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Effects of User-Generated Online Video Postings on Patrol Officers' Behavior

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Yarellys Perez

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Walden University
2021

Abstract

Effects of User-Generated Online Video Postings on Patrol Officers' Behavior

by

Yarellys Perez

MA, Cambridge College, 2007

BS, Interamerican University, 2002

Dissertation Submitted in Partial Fulfillment

of the Requirements for the Degree of

Doctor of Philosophy

Public Policy and Administration

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February 2021

Abstract

Social media has become an important tool used by citizens to assess police officers'

activities through user-generated videos that are posted online. However, little is

understood about how police officers, who are the main actors of these videos, feel about

this phenomenon. Employing the Lazarus transactional theory and the emotional labor

theory, this phenomenological study explored the perceptions of patrol officers regarding

the history of user-generated postings of police activity. Data were collected using

semistructured interviews with 8 police officers who patrol in metropolitan areas of

Florida, New York, and Puerto Rico. The data obtained through these interviews were

transcribed and coded, and themes were analyzed. Results obtained suggested that police

officers associate online postings of police activity with criticism and misjudgment.

Although some of the participants believe social media may aid with the scrutiny of

police interventions, they also felt that these interpretations may be misrepresented. The

Lazarus transactional model facilitated the understanding of how social media postings

can become a stressor for officers. This theory may also provide coping mechanisms for

this stressor. The implications for positive social change include a description of the need

to prepare training material that may help officers adopt effective approaches to address

their concerns. Another implication for social change is to help the public understand

how the recording and posting of law enforcement activity on social media may have an

adverse effect on police officers' emotional stability.

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Dedication

I dedicate this dissertation to my friends Helen Rodriguez, Nancy Vazquez, and Soreira Gonzalez.

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Chapter 1: Introduction to the Study

In the United States, it is common for citizens to follow news outlets to understand police activity (Graziano, 2019). Social media has now taken over as the most accessible option for viewing citizen interactions with police officers. Some interactions are discernibly negative, whereas others depict police officers assisting citizens (Meijer & Torenvlied, 2016). Although social media can serve as an outlet to broadcast positive actions of police officers, it has more recently served as an outlet for public outrage against acts of police brutality (Carney, 2016). A recent study indicated that some police officers have felt concerned that their actions can now be recorded and broadcasted so easily on social media (Mallett, 2019). Some researchers have argued that the ability for anyone to film or record a police officer and post it to social media may be an issue of concern for police officers across the United States (Bullock, 2018; Hu, Rodgers, & Lovrich, 2018; Mallett, 2019). Some researchers have argued that citizens filming is a disturbance and presents a threat to the police officer (James, James, & Villa, 2018; Rodman, 2016). Other researchers have argued that citizens filming should not be an issue as police officers are required to have continuously filming body cameras and dash cameras on their police cruisers (Culhane, Boman & Schweitzer, 2016).

Despite multiple studies noting the effects of filming police activity, little emphasis has been placed on the impact of those recordings that are posted online. There has been little research proposing a qualitative exploration of the attitudes and perceptions of police officers exposed to constant police activity being posted on social media. This current study was designed with the intent to examine the attitudes,

perceptions, and lived experiences of police officers toward recordings and subsequent publication of such videos on social media. The results of this study will contribute to a deeper comprehension of the interaction of social media and police officer mentality. Advancing the knowledge of police perceptions toward social media may allow law enforcement officials to create programs that assist in police officers' coping mechanisms in relation to social media and citizen recording.

Background

Since the first developments of online videos, there has been a spike in legal and disciplinary actions against police officers. The following theory may explain why this may be occurring:

In police-civilian interactions where police destroy, falsify, fail to file, or omit data from required documentation, the existence of online video correlates with improved accountability as evidenced by police disciplinary actions. In such interactions without online video, police disciplinary actions are reduced or absent. (Kelly, 2014, p. 199)

The proliferation of video recordings made by citizens has aided court representatives and law enforcement administrators in litigations against officer misconduct. Conversely, some legislation has been suggested to protect officers from being filmed by citizens (Kelly, 2014). However, the development of such legislation has been unsuccessful so far. Some recent studies have noted that being recorded by citizens has led police officers to feel harassed (Roberts, 2015). Recent interviews with police officers revealed that being record by citizens has prevented them from conducting their

tasks and that they have been hesitant to intervene in situations and be recorded (Roberts, 2015).

Technological advances, including smartphones with video recording capabilities, have increased the capability for bystanders to record, broadcast, and live-stream police actions (Ramos Méndez & Ortega-Mohedano, 2017). In 2017, there were more than 700 million phones with video capabilities available to consumers (Bhalla, 2017). This large population of smart phone users may result in an increased likelihood of recordings of day-to-day police activities than was previously possible. The availability of smartphone technology has allowed citizens to record police brutality, excessive use of force by officers, and inappropriate conduct by law enforcement officers. Cameras, video recordings, and social media have caused many legal and civil conflicts involving law enforcement. As such, there is a need for research indicating if these recordings further ethical police conduct or inhibit police officers to work uninhibited by citizens.

This assessment was centered on the escalation of videos presented through media that capture different types of police activity. The focal point of this study was to fill the gap in research regarding the feelings and experiences of police officers regarding social media. This research's purpose was to help develop training, practices, and policies that may help patrol officers adjust to this stimulus in a more effective and beneficial way. The effects of social media in law enforcement demand the attention of researchers, law enforcement administrators, and policymakers. The first step towards this investigation was an assessment of the how this has impacted officers in patrol, a population with higher chances of being recorded by citizens while conducting their daily functions. This

study closes the gap in research regarding this phenomenon leads the path for further research regarding the effects of social media and perhaps video surveillance systems in general.

The following sections of this study include discussions exploring this problem. Also included is the theoretical framework used to guide this study and frame resultant data. A thorough literature review covers the history of social media and the representation of police activity through a social media lens. This section includes an identification of the problem statement and the research questions.

<div align="center">**Problem Statement**</div>

Disengagement among police officers has been augmented by negative work values such as variety and challenges (Basinka & Daderman, 2019). One element that has been shown to cause disengagement among this population is being recorded by citizens (Mallett, 2019). The use of technology has increased opportunities for civilians to record police officers while on duty (Shiller, 2017). The use of technology in the United States has grown exponentially in the past decade (Moqbel & Fui-Hoon Nah, 2017). This includes the use of body and dash cameras for police officers and mobile technology, which has been used to record police activities (Shiller, 2017). In terms of social media, there have been studies that suggest that police officers believe the media treats them unfairly when presenting biased information (Gramlich & Parker, 2017).

Although some research has indicated that a correlation between hesitancy to perform police duties efficiently due to citizen recordings, little research has been directed towards assessing the possible effects of online video postings. Despite increased

media attention towards the activities of police officers, whether negative or positive, researchers have not explored the effect of police monitoring via technology on the ability for police officers to perform their jobs efficiently. This study was designed to introduced scientific data related to the phenomenon of user-generated postings of police activity and a potential increase in officers' stress in the workplace. Ideally, the findings of this study will provide a more comprehensive understanding of the effect of video recordings by citizens on police officers.

Purpose of the Study

The purpose of this study was to assess the effects of user-generated online postings that portray law enforcement interventions in the conduct of patrol police officers. This was accomplished through a phenomenological exploration through which I gathered details of the lived experiences of police officers. By uncovering more information about this topic, the study may help administrators and supervisors understand the impact of this technology in the general performance of officers.

The utilization of cameras and video recordings by the government and citizens in general has been motivated by factors of security and respect of the law. The resultant data from this study may provide policymakers with a more informed understanding on how the exponential growth of this technological tool has impacted, whether negatively or positively, the lives of police officers. Ideally, the findings of this study will elucidate methods for police departments to assist police officers in coping with the interaction of social media and citizen filming on their daily job tasks.

Research Question

The following research question was used to explore the lived experiences of police officers and will guide this study: How do police officers perceive their lived experiences towards the effect of surveillance technology (citizen or body and dash cameras) to contribute to their stress levels at work?

Theoretical Framework

The theory chosen for this study was the Lazarus transactional model of stress. This theory is based on a person's ability to be under duress and cope with the stressor that is present. This theoretical concept is key in identifying how people handle stressors and cope with certain situations without mental or physical breakdowns (Ben-Zur, 2019; Lazarus & Folkman, 1984). Initially developed by Richard Lazarus, a psychologist, the theory has been used in a variety of research-based studies in psychology and psychiatry, and to assess people who have stressful job duties (Ben-Zur, 2019; Lazarus & Folkman, 1984). Studies such as the one performed by Avciolglu and Karanci in 2019 have used the Lazarus transactional model of stress to understand how children cope with the stress of having a schizophrenic sibling. Other studies have shown how the Lazarus transactional model of stress has aided U.S soldiers in handling workloads and coping effectively post-discharge (Hughes, Ulmer, Gierisch, Hastings, & Howard, 2018).

Police officers frequently work with the public and violent situations can occur at any point during the day without warning. This stress combined with the stress of interacting with citizens who may be filming them is a possible stressor in their daily lives and workload. Thus, the use of Lazarus transactional model of stress was an ideal

choice to frame the exploration of how the stressor (e.g., the citizen filming and posting to social media) impacts the police officer. This model has been used to find a relationship between stressors such as work overload and intimidation with work performance (Kimura, Bande, & Fernandez-Ferrin, 2018).

Additionally, this theory helped frame the exploration of how police officers cope with the challenges of a technologically advanced society. The study presents this type of technology as a possible stressor in the workplace. For example, the Lazarus transactional model has been used in a previous study to test stressors in the workplace such as performance anxiety in nurses when demonstrating skills in front of patients versus through a computerized system (Nichols, 2018). Posttraumatic symptoms such as those related to negative appraisals and occupational antecedents in 911 operators have also been tested using the effects of this model (Dillard, 2019). The findings of this study are furthering the understanding of the Lazarus transactional model of stress as it applies to the stressors and coping mechanisms of police officers in the United States.

Nature of the Study

The purpose of this qualitative phenomenological study was to explore the lived experiences of police officers. This study was created with the intent to better understand the possible effects of the history of online postings of police activity on the lived experiences of police officers. I conducted interviews with police officers to explore the perspectives of police officers towards online postings of police activity and evaluate if this has an impact on their daily job duties. There is a need for a deeper understanding of how surveillance technology (civilian and governmental) affects the ability of police

officers to perform their job duties. Research is also needed to understand if stress increases when there is an increase in surveillance technology, specifically when the surveillance is performed by bystanders. Exploring the lived experiences of police officers allows for the ability to comprehend their understanding of the role of citizen filming and social media on their daily lives (Beuving & Vries, 2015).

Resultant data from interviews were coded to protect the autonomy of the police officers in this study. To accomplish this, I referred to police officers' interviews by pseudonyms such as P1 (i.e., police officer one). NVivo 11 coding software was used to code the data and categorize the resultant data into reoccurring themes based on the reoccurrence of words used by police officers during interviews. Subsequently, I analyzed resultant themes and compared the findings to the current academic knowledge related to this study.

Definition of Terms

The following concepts related to this study were found to require definition.

Cyber-aggression: A purposeful act performed via electronic channels towards someone who considers this act to be harmful, negative, or unwanted (Mishna, Lacombe-Duncan, Daciuk, Fearing & Van Wert, 2018).

Cyber victimization: When someone becomes the objective of intentional harm that is caused via online media such as e-mail, text messages, chatrooms, instant messages or online webpages and there is no easy defense from these attacks (Tokunaga, 2010).

Emotional dissonance: Occurs when there is a difference in between an individual's actual feelings and those that are portrayed in front of others (Miranda & Godwin, 2018).

Emotional labor: Refers to the guidelines of personal conveyed emotions at work while servicing an organization (Pugh, 2007).

Online social media (OSM): Online platform where users use profiles to communicate with friends, retrieve news updates, and advertise (Verma et al., 2018).

Patrol officers: Officers with the tasks of prevent and deter crime, apprehend offenders, establish a safe and secure environment, control, safeguard traffic, and attend other non-crime related situations (Berg, 2002).

Surface acting: Strategy used to regulate emotions which may involves regulating visible emotion expressions (Xiu-Li, Ying-Kang, & Lijuan, 2017).

User-generated content: A type of content that becomes available on an Internet public forum through person who is not a professional of the social media world (Cunningham, 2012).

Assumptions

There is an assumption that police officers filmed during interventions with citizens are cognizant of the cameras that are taping their actions. As a result of this, it may also be assumed that they understand that these videos can be posted online for a significant number of viewers to see. These viewers may include superiors and police administrators. Police officers may also be in a situation where they must decide what

actions to take based on the assumption that these actions may be later judged via the examination of the recordings.

Cameras in law enforcement are linked to positive results in terms of crime control but also to guarantee police officers' ethical and procedural conduct. This is due to the self-awareness that is conveyed through the notion of being watched (Braga, Sousa, Coldren James, & Rodriguez, 2018). This self-awareness may influence ethical and procedural conduct from the officers' part. However, the possibility that these videos being posted online may have an additional effect on officer's conduct must be analyzed.

