tasks or seek assistance with household chores.

- Take a break from your schedule. A vacation is ideal, but shorter periods away from your desk during the workday, an afternoon spent with friends, or simply removing all non-urgent tasks from your calendar for a few days can also be beneficial.

- Practice gratitude. Negative thoughts are likely to occur when you feel mentally or emotionally exhausted. You can keep a gratitude journal or take a minute to think of something you are grateful for.

- Choose healthy foods and drink plenty of water. When you feel depressed, you may opt for comfort foods. A balanced diet is better for your mental health. If you are not getting the relief you need, it is advisable to seek help and consult a health professional.

To avoid decreased attention spans

In accordance with the recommendations set forth by Castillero (2018), the following proposal is hereby put forth: the regular practice of physical exercise, which has been demonstrated to enhance concentration, as well as facilitate the release of energy and endorphins, thereby promoting an improved sense of well-being. It is further recommended to engage in rest and respite daily obligations. Excessive fatigue has been identified as a contributing factor to diminished concentration, underscoring the importance of adequate sleep and periodic disconnection from professional commitments. It is imperative to allocate time for personal interests and pursuits, ensuring that one does not become entirely engrossed in work-related matters. Additionally, it is advisable to minimize distractions. Individuals with high concentration capacity may not be as affected by environmental or technological distractions; however, it is evident that most individuals are susceptible to the capture of their attention by such distractions. Finally, it is essential to seek motivation in one's endeavors. The establishment of goals that are intrinsically motivating and the alignment of these goals with one's activities facilitates the maintenance of concentration. In the absence of motivation, the ability to sustain concentration is significantly diminished. To endow it with

significance, it is imperative to establish a connection with one's daily routine or to recognize its role as a pivotal element in the pursuit of a specific objective. Engaging in meditation has been demonstrated to enhance attentional capacity. Moreover, meditation facilitates relaxation and fosters the capacity for objective visualizations.

Castillero (2018) continues, "One thing at a time" (multitasking has been shown to hinder concentration and reduce focus; it is more efficient to organize and dedicate oneself to a single task). "Where is important" (carrying out each action in a context that facilitates it is of great help; for example, studying in bed facilitates sleep, while working at a desk facilitates computer work, writing, and reading). "Read and write" (these are actions that, although once learned, usually require high doses of concentration, especially if performed by hand). "Structuring a speech to express what we want to express forces us to focus on finding a way to do it" (this activity strengthens concentration). "Create a plan" (this activity strengthens concentration, as well as The capacity to exercise discipline entails the formulation of a comprehensive plan a visual organizer that meticulously arranges one's activities. This plan encompasses not only the tasks that must be completed, but also the designated periods for rest. It is imperative to employ realistic criteria to avoid demotivation, which can result from overly ambitious planning.

To avoid technology addiction

According to the specialists at the electronic magazine Laurat la ilum (2025), the following strategies have been identified as effective in combating technology addiction:

- The establishment of an action plan with realistic and achievable objectives to combat addiction

- The establishment of limits on the use of new technologies (time, use, location, etc.)

- The identification of the triggers of addiction (situations, people, events, etc.)

- The acceptance of reality if one is suffering from an addiction, in order to understand the effects of addiction and recognize the associated feelings

- The development of a positive attitude, the practice of gratitude, the focus on the positive aspects of life, and the reminder that the situation will improve over time

- The performance of physical activity, yoga, or meditation with a view to detoxifying from addiction

- The participation in activities that do not involve technology (reading, painting, music, gardening, etc.)

- The seeking of professional help (counseling, therapy, or treatment services can be helpful for those who need help in overcoming addiction).

FINDS

A comprehensive review of the extant literature on the subject reveals an absence of consensus on the question of whether technology exerts a direct influence on the capacity for concentration. The efficacy of technology is contingent upon the way it is used. The observations presented herein pertain exclusively to the improper utilization of technology. Conversely, alternatives to these observations are also recommendations on the use of technology. The onus, therefore, falls upon us to employ technology in an optimal manner, leveraging its potential to enhance our capacity for concentration.

DISCUSSION

Technology is merely a means; therefore, its value or detriment to the ability to concentrate depends on the interests that one has in using said technology. In this regard, it is pertinent to cite the assertions made by Telefónica. While the company is indeed dedicated to the field, it functions in a dual capacity as both judge and party. However, the observations presented are objective in nature, as the author not only highlights the advantages of technology in enhancing concentration, but also addresses its disadvantages.

Telefónica emphasizes that the pivotal aspect of this dynamic is utilization. In the event that the

method is applied in an appropriate manner, the following advantages are identified (Telefónica, 2023): Firstly, it has been demonstrated that this method improves concentration and comprehension. The utilization of digital and interactive tools in academic activities has been shown to enhance students' concentration, thereby facilitating more rapid concept assimilation and enhancing learning outcomes. This pedagogical approach employs experiential learning to reinforce students' theoretical knowledge.

Secondly, it fosters the flexibility and autonomy of students by leveraging digital alternatives, such as online courses. This enables students to learn at their own pace, thereby optimizing time and resources through the flexibility afforded by digitalization and connectivity.

Thirdly, it fosters critical reasoning skills. The diverse array of information sources provided by technological devices offers students novel perspectives, thereby enriching their academic experience. Information and communication technologies have been shown to encourage debate and the acceptance of others' opinions. Furthermore, the exchange of ideas fosters the development of intercultural competence in students.