Another assumption is derived from the Lazarus transactional theory as a stance for this study. This theory served to guide the exploration of the lived experiences of the police officers, and I assumed that the participants would be open and honest during the interview. Finally, I assumed that most police officers have negative feelings towards being recorded while on duty. These feelings may be associated with judgment, criticism, and disciplinary actions.

Scope and Delimitations

This qualitative study utilized a series of interviews of patrol officers in a metropolitan area. Previous studies have noted that qualitative studies utilizing interviews are not refined to the number of interviews but should focus on the available data from interviewees (Bernard, 2017; Saunders et al., 2018). Thus, the response of police officers to partake in semistructured interviews dictated the total number of participants involved in this study. Several participants were involved in this study to gain a comprehensive understanding of multiple police officer experiences. I chose participants who were patrol

officers because of the high probability of their being recorded by bystanders or citizens they intervene with while conducting their patrol duties. This sample was also selected because it represents workers who may be constantly recorded in their ordinary workplace.

Members of law enforcement were also the first choice for this study because of the substantial controversies that have developed after interventions have been recorded and later posted on media. By simply observing video recordings of police activity in the field, observers may assume that these officers were aware that they were being recorded and that this may have impacted the actions they took. There was also a possibility that some police officers are not concerned with being recorded and do not care for attention. It is also possible that police officers were desensitized to this phenomenon. The data obtained through the qualitative methodology of this study were used to assess the perceptions and lived experiences of police officers towards social media and the impact that social media may have in their lives as law enforcement representatives.

The topic of this exposition was selected because of the disturbing increase in police activity caught on tape, which is later used to feed further legal and civil battles, especially between races. The image of the police officer, which was once a representation of security and protection, is now considered a conflicted character. This study, along with previous ones and those that will be conducted in the future, intends to discover whether officers are influenced by the possibility of being exposed through user-generated online video postings.

This study did not use samples in areas with low population. The sample did not consider psychological profiles of the participants. Conflicting results may have been obtained in this study in terms of transferability due to the selection of participants from a metropolitan area only. To broaden transferability opportunities, I provided the most in-depth description of the phenomenon and the experiences lived during the process of conducting the study. This allowed the development of cultural and social connections to other similar scenarios.

Limitations

One of the limitations of this study that was originally identified was a possible researcher bias. Although my beliefs were included in the process of describing the history of the inquiry, this did not control or have an impact on the final data collection. This was avoided by evaluating ethical dilemmas encountered by other researchers in past studies, especially those related to police officers' participants. I did not study my own group or peers although an outside peer reviewer was utilized to identify ethical issues. In addition, I followed all required research guidelines, kept detailed records, and integrated all data. I also acknowledged the study's limitations and selected participants accordingly.

Like many other research studies, there was also the limitation that participants may not have been truthful when answering. The importance of honesty and transparency in order to obtain accurate data was explained at the beginning of the interviews to diminish the possibility of this limitation. Another limitation has to do with the line of work of the participants. Police officers have been known to have difficulty expressing

their feelings or general emotional being (Lambert & Steinke, 2015). I mitigated this challenge by explaining to the officers the validity and the importance of the study for social change.

Developing interview questions that guarantee the greatest extent of realistic data regarding the influence of user-generated web content was be a challenge. The reason for this is that the online posting itself is only a possible eventual result following a recording. This meant that the participants were led to reflect about, not only being recorded, but also being exposed online. In addition, not having a true scientific knowledge of the amount of video recordings that the interviewees are normally exposed to may have had some effect in the interpretation of the results.

Phenomenological studies always have the challenge of obtaining a pool of participants who have had similar exposure to the phenomenon. Phenomenological researchers have the limitation of having to evaluate how their personal understandings on the topic are bestowed in the study (Creswell, 2013). Although the sample consisted of officers from a metropolitan area, another limitation of this study may be the differences in experiences in the field and years in the service of the participants along with the level of comfort each participant has while being recorded.

Significance

In a society where activities are constantly being recorded and posted online, it is imperative we acquire an understanding of how this technology has changed our individual and collective perspectives of the environment. Every new technological advance is followed by a period of social adaptation. The reason for this is that new

technology may also disrupt societal norms and systems, particularly when there is a saturation. This study can contribute to the understanding and management of the technological boom of user-generated online postings in the lives of employees who are greatly exposed to this.

The literature review exposes how researchers have studied video and electronic surveillance in the workplace. For example, surveillance in the workplace has been researched in terms of its relationship to delinquency (De Vries & Van Gelder, 2015), counterproductive behavior (Martin, Wellen, & Grimmer, 2016), and ethical considerations (West & Bowman, 2016). However, there is little research about employees who are being electronically surveilled, not only by their employer, but also by bystanders while conducting their duties.

Patrol officers may represent a population who has been struck by this phenomenon more than other workers. Some previous studies have noted that civilian recording police is a constitutional right and assists in ensuring that police officers are engaging within the limits of the law (Freelon, Mcllwain, & Clark, 2018; Hall, Baucham, & Harris, 2016). Social media activism has led to the creation of hashtags such as *SayHerName*, *SayTheirNames*, and *BlackLivesMatter*, all of which are designed to bring attention to incidents of police brutality that were filmed by civilians or body cameras (Brown, Ray, Summers, & Fraistat, 2017; Clark, Bland, & Livingston, 2017; Hall, et al., 2016). Some researchers have claimed that filming officers serves to decrease the systematic racism which has existed within the police force since the early civil rights movements (Beutin, 2017).

Other researchers have argued that filming police is illegal and impedes their ability to perform their job duties (Rodman, 2016; Todak, 2017). Conversely, Ariel and colleagues (2016) found that police officers who are equipped with body and dash cameras are not less likely to use force in the line of duty but were more likely to be attacked by civilians. However, many studies continued to document the legality of recording police officers to ensure that each officer is kept in check by civilian watch groups (Finn, 2019: Lee, Taylor, & Willis, 2019; Jackson, 2019). The true impact of the police officer surveillance (whether by civilians or body and dash cameras) on police officers' mentality and ability to conduct their job duties, must be addressed within academic literature.

This study can also contribute to practices and policies within the discipline of public policy and administration. The information obtained from the interviews of this study can serve as an essential tool for assessment in terms of police training and psychological counseling programs. These data can also be used by law enforcement administrators to modify or develop new regulations in internal code of ethics that are related to video surveillance and recordings. To some extent, the effects of dashboard and body cameras can also be assessed through the results of this study since these are also devices that record police activity.

Summary

User-generated online video postings have ignited mixed feelings among the population impacted by this type of media. Some believe that this proliferation has helped induce fairness and justice during law enforcement interventions. Others believe that this

represents a violation of privacy in the workplace despite the many government laws that have been developed for its regulation (Rashwan, Solanas, Puig & Martinez-Balleste, 2016). There is also the belief that video recordings used as evidence in legal trials of alleged use of excessive force by the police have caused the promotion of mass mobilizations in the streets (Beutin, 2017).

Although the benefits of video documentation and the media to law enforcement must be considered, it is also important to assess the way police officers have adapted to this technological phenomenon. In order to do this, it is necessary to examine the possible effects of this from the perspective of the officers themselves. This will allow for better discernment how officers react to cameras and video documentation in general. The spike in user-generated video postings of alleged use of excessive force by the police may be affecting the perspectives of citizens towards law enforcement and its warranted use of subjection.

This study focuses on the possible effects that being recorded through a mobile phone and knowing that this video may be posted on an online platform may have on police officers. The goal of this phenomenological research was to discover if the history of these online postings and the publication of past videos showing alleged wrongdoing from the police affects the way officers conduct their duties. The objective of the study was to comprehend whether this phenomenon causes fear and stress to officers, which as a result, may change the way they conduct interventions.

The results of this study aimed to directly support law enforcement administrators and training developers by providing an understanding the impact of user-generated

online postings in their officers. This understanding may contribute to the development of innovative training that may help officers deal with this trend in a more effective way. The development of this type of training does not have to be limited to police officers. Employees in many workplaces are currently exposed to video surveillance in the workplace. Some research has been dedicated to understanding how employees respond to being recorded in the (Holland, Cooper, & Hecker, 2015). However, there is limited research regarding how police officers' workplace has adapted to this trend considering that part of this population may be subjected to surveillance and recordings on a daily basis.

The goal of this study was to fill this research gap by examining this phenomenon in a direct forum of patrol officers. The results of this research may serve as a valuable tool for policymakers dealing with legal issues following incidents where police activity was recorded. By understanding the effect of user-generated online postings of police intervention specifically, policymakers and social scientists can better explain police officers' reactions during activities that are being recorded.

Organization of the Dissertation

This study is divided into five chapters:

In Chapter 1, I present an introduction and definition of concepts related to the phenomenon of user-generated online video postings and social media in general. This chapter serves as a preface to the research problem by announcing the research questions and the problem statement. This section preambles the research study by compiling vital

details under the categories of background, purpose, theoretical framework, nature of the study, scope and delimitations, limitations, and significance.

Chapter reveals a breakdown of the current literature related to the history of online video streaming as well as video surveillance systems and cameras and surveillance in the workplace. It also provides discussion of the sociological and psychological aspects of video surveillance in the workplace. This literature review also presents facts about topics such as cyber-aggression and cyber-victimization, which were found to have a possible link to the topic of the study. Most importantly, this literature review presents a gap in research regarding effects of user-generated online postings and streaming of videos from the perspectives of those being portrayed. People's reactions to recordings may depend on the environment or situation they are in when being recorded. Although there is some research regarding the effects of surveillance in the deterrence of criminal activity, there has been little scientific probing on the effects of surveillance when there is a notion of these recordings being made public through social media. This study closes this gap and sheds some light on the possible stress that may be causing social media in the lives of public service workers.

Chapter 3 presents an inquisition of the research methodology used for this study as well as the research questions that guided the quest for data. It contains details of the research design, rationale, and tradition. It also exposes a detailed concept of the study, the role of the researcher in the process, ethical concerns, and methodology used. Finally, it includes information regarding the participants, instrumentation, data analysis, and ethical procedures.

In Chapter 4 there is a description of the collection of the actual data of the study. This chapter encompasses specifics regarding the results of the study, elaborating on the setting, demographics, data collection, and data analysis of the research process. Chapter 4 also presents the existing evidence of trustworthiness found. Chapter 5 is a report of the findings of this study. It presents a clear interpretation of these findings along with limitations of the research. In addition, Chapter 5 also provides recommendations for future studies and research. Most importantly, this final chapter includes the impact of this study and future research derived from it for social change.

Chapter 2: Literature Review

The online network is tied to information infusion and social reinforcement (Nematzadeh, Ferrara, Flammini, & Ahn, 2014). This infusion has been seen through social media websites. Social media was first introduced in the late 1990s to allow Internet users to develop their websites (Hendricks, 2019). The influx of social media began in the year 2000 and continued to increase through 2010 with websites such as MySpace, Facebook, Twitter, and Instagram (Lomborg, 2017). The purpose of this study was to expose a possible adverse effect of social media that, although indirectly, may be causing stress in the individual. This stress may be provoking anxiety that could change the way people react to certain situations.

Police officers were chosen as the participants of this study. Social media is not foreign to law enforcement. Police departments use social media to interact with the community and exchange information (Hu, et al., 2018). It is also used in the process of solving crimes (Beshears, 2017). For example, social media has also been adopted by law enforcement in a way to gather tips from citizens (Brus, 2010). Federal and local departments of law enforcement are also developing entire teams with the task of analyzing cyber data (Savas & Topaloglu, 2017). Since social media has become an essential part of law enforcement processes, it is necessary to train officers to adapt to this phenomenon.

Literature Search Strategy

The information in this literature review was obtained through several sources, which were mostly web-based databases, including Pro-Quest Central, Oxford English

Dictionary Online, Political Science Complete, Ebcohost Ebooks, Sage Premier,

Academic Search Complete, and Criminal Justice Database. I also used textbooks related

to attention published by Psychology Press, Academic Press, and IOS Press to obtain

pertinent information for this study. Finally, articles from the New York Times and

Washington post were used for the analysis of recent incidents related to police activity

being recorded and posted online.

Some of the terms and phrases used in the compilation of relevant information in

this literature review were *user-generated video, online media, attention, surveillance,*

police recordings, stress in the workplace, CCTV, cameras in the workplace, police

excessive use of force, police brutality, shooting caught on tape, body-worn cameras,

dashboard cameras, eye movement, and *attention to stimuli*. These concepts were

evaluated within the psychology and sociology realms.

Being Watched

Past studies have demonstrated how people's attitudes and actions may change

when these individuals know they are being recorded. A quantitative study of 24 walkers

showed that participants who knew they were being recorded walked faster than those

who did not (Hutchinson, Brown, Deluzio & De Asha, 2019). Traffic cameras have been

installed to diminish traffic violations (Behrendt, 2016). It seems that surveillance has

increased in most metropolitan areas and those who conduct their daily activities in this

zone are the actors of these recordings.

In addition to a proliferation in closed-circuit television (CCTV) and surveillance

cameras, citizens are now recording their surroundings. This boom in surveillance has

made some managers advise their employees to "act as if they were being recorded". This type of management shows how recordings and technological surveillance may change, not only the way security protocols are handled, but also the way employees act.

User-generated Online Video Postings

Assessing the impact of user-generated video postings by citizens requires and understanding of its growth to the point of saturation. Online postings and online media in general are being used as a type of modern surveillance system. Surveillance has been in the lives of Americans since the mid-20th century. The Federal Bureau of Investigations incorporated surveillance in their cases in 1940 (Greenburg, 2012), and since then it has been adapted to policing in almost every political setting (Feldman, 2015).

Surroundings in metropolitan areas are constantly changing. Technological innovations in these geographical zones are needed to adapt to the growing demographics. One of these significant changes has been an increase in video surveillance. This has been a fast-growing technological advancement that has, in some way, impacted the lives of most people. There has been an increase in the number of cameras installed by public and private companies to monitor activities inside and outside of their facilities. Home surveillance has also become important for residents wishing to supervise activities within their residential properties. This has led to a more individual and simplified type of surveillance, the video recording through a personalized mobile phone.

Smartphone availability has allowed civilians to record videos straight from their mobile phones. Sales of iPhones and Android smartphones have been increasing since 2008 (Han & Cho, 2016). A result of this new technology is that civilians are turning their lens on police activity. Many times, these recordings are posted on the Internet to serve as a demonstration of what some consider to be excessive use of force by the police (Thornburn, 2014). Many of these recordings are posted on YouTube, which in 2014 was one of the most-watched online sites in the world (Alexa Internet, Inc., 2014). This new way of utilizing technology has caused privacy concerns.

A study conducted to college students who use social media platforms concluded that most of these users were concerned about their overall privacy and the possibility of their personal information being misused (Yang, Cao, & Liao, 2018). A possible explanation for this fear is the challenge that represents protecting personal information with such a large number of items uploaded by so many users (Such & Criado, 2018). If this lack of proper control has developed fear of social media, then this fear can be causing negative emotions and stress in individuals.

Recordings of Police Activity

The proliferation of mounted cameras and mobile technology has increased the chances of police activity being recorded. Out of all the population of law enforcement officers, the patrol police have been among the most impacted by this phenomenon. In some metropolitan areas of the United States, law enforcement agencies have also incorporated dash cameras and body-worn cameras to follow officers' moves during daily operations. However, videos obtained through law enforcement cameras remain in

the control of these agencies, and many times these are not used for legal or civil actions

(Kelly, 2014). On the other hand, video recordings taken by civilians are many times

made public through online platforms.

The spreading of the video documentation phenomenon has resulted in the

escalation of incidents caught on tape and later posted on the World Wide Web as a result

of the growth of social media. For example, an article published in *The New York Times*

revealed how a video taken by a bystander and later posted on social media captured the

moment when a police officer shot an unarmed man in Senegal (Searcey, Barry, Lyngass

& Iayre, 2016). Just like this recording, there have been several other videos that have

been posted with the intention of publicizing police officers during intervention with

civilians. A video posted online shows how police officers pepper sprayed students who

were protesting on the University of California Davis campus (Campbell, 2016). The

shooting of Oscar Grant on a San Francisco subway platform was also recorded and later

posted online (Martinot, 2013). In addition to this, a video posted of an unarmed man

holding his hands up being shot by the police (CNN-WSVN, 2016) caused great debate

after its public release.

Cameras in the Workplace

Many workers cannot avoid being taped in the era of video surveillance. There

has been some research regarding employees that are recorded while they conduct their

daily work tasks. Video monitoring in the workplace has been on the rise for reasons of

security and performance. Using CCTV, card readers, audio recordings, GPS systems in

vehicles, phones, and badges, and the monitoring of emails and texts, companies have been surveilling their employees on a regular basis (Hacket, 2017).

Some studies have shown how video monitoring may improve the quality of work by directing the employee to work slowly, which lead to better decision making and effectiveness. In Becker and Marique's (2013) study, the researchers had half of their 75 participants perform a simple task while knowing they were being recorded, while the other half of the group performed the task without being recorded. The result of this study showed an increase in the quantity of performance in the monitored or observed group. Similarly, De Vries and Van Gelder (2015) found that employee surveillance may cause a reduction in workplace delinquency. Studies such as these have shed some light in the effects of surveillance in employees and their general performance while at work.

Most importantly, certain studies have proven that most employees are aware of the electronic surveillance that surrounds them while they perform their daily tasks. The scientific analysis of this awareness has also led to the investigation of the emotions that enkindle surveillance in the workplace. These emotions have been found to be negative in some employees. Holland et al. (2015) showed how manual workers develop feelings of distrust towards management because of electronic surveillance in their work areas. Videotaping of workstations has also been tied to counter productiveness due to an apparent feeling of distrust towards the employer (Jensen & Raver, 2012). If employees in some workplaces have been shown to have issues when they are being observed, then electronic monitoring does have an effect because workers are cognizant of this stimulus. Although some studies have focused on the attitudes and feelings towards electronic

surveillance in the workplace, little research is centered on the effects of video recordings made by bystanders that could later be posted on an online platform. Such recordings may double the concern for the employee being videotaped, in this case patrol officers.

Video Documentation of Police Activity

Accountability and Legal Factors

User-generated online postings have been used in legal processes. It was first introduced to prosecute offenders that were recorded while committing the crime (Ingram, 2012). Eventually, video recordings began to serve as evidence of alleged excessive use of force by the police. One of the most recognized cases in which a home video was used as evidence in a trial against a police officer was the one following Rodney King's death. In this case, the officer undergoing trial was found not guilty after the jury noticed no evidence of excessive use of force after assessing the video (Schwartz, 2016). The case of seven police officers in Hong Kong was also built on evidence of a video recording from a bystander's smartphone which showed apparent police brutality against an activist during a 2014 protest (Sui & Lee, 2017). Chicago police officer Jason Van Dyke was convicted of killing 17-year-old, Laquan McDonald, after video taken from his patrol car was used during the trial (Taylor, 2018). Cases such as these demonstrate how video documentation of police activity has been used as important evidence on police officers' legal convictions. The concept of *camera witnessing* was introduced by Anden-Papadopoulus (2014) as the action of citizens that record the actions of police officers with the goal of creating social change. This trend may be another stressor in the workplace for police officers.

However, while some studies have demonstrated how individuals tend to make more prosocial decisions others have proven that, in certain situations, cameras do not have an impact on the behavior of individuals. A study conducted to 122 crime suspects showed that those who were told about their confessions being recorded acted no different than those who were not told about the cameras (Kassin et al., 2019). With past research pointing at two different directions when it comes to the attention paid to cameras and surveillance, it becomes imperative to understand the stance of police officers since this population represents an easy target for online exhibition.

Emotional Labor Theory

Patrol officers are first responders and their decisions and the influence they have are extremely important for the success of the organization (Mastrofski, 2004). To meet these objectives, patrol officers must regulate their emotions when interacting with citizens. It is expected that these officers protect and serve, and these tasks must be performed while controlling any existing desire to eliminate challenges to their authority (Roufa, 2019). For this reason, officers may have a need to suppress their feelings or emotions while performing their duties.

It is known that individuals may reappraise or suppress feelings in the workplace (Lee et al., 2016). Surface acting is commonly used by public service employees who work with the public. It has been found that surface acting may lead to problems in the workplace such as burnout (Hyung, Eric, & Kimberly 2014). Emotional labor theory presents the concept of emotional dissonance as a negative result of surface acting. Emotional dissonance may occur when an individual portrays different feelings as those

he or she really feels (Miranda & Godwin, 2018). This may cause a negative work environment.

The emotional labor theory has been used to study the effects of recordings of police activity by cell phones (Mallet, 2019) because it helps evaluate feelings and experiences. This theory has also been used in studies that attempt to establish a relationship between surface acting in the workplace. A research aimed at understanding the relationship between hiding and controlling emotions in the workplace and employee performance, showed that employees that do not use emotional labor strategies appropriately tend to become more frustrated and hence less productive (Tang, Gu, & Cui, 2017).

A study conducted by Santin and Kelly (2017) showed how airline employees became more efficient when utilizing strategies that were focused, not only courteous service, but also on guaranteeing the security of passengers. This study is an example of the positive outcomes that result when employees are not forced to hide their emotions but to aligned these to the organization's goals. Studies like this have proven how emotions in the workplace can be adjusted by the staff to satisfy these goals.

Patrol officers must make decisions that are acceptable in the eyes of the public and their superiors in the agency. This goal may become harder when being recorded during interventions. This responsibility may become stressful and at the same time may lead to burnout. Because of the importance of alleviating stressors in the workplace, officers' perspectives on online postings of police interventions need to be assessed. Although the variable of emotional labor theory is described by some researchers as

something negative that is outside the control of the public servant, others believe that this can be manipulate through training (Shapoval, 2019).

Lazarus Transactional Theory

The transactional model of coping with stress was first introduced by Lazarus and Folkman (1984). It explains how the process for coping with stress is transactional, and it depends on cognitive appraisal of the situation and the emotional response to it (Lazarus & Folkman, 1984). This model was tested in a study which proved that stress cognition and emotions are directly related (Hulbert-Williams, Morrison, Wilkinson & Neal (2013). This theory has been used to establish a relationship between a stimulus and the stress this stimulus produces. For example, intimidation has been associated with stress in the workplace, which results in lower performance (Kimura et al., 2018). These issues must be considered by administrators and policy makers because it is important for individuals to understand and adapt to their environment, especially in the workplace.

Lazarus transactional theory's assumption is that stressors cause strain when the perceived threat is greater than the level of coping mechanisms (Kimura et al., 2018). Perhaps one of the most notorious cases in alleged police excessive use of force was that of Oscar Grant in 2009. In this case, an officer of the Bay Area Rapid Transit shot and killed unarmed Grant as the victim was facing the ground with his hands behind his back (Taylor, 2013). Cases such as this one has demonstrated how individuals react differently to stressful situations. It becomes important to pinpoint at common variables that may increasing stress and escalating violence.

This theory has been chosen to explain if the possibility of being portrayed through social media while conducting daily tasks and without consent, has the effect of causing stress in police officers. Studies have shown how stress can lower performance in the workplace. For example, a study conducted to teachers showed that those who demonstrated stress, also presented difficulties with classroom management (Aloe, Shisler, Norris, Nickerson, & Rinker, 2014). This proves a relationship between stress and negative or unexpected performance in the workplace.

It is possible that online postings of police activity on social media have made officers reexamine how they conduct their daily interventions in the field. The current study aims at discovering if online postings and streaming of police activity is found to be negative in the eyes of officers. If this is found to be the case, then this may mean that officers do not have the coping resources that are necessary to deal with this situation. This can be producing stress which, at the same time, can be affecting officers' overall performance.

Cyber Aggression and Cyber Victimization

Social media has proven to be an excellent tool for mass communications. It has been responsible for joining groups with similar interests and ideologies because it simplifies the sharing of information (Kietzmann, Hermkens, McCarthy, & Silvestre, 2011). Like other types of social forums, social media have also been used for criticism and personal attacks among users. Cyber aggression and cyber bullying are considered negative results of the social media boom (Sjursø, Risanger, Fandrem, & Roland, 2016). Studies such as one conducted in a Canadian university showed how cyber-aggression

was linked to mental health issues to include suicide (Mishna et al., 2018). Cyber

victimization has been tied depression and anxiety because of its bullying effect (Sjursø

et al., 2016). If officers' express feelings of stress and anxiety over the possibility of

being exposed through online media, then this can probably be linked to cyber

victimization as an effect of cyber aggression.

Cyber victimization has increased to such a degree that it is now considered a

public health threat (Chan, La Greca, & Peugh, 2019). Cyber victims have been found to

be at a high risk of impulsivity and inappropriate Internet behavior (Alvarez-Garcia,

Nunez, Gonzalez-Castro, Rodríguez, & 2019). Most importantly, cyber victimization has

been linked to depression due to psychological insecurities (Li, et al., 2018).

Summary

This literature review shows how video surveillance systems and cameras in

general have been increasing over the years. This also includes other workplaces where

employees' every move is recorded and assessed. Several studies have demonstrated how

many times employees have negative feelings towards this technology in their workplace.

One population who has been severely bombarded with cameras and recordings has been

patrol officers. In addition to police activity caught on tape, there has been an increase in

video postings on social media who depict police interventions.

Research has shown how experience may somehow affect perceptual reaction by

controlling how a person reports to stimuli in the environment (Postman & Schneider,

1951). The appraisal theory of emotion of Lazarus can help define if online postings and

streaming of police activity is a possible stressor in the workplace for officers. Cameras

are here to stay and there is no doubt that law enforcement will continue to exploit the benefits of surveillance and video recording. Be that as it may, when people are confronted with drastic changes in the workplace, it is necessary to fully assess the effects of these changes in the individual.