Fourthly, the implementation of technology has the effect of accelerating the communication process between educators and students. The entire educational community is now able to access the same resources with greater expediency. Consequently, digital tools enable direct and instantaneous interaction, obviating the necessity for physical presence. This phenomenon assumed particular significance during the period of social distancing and self-quarantine necessitated by the 2020 health crisis.

Fifthly, the integration of new technologies in the classroom has been demonstrated to enhance productivity in both individual and collaborative work. Specifically, the implementation of technologies that facilitate access to online content has been shown to optimize instructional time, thereby enhancing learning productivity. Moreover, the advent of connectivity has led to the emergence of innovative teaching methodologies that promote collaborative work.

Sixthly, it has been demonstrated that the incorporation of technologies in the classroom has a positive effect on student motivation. This is a quick and practical technique to stimulate the study of new concepts. Digital tools have become an integral component of the daily communication landscape for contemporary generations, and their seamless integration into this environment is a testament to their functionality and adaptability.

The integration of innovative pedagogical approaches represents a pivotal benefit of ICT in educational settings. The capacity of teaching professionals to adopt novel instructional methodologies is a salient advantage of ICT, with the potential to enhance academic outcomes and cultivate dynamism within learning environments. Furthermore, its integration necessitates the cultivation of digital competencies, thereby mitigating the digital divide. Conversely, within the context of this discussion of the findings, it is imperative to take into consideration the assertion made by the editorial team of the electronic journal Verecol (2024): the impact of technology on productivity management is indisputable. The advent of technology tools has precipitated a paradigm shift in the way companies oversee their teams' performance. These tools have been instrumental in automating repetitive tasks and establishing collaborative platforms, thereby facilitating a more efficient and streamlined management approach. In the context of advancing technological innovation, it is imperative for organizations to adapt and leverage these tools to enhance efficiency and productivity in their operations. In summary, technology can serve as a significant asset in the realm of productivity management. However, it must be used in a strategic way in conjunction with comprehensive planning that aligns with the unique needs and objectives of each organization.

CONCLUSIONS

The initial conclusion that emerges from this review is that technology is a mere means;

consequently, it is neither inherently beneficial nor detrimental. Its moral evaluation is contingent upon the objectives and interests that an individual or entity has when utilizing it. According to Watson, S. (2022), the inherent nature of technology is not inherently good or bad; its moral evaluation is contingent upon human usage. The mirror serves as a reflection of the ambitions and intentions of its users, builders, and regulators. Each technological apparatus is the result of a series of human decisions and values. Responsible and ethical technology initiatives are defined by the articulation of values and assumptions, the deliberate and informed decision-making process, and the consideration of stakeholder impact. Mims (2017) emphasizes that the impact of technology is contingent upon the geographical and cultural context, suggesting that it can simultaneously exert positive and negative effects. This underscores the responsibility incumbent upon technology companies to proactively anticipate the potential ramifications of their developmental endeavors. Despite its formidable capabilities, the utilization of technology is contingent upon human agency.

Secondly, the negative observations concerning the impact of technology on concentration are confined to its improper use. There is no criticism of technology itself. In this regard, Pérez, V. (2024) explores the manner in which schoolchildren engage with smart devices. Mobile phones, tablets, and laptops offer uninterrupted access to video games, instant messaging applications, and social networks. These algorithms are designed to capture and hold attention by promoting content that generates interaction. Students often seek instantaneous gratification from these interactions, as evidenced by the prevalence of likes, comments, and other notifications. This dynamic can perpetuate a cycle of dependency, characterized by a constant need for validation. The integration of recent updates has been demonstrated to disrupt the flow of students' attention, thereby diminishing their capacity to focus on academic tasks.

The third conclusion of this study is that the alternatives to the observations raised also relate to the issue of use. The judicious application of technology can effectively mitigate these challenges. In this case, it is worthwhile to reiterate a point made by Telefónica (2023): the integration of technology can enhance student concentration by facilitating the development of interactive activities. Online courses enable students to learn at their own pace, thereby optimizing time and resources. Technology offers students new perspectives through access to diverse information sources. It fosters direct and immediate interaction through videoconferencing. Moreover, technology can enhance productivity and collaborative work by optimizing instructional time and facilitating connectivity. Finally, technology incorporates novel learning methods, thereby improving academic results and promoting dynamism in classes.

Finally, our fourth conclusion is that technology, when used properly, has a very positive effect on the optimization of concentration capacity. As Abril (2016) observes, the utilization of the internet and technological devices prompts the activation of an augmented array of cerebral regions, fosters the development of working memory, facilitates learning capacity through sensory experiences, particularly visual perception, and enables simultaneous engagement with multiple stimuli. According to Rumiche, M. et al. (2021), the focus of ICTs is to attract the attention of students, with the objective of leveraging these technologies in the learning process. Furthermore, the peculiar characteristics of technological tools, including their color, sound, audio, and video visualization, have been demonstrated to generate fascination in students. As stated by Linne, J. (2020), it is imperative for students to transition from their prevailing preoccupation with the utilization of social networks and chats to a more judicious application of classification and knowledge appropriation. This transition necessitates an emphasis on academic endeavors and the employment of inquiry to discern the pertinent information required to fulfill their learning objectives.

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