If online postings of police activity are found to cause stress in officers, then special training and professional development programs need to be developed to diminish the effects of this phenomenon. This may result particularly challenging since emotional labor is generated in a personal level and is something officers may not have control over (Golfenshtein & Drach-Zahavy, 2015). This means that it may be difficult to manage without proper mentoring and training.

Chapter 3: Research Method

This qualitative phenomenological study was designed to explore the lived

experiences and perceptions of police officer towards video surveillance, which includes

body and dash cameras and civilian recording/postings on social media. Patrol officers

from metropolitan areas were chosen as an effective sample because these individuals

represent a population of workers who may be exposed to a high level of recording tools,

including civilians recording with smartphones. A qualitative phenomenological design

was selected because this is the best method to explore the perceptions, lived experiences,

and emotions of participants (see Bernard, 2017). This chapter describes in more detail

the principles behind the selection of the design, methods, and procedures.

Research Design and Rationale

Research Questions

The following research question was used to explore the lived experiences of

police officers interviewed for this study: How do police officers perceive their lived

experiences towards citizen recordings and subsequent posting of police actions on social

media?

Concept of the Study

The concept of this study was to explore the lived experiences of patrol officers

and garner their perceptions towards online postings of police activity. I designed and

conducted participant interviews to explore the lived experiences of police officers who

have watched online postings of law enforcement activity and who have also been

recorded by citizens while conducting their daily patrol. The data obtained helped gain an

understanding of the impact of this technology in the lives of these officers and better understand how online postings and social media in general may be affecting the lives of other workers who are also exposed to this.

Research Tradition

The selected research tradition for this study was qualitative. I selected this method of inquiry because my intention was to analyze open-ended questions as data, as opposed to statistical facts developed by the quantitative method. Creswell (2013) described the purpose of qualitative research as one that places an observer, in this case the researcher, in a natural setting in order to make sense of a stimulus by studying the people who surround it. Because the basis of this study is the effect of online streaming and posting of videos, the qualitative method was the one that helped interpret this human reaction.

A phenomenological approach has been employed extensively in qualitative research designs and has proven a useful technique to explore the experiences and perceptions of participants (Vagle, 2018). First used by Immanual Kant, a philosopher, the term *phenomenological* is used to represent an exploration of a person's understanding of experiences and their unique world (Vagle, 2018). Thus, the choice of a qualitative phenomenological design for this study allowed for the exploration of lived experiences of police officers and was instrumental in the thorough exploration of the perceptions of officers towards diverse modes of surveillance.

Design Rationale

The choice to use a phenomenological approach was rationalized by the need to explore the human reaction to the increased and diversified methods of surveilling police officers. Human emotions, perceptions, and experiences are generally nonquantifiable phenomena that are not traditionally explored through statistical methods (Thorne, 2018). For this reason, the phenomenological research strategy was used to understand this phenomenon. Additionally, resultant data needed to measure these effects had to be collected directly from individuals and within the person's own environment (Thorne, 2018).

Phenomenology was the approach that guided this research since lived experiences needed to be assessed. This study was aimed at defining officers' views on online postings and live streaming of police activity. Police officers have been the center of a great controversy when their enforcement activities are scrutinized in media forum. There has been little research in terms of the officers' reactions when this scrutiny occurs. The best way to begin understanding this phenomenon is by assessing the direct experiences of officers.

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Role of the Researcher

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As the researcher in this study, I had an active and important role. First, this role included the vital task of identifying a valuable sample that had high chances of being representative of most law enforcement officers in metropolitan areas of the United States. I began by acquiring approval from the Institutional Review Board (IRB) to conduct this study (approval #06-09-20-0318608). Upon IRB approval to interview

police officers who patrol in metropolitan areas in the southeastern region of the United States, I clearly explained the study premise to candidates to encourage participation. I also made sure that all required approvals were obtained accordingly by following chains of command and understanding laws that protect research participants.

During the interview process, I had a direct role. Because interviews were used to obtain the data, I needed to maintain high levels of objectivity to avoid bias. Stigma is something that may immediately trigger emotional reactions in the interviewer (Derous, Buijsrogge, Roulin, & Duyck, 2016). I made sure to avoid demonstrating reactions based on stigma or bias during the flow of the interview. It was also important to be prepared for obstacles and challenges that could be presented during the interview process, such as interruptions or emergencies that obligated the interviewee to leave the interview. In this case, I was ready to provide an alternative schedule for the interview. However, this option was not necessary as there were no interruptions or emergencies during the interviews.

Finally, after the data were obtained, my role was to use honesty and integrity along with responsible practices when interpreting the data. I ensured that the data results were reflected appropriately and that citations were correctly used. It was also important to clearly communicate the need for future studies related to the phenomena.

Methodology

The sample of this study was composed of police officers who patrol within a metropolitan area by foot or car on a regular basis. The sample size in a phenomenological study is usually smaller than in a quantitative study but must be large

enough to ensure robust results. Sampling size is decided using elements that take into consideration specific individuals, situations, or environments (Flick, 2014). The total number of participant interviews in this study was a minimum of eight until saturation is reached.

Phenomenology requires the identification of participants who have been experiencing the phenomena in question (Rudestam & Newton, 2015). The resultant sample size was also determined by the number of participants who were or had been exposed to being recorded by bystanders using smartphones. This was most likely patrol officers, but participants who have moved on to different positions in the police department but had previous patrolling experience were also considered as possible participants in this study.

The sample size was selected by taking into consideration the general goals of the study (Kelley & Maxwell, 2012). For this study, the intent of the research was to explore the lived experiences and perceptions of police officers towards user-generated online postings of police activity, which includes civilian recordings/positions and body and dash cameras. Purposeful sampling aided in the selection of participants in this study.

Purposeful sampling allows researchers to obtain valuable insight into the phenomenon (Patton, 2002). Among the population of officers, those on patrol were selected due to the amount of time they spend in the field. Since exposure to civilian recording in the field was required for this study, I determined that patrol officers from a metropolitan area may have been more likely to be exposed to this type of input in comparison to those in less populated areas. The participants were selected through

purposeful sampling because I used my judgment to ensure this sample is representative of the population (see Frankfort-Nachmias & Nachmias, 2008). In this case, this was the group of officers encountering this phenomenon throughout the nation.

Bernard (2017) emphasized the need for collecting detailed data for phenomenological studies; however, Bernard also noted there is not a specific or traditionally required number of participants needed for an effective phenomenological study. Sim, Saunders, Waterfield, and Kingstone (2018) argued that it is important to gather as much data as possible to answer research questions sufficiently. Thus, it was ideal to utilize multiple participants as possible to gain a diverse view of police officers' lived experiences. For example, a minimum of one participant was going to agree to be a part of this study; however, two or more participants would be needed in order to obtain multiple perspectives.

The validity and credibility of the data were guaranteed by having the participants review the accounts they provided during the interview to judge this information legitimately. Although details pertaining to age, race, and years of service were asked during interviews, no participant was excluded based on these factors. However, a required criterion for participation was being employed by a police department. Having the role of patrol officer when the interview took place, or having had this role in the past, was also a requirement. Therefore, active patrol officers or individuals who previously served as patrol officers, such as current investigators, detectives, and administrators, were offered the opportunity to be interviewed. Both foot and car

patrolling were accepted. The questions used during the interview were based on the topic being assessed and resources from the literature review.

Research Participants

Snowball sampling was used for recruitment in this study. This strategy is based on a process in which a purposeful sample of participants is selected, and other participants may be derived from this group via a network connection (Heckathorn & Cameron, 2017). In this study, I identified foot and car patrol officers in cities of the southeastern area of the United States as ones who are likely to be confronted with civilians recording during their interventions. I determined this through my multiple visits to the highly populated metropolitan areas of Florida and Puerto Rico.

An example of a highly metropolitan area within the selected region is the Miami Dade County. This is a metropolitan area that employs a significant number of police officers as shown on the 2012 Departmental Review. This document reported a total of 2,830 sworn officers for this year (Public Information and Educational Bureau, 2012). Additionally, previous researchers have noted that police officers of Miami-Dade County are frequently subject to public scrutiny and citizen recording (James & James, 2018; Murphy, 2018). James and James (2018) found that the ethnically diverse population of Miami have reported multiple accounts of police brutality and inappropriate behavior, which has led to poor perceptions of police officers in Miami-Dade County. Lastly, this county is one of the 10 largest metropolitan police departments and offers the opportunity to gain a diverse population of participants for this study (Murphy et al., 2018). Thus, the choice of areas such as Miami-Dade County was ideal for the purpose of this study.

Another area that was identified as ideal for the selection of candidates for this study was San Juan, Puerto Rico, because if its high amount of tourism (Caribbean Business, 2015), which may also point at an increase in recording of law enforcement activity by citizens.

The recruitment process began when the researcher asked colleagues who lived in the metropolitan area if they knew police officers in that area. This allowed the researcher to make contact with three officers who, were not selected for the study, but were asked to recommend others in their department who met the criteria. I sent an email to these three officers or *mediators* which they would then re-send to the candidates they believe would be willing to participate in the study. The email asked candidates if they were willing to participate in a research study that entailed a 45-minute interview. Those individuals interested in participating then emailed or contacted me via phone to present their interest and willingness to participate. Individuals who agreed to be interviewed then contacted me via phone to discuss the process further.

Those officers who agreed to be part of the study were email additional details regarding the process. This information was the one previously discussed during the call but in a written form. In addition to this, the participants received a consent form to be signed prior to the interview. A date and time for an interview was then scheduled with those candidates who provide their consent to participate.

Interviews were conducted via phone. The participants were asked to make sure they were alone when the interviews took place to protect confidentiality. I also made sure to be alone to guarantee the confidentiality of the data. In order to promote participation, I explained her interest in obtaining data that may help law enforcement

administrators refine procedures that could potentially help officers in other areas.

Participants were also told they would have first-hand knowledge of the study's results.

Instrumentation

The fundamental instrument of this study was the researcher, interview scripts, and prompts. I conducted one-on-one in-person interviews to obtain information regarding personal experiences. This research instrument was selected because it obtains information directly from the participants' views and opinions, while the researcher controls the line of questioning (Creswell, 2014). I produced the questions used during the interview.

There were nine open-ended questions in each interview and each participant could elaborate on their answers. Open-ended questions are designed to garner comprehensive responses. However, if the participant provided a response that was unclear, or vague, follow-up questions proceeded to clarify the response. New follow-up questions were developed in order to obtain more concise data or if the participant had difficulty understanding initial questions. During the interview, I used verbatim transcription. Upon the completion of the interview, I then transcribed the interviews to an edited transcription. The instrument of NVivo was used to organize codes and patterns. Finalized interviews were returned to participants to verify that the transcription was accurate and error-free. Final communication between participants included a notification that their participation had concluded.

Data Analysis

All interviews were anonymized by assigning pseudonyms to the participants. For example, the first participant was recorded as P1, and so on. The data was organized after it was obtained via the interviews by extracting salient information. Categories were made, and a process known as *coding* took place. This process entailed the agglomeration of text into categories by identifying patterns in the code, which later resulted in the labeling of the code (Creswell, 2013). This step was particularly important as it formed categories by separating the data, which eventually allowed me to develop visual figures.

This was accomplished by transcribing all interviews. Upon the final transcription, I sent the interview transcripts to the participants to ensure that the transcribed information is correct and accurate. Next, the interviews were directly uploaded into the qualitative software NVivo 11. NVivo 11 is a software program that shapes the basic of the coding and retrieving process by organizing the data (Seale, 2012). This software organizes the data and presents thematic categories based on the frequency of words or sentences during participant interviews.

After the initial cataloging of the codes through NVivo 11 software, a deductive coding methodology was employed. Deductive coding was utilized to explore themes that are pertinent to the research questions of this study. For the purpose of this study, it was assumed that surveillance methods are used, specifically by bystander citizens. However, it was not apparent the lived experiences and perceptions of officers towards these surveillance methods. Thus, it was ideal to use deductive coding methods to explore the

resultant themes and compare these to the pre-existing knowledge base within the reviewed academic literature (Saldana, 2015; Rivas, 2012).

Following deductive coding, thematic analysis proceeded based upon the six-step procedures suggested by Braun, Clarke, Hayfield, and Terry (2018). The six-step procedure includes: familiarization, generating codes, constructing themes, revising themes, defining themes, and producing the report. First, this step required me to take verbatim notes during the interview process and then transcribe the interviews. Familiarizing with the data was a crucial portion of the thematic analysis, which required me to delve into the data. This process allowed me to be fully aware of the data collected and to be prepared for the following stages (Braun et al., 2018).

Next, codes were generated using NVivo 11 software, and a deductive coding was performed. Subsequently, themes were constructed based upon the previous codes organized through NVivo and deductively created. These themes were subsequently developed through those that were readily apparent from the data; however, these took into consideration preliminary themes, which were then refined in the following steps.

The following steps refined possible themes such as emotions of fear or feelings of aggression that are creating stress in the officers. This included reviewing themes that were not detailed enough to be analyzed. This step also included fully defining the final list of themes and articulating how these themes fit or did not fit, within the literature reviewed. I also explored how, or if, these themes were interconnected with each other. This step of thematic analysis also defined how these themes fit within the originally proposed research questions. After this, the final analysis was constructed. The analysis

included a presentation of the defined themes and an analysis of these themes within the research questions. This stage presented the lived experiences and perceptions of police officers based upon the themes which were refined and defined in the previous stages.

Issues of Trustworthiness

Data obtained during research studies must be tested for trustworthiness. To test the validity of this study, I used the method of triangulation. Triangulation is a method to identify any existing contradictions or discrepancies in the data collected (Flick, 2018). In this study, I searched for a common theme within the participants' answers to the questions. This helped identify some type of homogeneity and consistency in the data. By identifying recurrent themes from the interviews, I made the data valid and scientifically provable.

To better comprehend the perspectives of the participants and the meaning they are giving to the experiences in question, I focused on the method of transferability. Transferability is defined as the degree to which the research findings can be utilized in other studies and settings (Coghlan & Brydon-Miller, 2014). Finally, to challenge the validity of the data obtained, I employed confirmability. This was achieved through triangulation and reflexivity (Ashatu, 2015).

Reflexivity is defined as the technique used to expose ethical and relational concerns in the study through self-aware reflection and analysis (Finlay, 2012). In addition to self-analysis, the process used to obtain knowledge during the research was audited to verify objective and subjective contributions (Coghlan & Brydon-Miller,

2014). The use of a researcher journal aided in this process by documenting these contributions for the final audit.

Ethical Procedures

In terms of ethical procedures, Walden's IRB guidelines and protocols were followed to obtain permission to use human subjects in the study. An adequate sample size was sought to avoid the unnecessary burden of participants. The participants were not pressured to participate in any way. The voluntary nature of their participation was made clear throughout the process. The participants were given ample time to express themselves without interruption.

Consent forms were also obtained from participants prior to conducting the interviews. These consent forms explained several important facts to the participants. First, it outlined the protection and ethical guidelines that were to be used to maintain the participants' anonymity. Second, it ensured the voluntary nature of the process and informed of the right to withdraw at any time without any type of consequence. Reactions to questioning regarding personal and individual feelings or thoughts is something that varies depending on cultures and contexts (Hammersley & Trainanou, 2012). My duty was to make sure ethical guidelines were met by publishing all findings and making the data available to the public and to other researchers.

During the interview process, ethical procedures were also taken into consideration. I made sure to be in a private setting when the interviews took place and also made sure the participants understood the importance of being in a private or secluded location when they were being interviewed. Participation was not forced to

answer any of the questions. It was made clear to the participants that they had the option not to answer a particular question or end the interview at any moment. Finally, my contact information was provided to the participants to answer any questions that could arise after the interview.

In this study, it was imperative to treat the data obtained with the utmost integrity to promote knowledge, which was the number one goal of the research at hand. After the interviews, data obtained was secured by a double lock, which included a locked file cabinet in a locked office. This data will be secured for five years per requirement of Walden research guidelines. Scientific researchers must be cognizant of ethical concerns that may hinder the results of the study. Qualitative research studies must assure high ethical guidelines to encourage and boost morality and efficient standards of practice (Byerley et al., 2017). This study included human subjects so ethical procedures also took into consideration guidelines that made sure these individuals were treated with respect and dignity throughout all stages of the research.

An ethical concern in this study had to do with the participants not understanding their right to deny participation. These participants were selected using the snowball method. Because of this, it was vital to convey the message that participation was not mandatory in any way. Another concern was that participants failed to comprehend the nature of the study and its impact on their lives. It was important to make this clear to each one of the individuals participating in the study. Participants should feel comfortable and at ease and must not feel that their privacy is being invaded. It was my responsibility to deal with challenges related to this through effective and transparent communication.

Another ethical concern was the study being affected by the fact that I had experience in background investigation for employment purposes and had conducted numerous interviews as part of her job. A background investigator is trained to, at a certain level, prevent the interviewee from taking control of the interview and to only select facts and non-emotional details during the interview. These habits were to be avoided when conducting interviews for this study. Nevertheless, having a vast interviewing experience proves to have some benefits during the questioning and annotating process, such as accuracy and speed when taking notes. However, it was important to avoid interrupting or not taking notice of emotional responses.

As the researcher in this study, I needed to understand the unique ethical challenges that could have been presented in this qualitative research. I could not use any research method without considering my self-consciousness, multicultural elements, and collaborative contention (see Ponterotto, 2013). This process required some adaptability, but it was not an impossible task.

Summary

This study gathered the lived experiences of patrol officers who have had experience watching postings of online law enforcement activity posted by citizens. This data was used to better understand if online postings and streaming of police activity have adversely affected police behavior. This study was created to explore the perceptions of surveillance from police officers and explore the impact of surveillance, if any, on police officers' ability to perform their job duties. A phenomenological qualitative approach with semistructured interview questions was chosen to accomplish the study goals.

This phenomenological research's design rationale revolved around the perspectives and feelings towards online postings and streaming of police activity. The phenomenological approach led the path towards uncovering this type of experience in the field. To achieve this, I followed strict ethical guidelines. Among my responsibilities were the tasks of identifying a representative sample, encouraging participation, and conducting interviews with a high level of objectivity.

Some ethical considerations presented in this chapter were making sure the participants understood their rights throughout the process and not allowing the experiences of the researcher to impact or affect the data. There were also issues of trustworthiness to consider. To maintain trustworthiness, I used the method of triangulation to identify homogeneity and consistency in the data obtained. Transferability and confirmability were also used as methods to validate trustworthiness. Confirmability was sought by the constant and frequent revision of the data throughout the study. I also kept organized field notes during the entire process and maintained an audit track of all steps taken.

A sample of 8 police officers of metropolitan areas was used as a sample size. This sample was taken from the states of Florida, New York, and Puerto Rico. Telephonic interviews took place as the method of obtaining data. This turned the researcher into the primary instrument of this study. The data obtained was organized and categorized for the labeling of codes. The NVivo software program was used in this part of the process.

Chapter 4: Results

To provide a more comprehensive understanding of the effect of video recordings by citizens on police officers, I adopted qualitative phenomenological exploration to gather details on police officers' lived experiences. Using a phenomenology methodology enabled me to obtain information about the experiences of police officers who have been filmed by citizens on their daily job tasks and videos of whom may have been posted on social media. Through semistructured interviews, I was able to obtain in-depth information about the experiences of the participating police officers. In this chapter, I provide an in-depth description of the adopted process of data collection and analysis, along with the description of the participants' demographics and the obtained themes.

Demographic Data

A total of eight participants took part in the study. Two were police sergeants (P1 and P8), whereas the remaining six were patrol officers (P2, P3, P4, P5, P6, P7). The eight participants had varying years of experience as law enforcement officers. P8 had the longest experience of 22 years, while P6 had the least experience of 2.5 years as a law enforcement officer. As shown in Table 1, P2 had 15 years of experience as a law enforcement officer, whereas P3, P4, P5, and P7 had 7, 3, and 11 years of experience, respectively. Table 1 also shows that the law enforcement officers who took part in the study worked in different stations across different counties. During the interview, six (P2, P3, P4, P5, P6, and P7) of the eight participants were taking part in daily patrol, while the other two who occupied a police sergeant's position carried out supervisory duties. Prior to becoming police sergeants, P1 and P8 had also patrolled daily. The average number of

years of patrolling among the participants was 10 years, with P2, P5, and P8 having the highest number of years in patrol (15 years) and P6 having the lowest (2 years). The participants' average age was 35.5 years, with P8 being the oldest (45 years) and P4 and P6 being the youngest (26 years). The participants were selected from different racial backgrounds. Two of the participants were White (P1 and P5), three were Hispanic (P2, P4, and P7), and two were Black (P3 and P8). One of the participants (P6) was Asian. All participants indicated that they had been video recorded by the public when carrying out their duties (see Table 1).

Table 1

Summary of the Description of the Study Participants

	Participant 1	Participant 2	Participant 3	Participant 4	Participant 5	Participant 6	Participant 7	Participant 8
Position	Police sergeant	Patrol officer	Patrol officer	Patrol officer	Patrol officer	Patrol officer	Patrol officer	Police sergeant
Law enforcement experience	19 years	15 years	7 years	3 years	20 years	2 years	11 years	22 years
Zone of work	Gladsen County, FL	San Juan Metro area of Puerto Rico	Miami Dade county	Manhattan East, NY	North of Puerto Rico	Harlem NY	San Juan Condado	Miami Dade County
Patrolling daily	No	Yes	Yes	Yes	Yes	Yes	Yes	No
Nature of patrol	Vehicle	Vehicle	foot and vehicle	Vehicle	Vehicle	Vehicle	foot and vehicle	foot or in a vehicle
Years in patrol	13	15	7	2.5	15	2.5	11	15
Age	41	43	32	26	40	26	31	45
Race	White	Hispanic	Black	Hispanic	White	Asian	Hispanic	Black
Ever recorded	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes

Data Collection Process

The collection of data first involved the selection of the participants based on a snowball sampling approach. The approach involved sending emails to police officers I knew, who then forwarded the email to the target participants. I did not know these target participants. The invitation emails described the eligibility criteria. After reviewing these criteria, the eligible participants made direct contact with me via phone or email based on each participant's preference. I ensured that the participants were made aware of their rights, their role in the study, the freedom to withdraw at any stage, and how their data would be safeguarded and used in the study. Out of thirteen prospective participants, only nine responded to the email, and eight of these returned the consent form. I only included the participants who consented to the information presented in the consent form. The participants arranged to have the interviews conducted via phone at a date and time convenient for them. The interviews were carried out via phone in July 2020. The transcripts were stored in a locked file cabinet in a locked office.

Data Analysis

The analysis of the transcribed interviews involved reading the text to establish an understanding and the perspective of the participants regarding the various aspects of the research question. First, I uploaded the transcribed interviews to NVivo 12 and carried out the first cycle of reading to become familiar with the content, followed by the second cycle of reading where specific texts were assigned codes that were relevant to the recent question. I read each of the interviews three to four times, and for each cycle of reading, new codes were identified while the existing codes were modified by deletion or

aggregation. After the fourth cycle of reading, 58 codes were developed, with a total of 163 references from the eight interviews (see Table 2). The demographic variables presented in Table 1 were also assessed in NVivo by cases (the eight participants) and by assigning attributes to the cases as obtained from their interview responses. The use of case classification options in NVivo allowed me to construct project maps to explore the influence of demographic variables on the obtained responses and views shared by the participants.

Table 2

Identification of the Initial Codes That Were Obtained

Codes (*N* = 58)	Files	References
Act of aggression	6	6
Affect family	1	1
Angry	4	5
As a challenge	2	2
As learning experience	5	5
Biased assumptions	2	3
Concerned of prosecution	1	1
Creates conflict	2	2
Dislike videos	2	2
Disturbing	3	4
Drive positive change	4	4
Early retirement	1	2
Excessive force	3	3
For attention	3	4
Harassment	1	1
Hate police	1	1
Hurting	1	1
Hypocritical	1	1
Incitement	8	9
Increasing	2	2
Influence to act cautiously	3	6
Judgment tool	4	5
Learn to ignore	2	3
Long term effect	1	1
Made things worse	3	3
Misjudgement	5	9
Misrepresentation	5	7
Misunderstood	3	4
Need for scrutiny	1	1
Negative psychological effects	0	0
New code	0	0
No body cams	1	1
No immediate effects	1	1
No value	3	3
Notoriety	1	1
Okay	3	4
Perspective	1	1
Politics	3	3

(*table continues*)

Codes ($N = 58$)	Files	References
Poorly informed public	1	1
Positive of body cam	4	5
Posts frightening	3	4
Public ignorant	1	1
Quick to judge	1	1
Recording interfere with police work	4	6
Rewards	3	3
Ruin career	1	1
Sad	1	1
Safe distance	1	1
Selective posts	3	3
Should have empathy	1	1
Stress	3	4
To get justice	1	1
To harm	2	2
Trigger self-reflection	3	6
Uncomfortable	4	4
Unease	2	2
Verbal argument	1	2
Wrong reasons	2	2
Total	8	163

I assessed the identified codes again with the aim of grouping the ones that had similar information and deleting the irrelevant codes. The codes that were identified to convey similar information relating to the research question were grouped under one category. The different categories were further assessed with the aim of aggregating similar groups to form themes. I carried out the described steps iteratively, leading to the identification of five themes that had a total of 125 references obtained from the eight interviews (see Table 3).

Table 3

The Summary of the Themes and the Associated Reference at the Final Stage of Analysis

Name	Description	Files	References
Theme 1: Reasons for police video recording and posting	Why people decide to record and post the video of police when discharging their duties	8	24
Theme 2: Negative effects of user-generated online postings on the lives of police officers	Ways in which the user-generated online postings negative influence the lives of police officers	8	53
Theme 3: Positive effects of user-generated online postings on the lives of police officers	How the user-generated online postings affect the lives of the police officers	8	27
Theme 4: Coping approaches	Approaches that can be used by the police officers to manage the effects of user-generated recorded postings	7	21
Total		**8**	**125**

Evidence of Trustworthiness

I used recommendations by previous authors in achieving trustworthiness. One approach I adopted was triangulation, a method suggested by Flick (2018) to be effective in ensuring credibility by identifying and eliminating contradiction and discrepancies in the data. I also used the recommendation by Coghlan and Brydon-Miller (2014) to improve the transferability of the research findings. Enhanced confirmability was achieved based on the recommendation by Ashatu (2015). The description of how I achieved each of the above features of trustworthiness is provided in this section.

Credibility

The credibility of the data was assessed based on triangulation to identify the common themes within the narratives presented by the participants. The approach indicated that there were homogeneity and consistency in the data that was obtained as evidence by recurrent themes from the different interviews. The recurrence of the themes across the different interviews can be shown in the raw data that was obtained from the initial coding step (see Appendix A). These steps developed a degree of transferability, which allowed the research findings to be used in other settings (Coghlan & Brydon-Miller, 2014). Reflexibility was used to show ethical concerns.

This study also ensured credibility by strictly adhering to well laid out steps presented in Chapter 3. The data that was obtained from the different participants provided in-depth responses to the research questions, which I was achieved by using follow-up questions. I also achieved credibility by ensuring that all the information from the participants were transcribed and included in the analysis. Further, I emailed the transcripts to each participant for content verification, which ensured that the transcription step did not alter the information through the omission or the addition of extraneous text.

Transferability

Although attempts were made to enhance the transferability of the findings, I understood that the aim of the qualitative approach that was adopted was not to focus on generalizability but to present context-based truths. Therefore, the approach to enhance the generalizability focused on the development of a comprehensive understanding of the

research phenomenon from the participants' perspective and the development of meanings based on their understanding of their lived experiences. Using a detailed description, I provided an in-depth description of experiences relating to user-generated online postings based on the different narratives. It should also be noted the comprehensive description of the procedures that were used in the analysis (see Chapter 2 and Analysis section above) enable the research findings to be utilized in other studies and settings, therefore, enhancing transferability (Coghlan & Brydon-Miller, 2014).

Confirmability

The use of triangulation and reflexivity allowed me to ensure that the study achieved enhanced confirmability. I was keen to carry out self-analysis and reflection and this is evident by the steps taken to identify my own contribution and beliefs using box brackets. I also consulted the literature to ensure that the approach to the analysis of the data was subjective and based on the consideration of contextual factors. I further enhanced the confirmability by ensuring that each of the interpretations provided was supported by a quoted response from the participants.

Dependability

Enhanced dependability in this study was shown by clearly presenting the logical selection of the participants and collection of data. The interpretation and reporting of results were also explained in a detailed manner. I documented the process through which technology was developed, which included the collection of data, transcription, coding, and thematic analysis. In each step, I provided the output. A record of field notes,

archives, and reports was kept and constantly reviewed throughout the research process so as to avoid making mistakes and make sure that standards were being met at all stages.

Results

Description of the emerging themes

Table 4 provides a summary of the themes that were obtained along with their sub-themes and references. From the five themes that emerged from the analysis of the eight interviews, the theme relating to negative effects of user-generated online postings on the lives of police officers (Theme 2) had the highest number of references (53/125), which suggests that most of the participants shared views that were associated with the negative effects of video recordings and posting on online social media platforms. Table 4 also indicates that Theme 3, which described the positive effects associated with the video recordings, was the second highly mentioned while the theme on coping strategies was the least mentioned. In this section, the description of the five themes is provided along with the quotes from the participants.

Table 4

Description of the Themes and Subthemes

Name	Description	Files	References
Theme 1: Reasons for police video recording and posting	Why people decide to record and post the video of police when discharging their duties	**8**	**24**
Subtheme 1a: Attention seeking		3	4
Subtheme 1b: Incitement		8	9
Subtheme 1c: Political reasons		3	3
Subtheme 1d: Reward seeking		3	3
Subtheme 1e: Seek justice		1	1
Subtheme 1f: Settle scores		4	4
Theme 2: Negative effects of user-generated online postings on the lives of police officers		8	53
Subtheme 2a: Adds no value to the police work		4	4
Subtheme 2b: Negative psychological effects		8	21
Fear and frustration		5	12
Results in anger		4	5
Source of stress		3	4
Subtheme 2c: Strained relationship with the public		6	19
Biased assumptions from the public		3	6
Fuel unwarranted public criticism		6	13
Subtheme 2d: work-related negative effects		8	30
Act of aggression		6	6
Cause of early retirement		2	3
Concerns over flawed judgment		5	9
Interferes with the discharge of duties		7	12
Theme 3: Positive effects of user-generated online postings on the lives of police officers	How the user-generated online postings affect the lives of the police officers	8	27
Subtheme 3a: Facilitates efficient scrutiny of police action		2	2
Subtheme 3b: Monitoring of excessive force		3	3
Subtheme 3c: Positive work-related experiences		8	22
Encourage caution		3	6
Learning experience		5	5
Tools for positive change		4	4
Trigger reflection		4	7
Theme 4: Coping approaches	Approaches that can be used by the police officers to manage the effects of user-generated recorded postings	7	21
Subtheme 4a: Acceptance		5	7
Subtheme 4b: Addressing the police concerns		3	5
Subtheme 4c: Learning to ignore		2	3
Subtheme 4d: Reliance on body cams		4	6
Total		**8**	**125**

Theme 1: Reasons for Police Video Recording and Posting

Analysis of the interviews revealed that the decision by the public to record police while discharging their duties was motivated by various reasons. This theme describes why people decide to record and post the video of police when discharging their duties. The analysis outcome showed six perceived reasons why the public carry out video recordings and posting on social media platforms. The six types of reasons are grouped in this section as subthemes, which include attention-seeking, incitement, political reasons, reward-seeking, seeking justice, and settling of scores. A detailed description of the highlighted subthemes is provided in this section.

Subtheme 1a: Attention seeking. The views shared by three (P2, P4, and P8) of the eight police officers who took part in the study suggests that one of the reasons the public record and post police officers in action on social media platforms is to seek attention. According to the participants, those who record the police officers are taking advantage of the attention that has been given to such recordings by the public and the news outlets to gain popularity. When asked what they thought was the motivation for such a recording and posting on social media, P2 answered that "Some do it for attention." According to P4, those who carry out such recordings and postings on social media, "Do it all [for] the views, the likes." He further added, "People are looking for popularity." P8 also supported the view that those who carry out such a recording "want attention."

Subtheme 1b: Incitement. All the police officers who took part in this study except P4 perceived the individuals who carry out video recording and posting on social

media platforms to be motivated by the need to incite the public. It should be noted that the participants who viewed the posting of video recordings of police officers on social media made reference to what they perceived to be incomplete, manipulated, and inaccurate recording of police officers in action. The participants used terms such as agitators to describe the individuals who post such police video recordings on social media. According to P1, those who do the recording "are agitators" whose aim is "To incite violence". P2 agreed with the views of P1 and noted that those who do the recordings are motivated by the need "To create conflict." P5 also noted that those who post videos of police officers often look to "Instigate violence." Regarding the reasons for recording and posting police officers, P7 responded "They want to create conflict. They want riots and violence." P8 also agreed that those who post videos of police on social media platforms "want riots."

Some of the responses on incitement as the main motivation for those who video recorded and posted police officers on social media platforms highlighted the underlying racial tensions. The views shared by P3 indicated that those who record police seek "To ignite conflict and violence between the races." Others noted that the incitement was focused on turning the public against the police. P6 noted, "They want to bolt officers and enable violence. They want suspects to resist arrests and make situations worse." P6 was also convinced that individuals use social media to create chaos and divisions, which he could not understand.

Subtheme 1c: Political reasons. Some of the police officers (P1, P2, and P4) who took part in the study were of the view that the individuals who record and post

inaccurate videos about police officers when carrying out their duties do so for political reasons. When asked about what motivates individuals to post a video recording of police on social media, P1 emphatically responded, "Political reasons." According to P2, those who record and post police officers on social media aim to set on motion events that would lead to a change in policies and government practices. P2 noted, "They want to change government policies and practices." P4 also noted that such recordings have been used as tools to engage with politicians and to cause a change in national laws. P4 noted, "It has been used to reach politicians and to change laws nationwide."

Subtheme 1d: Reward seeking. The views shared by three (P1, P2, and P5) of the eight police officers who took part in this study suggested that those who recorded post police officers posted such recordings on social media platforms for personal benefit. The participants noted that the main motivation was financial rewards. In explaining the motivation behind video recordings and posting on social media platforms, P1 highlighted "Monetary gain or rewards" while P2 simply responded that the individuals do it "for money." P5 also noted that those who post such videos on social media "Want to gain money."

Subtheme 1e: Seek justice. Two (P3 and P2) of the eight participants reported that those who recorded and posted videos of police officers on social media platforms did so as a means of seeking justice. According to the assessed responses, the police officers view that the postings act as a means through which individuals seek to fix problems and mistakes that were committed previously by the police or the government. According to P2, the recordings are used to fix what is perceived to be racial injustice

previously committed by the police. P2 noted "Some want to fix all of the racial division that has been created over the years through the police. They want to start with the police because officers are the easiest target." P3 noted that such recordings are also used as tools to show injustice committed by the police and to force action to be taken. When asked about the reason why people video record the police, P3 noted, "People look for justice, for things to be done the right way."

Subtheme 1f: Hurt the law enforcement system. It also emerged that the need to hurt the police and the entire law enforcement system is one of the reasons that motivate individuals who record and post videos of police officers. Four (P3, P4, P7, and P8) of the eight police officers who took part in this study noted that the recordings were aimed at harming the police. P3 shared views that suggested that those who record and post videos of police officers on social media seek to harm the officers. P3 gave opinion regarding how he views the police videos posted on online platforms and noted that he sees "The intent to hurt officers." P4 also indicated that "One of those reasons is to harm officers." P7 noted, "People are going after the entire police department and they are causing more distrust towards us." According to P8, the police video recordings that are posted on the online platform targets to hurt the reputation of the law enforcement system. P8 noted, "Social media videos are used to damage our reputation and hurt the system."

Theme 2: Negative Effects of User-Generated Online Postings on the Lives of Police Officers

The lived experiences and opinions of the participants also suggested that the user-generated online post of police officers negatively affect them in various ways. This theme describes ways in which the user-generated online postings negatively influence the lives of police officers. Based on the lived experiences shared by police officers who took part in the study, it emerged that the negative effects associated with user-generated postings on the lives of police officers constituted four major groups. The four groups were identified as subthemes and included, work-related negative effects, strained relationships with the public, negative psychological effects, and the fact that it adds no value to the police work. The subthemes are described along with the quotes obtained from the participants.

Subtheme 2a: Negative psychological effects. Some of the police officers indicated that they suffered psychologically, or they have encountered individuals who have suffered psychologically due to the online user-generated online postings. The major psychological effects that were reported by the police officers included fear and frustration, anger, and stress.

Fear and frustration. The participants who expressed fear over the user-generated online postings indicated that the fact that such postings are used to automatically judge them as guilty is frightening. P1 noted, "Listen, it frightens me because officers shown on these videos are automatically guilty." P2 also noted that the perception that the administrators use the postings to investigate their actions cause them

to fear such postings. P2 noted, "I guess we fear that the video will be used by administrators to investigate our actions."

The fears associated with user-generated online posting that was expressed by the police officers was also noted to be associated with their perceived lack of control over such recordings. According to P3, the user-generated online postings are like "Beast [s] that no one can control." The perceived lack of control over the recordings makes the police officers view such postings as threats. P 8 noted, "Activities used to scare me. It is something else I don't have control over. I see it as a threat." P 8 added, "It makes me uncomfortable. Now it makes me worried that one of my officers will be the next to be shown on a video that goes viral."

Police also expressed frustration with the user-generated online postings. This is evident in the experiences shared by P2, which he indicated that "In general, these videos make me frustrated." When I asked to share his feelings regarding the online postings, P4 noted, "My experience is frustration. I get frustrated."

Results in anger. The views shared by the participants (P2, P5, and P6) also suggested that user online generated videos angered the police. The participants indicated that they got angry whenever they saw videos of themselves or their colleagues being posted on online social media platforms. When asked about his views on recorded videos of him being posted on social media P2 responded, "This gets me angry." P5 also indicated that the videos made him angry. He noted, "I'd hate to see anyone in my department being criticized on social media." P6 also indicated that "They (those who take videos of him at work) make me extremely infuriated.

Source of stress. Three (P2, P3, and P4) of the eight participants indicated that the user's online generated videos were a source of stress to police officers. According to the participants, one way in which the videos act as a source of stress is by causing the recorded police officers to worry over the possible implication of the recordings. P2 observed, "It creates more stress on an already super-stressful job." The participating police officers also noted that the fact that they did not have control over online posting videos increased the level of stress. P3 noted, "Online postings of police activity is something that we have very little control over. This always creates stress." In his response, P4 indicated, "Stressed over my own actions as an officer...May cause their level of stress to rise, which could eventually change the outcome of the situation."

Subtheme 2b: Strained relationship with the public. The other negative effect of user-generated online videos is their role in creating a bad relationship between the police force and the public. The views shared by the participating police officers indicated that such videos resulted in the public making biased assumptions concerning the conduct of the police officers. They also felt that the videos created unwarranted public criticism of the police.

Biased assumptions from the public. Concerning the views on biased assumptions from the public, it emerged that the police officers believed that the public made inaccurate assumptions when they relied on inaccurate online videos. Some attributed the biased assumptions made by the public to their dishonesty when analyzing the posted videos. P1 noted, "One thing I'm sure of, and that is that people would not make honest assumptions." P1 also felt that it was not fair for people to sit at home and

judge police officers based on the videos because it created "all kinds of incorrect assumptions." P1 further noted that it felt inappropriate for the public to be hypocritical when judging police officers based on inaccurate video recordings and yet seek their help when they are in danger. According to P3, the inaccurate information contained in user-generated online videos made the public to quickly judge officers and "construct a story without having sufficient information." P4 also shared views suggesting that he felt the judgment of the police by the public based on videos posted online was unfair.

The participants shared information that suggested that the biased assumptions made by the public were due to the lack of adequate understanding of police work and the environment in which they discharge their duties. P1 noted, "It's easy to judge but hard understanding what it feels like to be an officer in current times." They noted that the public does not understand what is going on in the minds of the police when they encounter a life-threatening situation. Therefore, they noted that, when presented with insufficient information and without understanding the nature of police work, the public tends to make biased assumptions. P1 noted, "The reason for this is that those people that view these online videos do not understand that we go to a neighborhood with only the details that are provided by the 911 dispatcher, like, "there may be an intruder in the house" or "he may be armed", so this is what we have in our minds going in." P2 further added that he wished that "people would understand how difficult" the police work.

Fuel unwarranted public criticism. The participants expressed their concerns over the unwarranted criticism they received from the public, which they associated with the user-generated online videos. In expressing their dissatisfaction with such criticism,

the participants used words such as "racists" and "guilty." P1 noted that the officers "Are called racists and guilty based not on the facts" due to the incorrect societal judgment the public upon viewing the incorrect user-generated online videos. P1 further noted that the officers who are portrayed in social media "become harassed." When queried about his perception regarding the user-generated online videos, P5 noted, "It ridicules and criticizes."

P3 also raised concerns over the unwarranted criticism from the public upon viewing user-generated online videos. According to P3, the public "Twist" the information presented in the online platforms and end up incorrectly criticizing the police for excessive use of force. He noted, "When it comes to social media, my actions can be twisted and criticized to a point where, what was not necessarily incorrect during the intervention, is now what many consider to be excessive use of force." P4 also expressed concerns over unfair criticism that can arise from the public spinning the information presented on the online videos. He noted, "I worry that people will spin it to make me look bad. Even if I'm doing everything correctly, they always pick at something." P4 added that the unfair representation of police in the user-generated online videos makes the police officers "More susceptible towards judgment and criticism and I believe this situation will get worse." P3 was concerned that the unfair criticism of the police by the public can result in the police no longer knowing what the public wants with regard to their safety and adherence to the rule of law.

Subtheme 2c: work-related negative effects. The participants also raised concerns over the negative effects that the user-generated online videos have on their

work and ability to discharge their duties. The major concerns that emerged from the lived experiences narrated by the participants included the view that such videos were acts of aggression, the concerns that such videos forced police officers into early retirement, possible use of the incorrect representation of officers on the online videos as a means of judging their actions, and the direct negative impact on the discharge of duties.

Act of aggression. Four (P1, P4, P5, and P6) of the eight participants viewed user-generated online videos as acts of aggression against police. P1 believed that the online posting of police officers constituted "An act of aggression." P4 also perceived user-generated online postings of police as a form of aggression. P4 noted that such forms of aggression placed a lot of pressure on them, especially during protests.

However, it also emerged from the analyzed data the view of user-generated videos of police as acts of aggression was based on how the videos were taken and the interaction with the individual taking the video. The important determinants mentioned by the participants included the distance from which the videos were taken and whether the individual who took the videos engaged the police verbally. P1 noted, "If they are close by and start throwing comments as a form of passive aggression." P6 also observed that "If it's not done from a safe distance, it can become a form of aggression because officers understand the damage that these online videos can do when they become viral." P6 narrated an incident where the bystanders who were recording showed aggression towards him although he was genuinely attempting to address the mistake committed by the individual involved. P6 noted, "I pulled over a motorcyclist who ran three red lights.

When I did, some citizens nearby began recording and saying all sorts of things like how I was being unfair and let him go and whatever."

Cause of early retirement. The experiences shared by the participants also indicated that user-generated online postings of police call the police to contemplate retirement. The participating police officers indicated that the pain, pressure, public criticism, and the psychological discomfort that comes with the postings affect them emotionally to the point that they think of leaving the force. Concerning the emotional torture associated with the online postings of police, P3 felt that the postings were messing them up. P1 shared concerns over the twisting of the information by people who capture and post the video online, which makes him "Want to leave my position." P1 added that such postings affected him to the point that he thought, "About retirement more and more each day." P3 was concerned that the user-generated online postings will one day affect him and could probably ruin his career as a police officer.

Concerns over flawed judgment. The participants also shared concerns over the possible use of user-generated online video posts as a tool for judging their actions. P1 indicated that he was worried about the emerging trend where police user-generated online postings are "used to prosecute officers." The police officers felt that the tool, when used to investigate them, presented half of the story regarding the actual events, therefore providing an inaccurate assessment of police conduct. P4 noted, "What people are seeing online is only half of the story." According to P5, the user-generated videos do not capture the wrongs done by the suspect. He observed, "They only tape certain parts. They almost never tape the suspect doing the wrong thing."

P8 believed that social media should not be used to scrutinize anything within the police force. The participant felt that the user-generated online videos when used as tools for judging police action are faulty because they do not show all the facts. P8 noted, "Social media is not something that should be used to scrutinize anything. It doesn't show all the facts. Things are changed and spun to show what the person posting the video wants you to see. It's not the reality."

Participants also shared stories where the use of user-generated video postings to judge police have resulted in negative experiences. P1 observed that "Some officers that are scrutinized may never come back from this negative experience." P2 also noted, "It saddens me that fellow officers are in deep waters because of online postings." P1 and P2 based on their shared lived experiences, therefore, concluded that user-generated videos are the worst tool for guiding judgments.

Interferes with the discharge of duties. The participants also indicated that user-generated online videos interfered with their ability to discharge policing duties. The participating police officers observed that the process of taking videos physically inhibited their ability to discharge their duties or psychologically affected the effective delivery of service. According to P1, the stress caused by bystanders who were taking videos of him distracted him from the effective discharge of duties. P1 noted, "These bystanders may have been causing him stress which may have inhibited his ability to understand what was exactly taking place." They noted that such postings cause them to have conflicting emotions, which negatively affected their ability to effectively discharge

their duties. P1 noted, "It would affect me because I would be caught in an internal conflict. I would know that my actions, even if justified, may create more conflict."

The distraction caused by bystanders who are taking videos of police was especially felt when they did so in an unsafe distance. P6 noted, "It becomes distracting if it's not done from a safe distance." The problem with individuals taking videos in close proximity to where the action is taking place is that it makes the police feel tenser, which could disrupt their ability to think and can lead to not well-thought-out action. P6 added, "If it's closer than that and if the person doing the recording starts getting verbally involved in the situation, then it may make me tenser and may disrupt my line of thought." P8 also noted, "I'm afraid that it may change the way I act. I can't tell you if it ever did but I always had that fear." The police also noted that the presence of individuals recording them would make them think more about how the public will judge them and the possible negative criticism that they will receive from the likely inaccurate postings. P5 noted that such thoughts distracted them from effectively addressing the issue at hand. He noted, "It may affect me by maybe bringing these thoughts in my mind while I should be more focused on the activity in front of me."

P4 was disturbed by people who were fast to judge the police without having enough facts. He wondered whether those people who were falsely accusing the police wanted the police to do their job or not. Regarding the negative psychological effects associated with user-generated online postings of police from the ability to discharge their duties, P4 noted, "It made me mad and I understand that these types of emotions can

affect officers at the moment and may cause their level of stress to rise which could eventually change the outcome of the situation."

The participants indicated that the lack of genuineness and accuracy of user-generated online postings of police in documenting the actual occurrences and the readiness of the public to accept such postings make them doubt what the public perceived to be just. Such doubts were noted to negatively affect the ability of the police to effectively act in such certain situations. P4 observed, "I don't know how to react in front of them because I don't know what constitutes justice in their eyes anymore."

Subtheme 2d: Adds no value to the police work. The police officers who took part in this study expressed their concern over the lack of value of user-generated online posting of police on the delivery of service. Three (P3, P4, and P6) of the eight participating police officers thought that the user-generated online postings of police officers had not changed the way they conduct their duties. P3 noted, "Doesn't change how I conduct my duties. At least, I don't think it does." P4 added, "It doesn't change the way I conduct my duties." P6 also agreed that user-generated online postings for police have not had a profound impact on the delivery of service.

On the contrary participating police officers observed that user-generated online postings have made the police work worse. Both P6 and P5 noted that user-generated online postings made situations worse. Their main concern was that the public did not benefit from such postings because they did not have the ability to accurately capture and interpret policing events. P1 noted, "However, I still don't feel that the ability citizens

have of capturing police activity and interpreting things based on an online posting has brought anything positive for law enforcement."

Theme 3: Positive Effects of User-Generated Online Postings on the Lives of Police Officers

The views shared by the participants also indicated that the user-generated online videos were associated with certain positive effects on how the police carried out their duties. This theme focused on how the user-generated online postings affect the lives of the police officers based on the narrated lived experiences. Based on the analysis of the narratives, it emerged that some of the positive effects of user-generated online postings included perceived improved scrutiny of police action, monitoring of excessive force, and other work-related positive experiences. An in-depth description of the highlighted positive effects is provided along with the quotes from the participants that support each of the highlighted positives.

Subtheme 3a: Facilitates efficient scrutiny of police action. Two (P1 and P4) of the eight participating officers shared views concerning the positive effects that the user-generated online police postings have on efficient scrutiny of police. P4 acknowledged the postings as being accepted universally as a method that is used in assessing the actions and conduct of law enforcement officers. P4 noted, "It's been a method used universally to assess law enforcement." According to P2, the use of user-generated online postings facilitates the administrators to have an easy way of judging officers' behaviors. He noted, 'Oh, it's the easiest way to judge an officer's behavior."

Subtheme 3b: Monitoring of excessive force. The analyzed narratives also indicate that the user-generated online videos enabled the monitoring of excessive use of force by police. The participants admitted that the postings have in some cases shown police using excessive force. P5 noted, "I have to admit that sometimes it does show excessive use of force." The participants also observed that the posting provided evidence of officers who broke the law when executing their duties. P6 noted, "I agree that a video that is recorded from a body cam or by a bystander at a safe distance, also shows how the individual broke the law." P7 admitted that the online postings of the police enabled him to identify situations where police committed crimes. He observed, "I look at the videos of other officers and I think: Could they be committing a crime?"

Subtheme 3c: Positive work-related experiences. Based on the analyzed narratives, it emerged that user-generated online postings of police have various positive effects on police work. Some of the positive effects that emerged from the shared lived experiences included encouraging the police to exercise caution, providing a means through which the police could learn, reflect and improve on their work, and tools for positive change. The highlighted positive effects of user-generated online postings on the delivery of service by police are discussed based on the actual experiences shared by the participants.

Encourage caution. The participating police officers indicated that the user-generated online postings made them cautious when carrying out their duties. They noted that knowing that the public was scrutinizing and recording their actions made them cautious since they did not want to be involved in career-threatening situations.

According to the experiences shared by P1, the police evaluated their actions more when they were being recorded. P1 noted, "It has made me more cautious and vigilant. Other times it may make me evaluate my actions more. I think that knowing that the video may become available for many people to see makes me act more cautiously sometimes." P4 and P7 agreed with P1 regarding the positive impact of user-generated online postings. P4 noted, "It has made me more cautious." P7 also observed that when he knew that his action was being recorded he made sure he looked "Good and act[ed] professionally."

Learning experience. Participating officers also indicated that user-generated online postings provided a platform for them to learn. P5 emphatically indicated that "The recording itself can be a learning opportunity." By observing the conduct of the police officers portrayed in the postings, the officers noted that they looked for ways to avoid what was alleged to be the mistakes committed by affected officers. P2 noted, "Well, I like to learn about these. I observe the actions of the officers and put myself in his or her position. I try to learn from their alleged mistakes so I can avoid this type of situation." P3 also noted that he sought to avoid the alleged abuses committed by other offices by learning from the posted videos. He noted, "I sometimes watch them to learn about what to avoid or how to quickly assess situations so that my actions are not depicted as abusive." P8 noted that as a police sergeant, he sought to use user-generated online postings as a means of enabling the officers under his command to learn how to engage the public. He noted, "I want to use this as a learning tool for my officers."

Tools for positive change. The experiences shared by the participating police officers also suggested that user-generated online postings provided tools for positive

change within the police force and the society at large. P3 noted that the user-generated

online postings were just a continuation of what was required for the society to achieve

equality. He noted, "I think these are just a continuation of what is needed for our society

to develop equality between people."

The participants also shared experiences on how user-generated postings have

resulted in tangible positive change. P6 noted the postings have made him to be aware of

his cursing behavior and to seek to avoid it. He noted, "Personally, I curse like a sailor

but I'm trying to avoid this and speak more professionally." P8 also noted that the

postings and the presence of the individuals recording his action made him observe due

diligence and be alert. He noted, "It made me more preoccupied of my actions in the

field."

The user-generated postings were also observed to strengthen the adherence to the

rule of law by the police. According to P6, the user-generated online postings have made

the police to avoid exercising discretion. He noted that they could not handle anymore

what they perceived to be small mistakes committed by individuals. He added the

postings made them act even when they were not very sure that individuals committed

any violations. He noted, "There is no discretion anymore. Now, with all the recordings,

officers are obligated to take more firm action like summons and tickets. Officers don't

let anyone loose even if they are not 100% sure a crime or violation was committed. We

must act."

Trigger reflection. Experiences shared by the police officers regarding user-

generated online postings suggested that the postings made officers reflect on their

actions. P1 observed that the postings made him reflect on the situations and challenges that the police encounter. According to him, the postings made the officers interrogate their possible actions when faced with what was being posted on the videos. P1 noted, "So when I see these videos, my mind goes to thinking "what was in that officer's or officers' minds prior and during that intervention?" P7 noted that the postings, especially those that showed excessive use of force, made him reflect on what was perceived to be too much force. He noted that the postings of other officers made him reflect "How much force is too much force. I try to evaluate these online videos to see if I would've done the same thing, you know, use the same force."

P2 observed that user-generated postings made the officers engage in a discussion regarding their actions. P2 noted, "Other times it may make me evaluate my actions more. When I speak with my partner, we discuss how our actions will look like through the lens or, we debate as to what part was recorded and what part was left out." It also emerged that the user-generated postings made the officers reflect on how their actions were being viewed by the public. P3 noted, "I go over my day and think about the recordings. I think about what these videos may show, what are people going to see, and what will the interpretations will be." According to P4, the central question that the police officers ask themselves when they think of the postings is whether they did the right thing. He noted, "It later comes back to my mind when I'm evaluating my actions that day. After the fact I do wonder, what part are they showing? Would it make me look bad? I question myself, am I doing things right?"

Theme 4: Coping approaches

  The lived experiences and views shared by the participants also provided insight into how police officers can cope with the challenges associated with user-generated postings. This theme describes the approaches used by the police officers to manage the effects of user-generated recorded postings. The coping strategies that emerged from the analysis of the narratives including acceptance, need to address his concerns, learning to ignore, and the need to rely on body cams. The identified coping strategies are described based on the participants' lived experiences and opinions.

  Subtheme 4a: Acceptance. The participants noted that one of the effective ways for coping with the challenges associated with user-generated posting is for the police officers to accept that the postings are part of the job and it is the right of the public to record and post such videos. As noted by P8 "it's everyone right" to record what they want, therefore the police need to accept it. Although he acknowledged that the online postings were challenged to him, P2 noted, "I have accepted it as part of my challenges as an officer." The officers indicated that accepting that recording and posting of videos by the bystanders was the norm enabled them to worry less and to concentrate on their duties. P7 disliked being recorded and posted online. However, he noted, "I am not worried about being recorded."

  Subtheme 4b: Addressing the police concerns. The analyzed narratives also suggested that one of the strategies that can help the police to cope with the challenges associated with user-generated online postings is to address the concerns they raise. According to the views shared by the participants, user-generated online videos should be

recognized as being biased since they do not paint the actual picture of what the police are exposed to and the actual conduct of the suspect. It also emerged that although the police might not mind being recorded, they raised concerns about the behavior and the conduct of the individuals recording search videos. Some of the concerns raised included verbal engagement and abuse and the attempt by those recording to start riots and to incite the suspects to resist arrest. These concerns according to the participating police officers created challenges for law enforcement and made them dislike such recordings.

Subtheme 4c: Learning to ignore. The other coping strategy that emerged from the views and lived experiences shared by the participating police officers was the need to learn to ignore the individuals who are recording, and the possibility of the videos posted on the online platforms. P3 noted that for him to effectively discharge his duties he had to ignore individuals the possibility of the video being posted on social media. P4 noted, "I don't necessarily think about the video being posted on social media at the precise moment I'm handling the situation." P5 also observed that ignoring the video recording done by the bystanders and the possibility of it being posted made it easier for him to concentrate on addressing the issue at hand. He noted, "I try not to think about it. I guess it's easier to ignore."

Subtheme 4d: Reliance on body cams. It emerged that the participants believed that the videos captured using body cams provided a better approach to monitoring and scrutinizing police work. The participating police officers perceived body cameras to provide an accurate portrayal of their work. They noted that they did not have any issue with the videos captured using body cams being used by their superiors to judge their

action. They also noted that body cams provided ways through which law enforcement can improve the provision of service to society. In acknowledging the positive impact of body cams P3 noted, "It portrays me doing my best. My honest job. This is what I see when I see my own body cam video and I think it's what my superiors see." P6 shared his preference for body cams, he noted, "Personally, I like having my body camera. Recordings give me some security." Concerning the effectiveness of body cams in the provision of quality service, P8 noted, "Body cam videos are a tool used by law enforcement to improve the services we provide to the community."

Description of How the Themes Answer the Research Question

The narratives obtained from the participants provided in-depth insights into the study research question. From the description of their experiences as patrol officers, the participants' responses led to the emergence of themes on negative and the positive effect associated with the user-generated video postings and how may lead to increase stress in police officers. The obtained themes focused mainly on the effect of video recordings by citizens on police officers. However, the obtained themes first provided a comprehensive understanding of why the citizens choose to record the police. Some of the reasons that emerged included citizens seeking attention and rewards, others carrying out the recording as a tool to seek justice while others are motivated by political reasons. It was also observed that others carry out the recording to incite and settle of scores. The interviews advanced various negative effects associated with the user-generated video postings with the frequently reported being work-related negative effects that included the view that such videos were acts of aggression, the concerns that such forced

police officers into early retirement, possible use of the incorrect representation of officers on the online videos as a means of judging their actions, and the indirect negative impact on the discharge of duties. The other negative effects included strained relationships with the public, negative psychological effects, and the fact that it adds no value to the police work. Despite the highlighted negative effects, the police officers also indicate the user-generated video postings affect them in various ways that included facilitating improved scrutiny of police action, monitoring of excessive force and other work-related positive experiences such as encouraging the police to exercise caution, providing a means through which the police could learn, reflect and improve on their work, and tools for positive change. The interviews also advanced various coping strategies that the police officer can adopt to address the negative effects associated with user-generated video postings. The identified coping strategies included acceptance, the need to address his concerns, and learning to ignore. The use of the videos from the body cams as a means to verify the police action also identified as one of the important approaches used to address the concerns of inaccurate user-generated video postings.

The research questions explored the lived experiences of police officers with the aim of assessing how police officers perceive their lived experiences towards the effect of surveillance technology (citizen or body and dash cameras) to contribute to their stress levels at work. The negative effects associated with the user-generated video postings advanced by the narratives provided by the police officers who took part in this study provide insights into the contributors to stress at work. When discharging their duties, the recording of the police by the citizens especially where the citizens do not keep safe

distance who where they comment and shout at the officers is viewed as acts of aggression by the police and therefore heightens the stress associated with their work. The criticism from the public and the false accusation association with the incomplete and inaccurate representation of the officers in user-generated video postings also caused them stress to the point of contemplating early retirement. The interviews also highlighted strained relationships with the public and negative psychological effects are other stressors associated with user-generated video postings.

Summary of the Findings

The study's methodological approach that was based qualitative phenomenological study design enabled the researcher to collection interviews from eight police officers that provided in-depth insights into the lived experiences of police officers in relation to the effect of surveillance technology (citizen or body and dash cameras) and specifically the user-generated video postings and how they contribute to stress levels at work. The findings that were obtained, which included the demographic findings, the approach used in the data collection and the analysis of the obtained data along with the trustworthiness of the research findings were discussed in this study. The participating police officers who have been exposed to technologically advanced methods of police surveillance and specifically the user-generated video postings provided their lived experiences and perceptions towards the impact of such surveillance on their lives and work. Although the study focused on the negative effects associated with user-generated video postings, positive effects such as facilitating improved scrutiny of police action, monitoring of excessive force and other work-related positive experiences such as

encouraging the police to exercise caution, providing a means through which the police could learn, reflect and improve on their work, and tools for positive change were identified. The participants associated the user-generated video postings with increased stress because they viewed the postings as acts of aggression, cause of unplanned early retirement, incorrect representation of officers that increases possibility of misjudgment of their actions, cause of strained relationships with the public, source of negative psychological effects, and the fact that it adds no value to the police work. The police identified coping strategies such as acceptance, need to address his concerns, and learning to ignore as important strategies in coping with challenges associated with user-generated video postings. The use of the videos from the body cams was also viewed as the preferred surveillance technology among the police officers. In Chapter 5, the findings presented in this chapter are discussed with a focus on how what they mean and how they relate to the relevant existing findings.

Chapter 5: Discussion, Conclusions, and Recommendations

For this study, I carried out a critical analysis of relevant existing studies resulting in the identification of the gap in the literature with respect to the effect of police monitoring via technology on the ability of police officers to perform their jobs efficiently. Therefore, I sought to address the gap by exploring the lived experiences of police officers to understand the effects of user-generated online postings that portray law enforcement interventions and the conduct of patrol police officers. This was accomplished through a phenomenological exploration.

A total of eight police officers who contacted me via email upon receiving the invitation emails via their colleagues and who met the inclusion criteria took part in the study. With consent from all the participants, I proceeded to conduct the interviews. Interview recordings were transcribed and thematically analyzed using NVivo 12. From the analysis, various themes were identified. The first theme related to officers' perception regarding reasons for police video recording by the citizens and subsequent posting on the online platforms where reasons such as citizens seeking attention and rewards, seeking justice, political reasons, to incite and settle of scores were identified. The second theme focused on the negative effects of user-generated online postings on the lives of police officers where the user-generated video postings were viewed as acts of aggression, cause of unplanned early retirement, incorrect representation of officers that increased possibility of misjudgment of their actions, cause of strained relationships with the public, associated with negative psychological effects, and the perception that they add no value to the police work. The third theme described the positive effects of

user-generated online postings on the lives of police officers that included facilitating

improved scrutiny of police action, monitoring of excessive use of force, and other work-

related positive experiences such as encouraging the police to exercise caution, providing

a means through which the police could learn, reflect, and improve on their work, and

tools for positive change. The fourth theme described the coping approaches that

included acceptance, the need to address police concerns, learning to ignore, and

enhanced reliance on the body cams.

In this chapter, the meanings of highlighted findings are described and compared

to the existing literature. The discussion leads to the identification of areas where the

findings corroborate or contradict the existing literature. I also describe the limitations,

practice implications, and recommendations for future study.

Interpretation of the Findings

The findings of this study provide in-depth insights into the lived experiences of

police officers with regard to the effects of user-generated online postings. To provide a

better perspective of how the police officers view the user-generated online postings, this

study presented the findings relating to what the police officers believed to the reasons

that motivate the bystanders to record and post the videos that portray law enforcement

interventions and the conduct of patrol police officers. Based on these findings, police

officers perceive various reasons that citizens recorded and posted videos of police

officers on online platforms. Taken together, the findings of this study suggest that police

officers have mixed perceptions regarding what motivates the bystanders to record and

post police videos on online platforms. Some of the police officers suggested that the

bystanders had good motives such as seeking justices, whereas other participants had negative perceptions such as portraying the police force negatively and inciting the public.

The view that the citizens opted to record the police and use the information to seek justice is supported by the conclusions made by previous researchers (Kelly, 2014; Farmer & Sun, 2016; Farmer, Sun, & Starks, 2015). Various previous researchers support the perception that bystanders record the police as a means of providing reliable evidence and as a form of witness (Allan and Peters, 2015; Farmer & Sun, 2016; Hermida & Hernández-Santaolalla, 2018). Kelly's (2014) assertions that videos obtained through law enforcement cameras remain in the control of the agencies and may not be availed in the prosecution of the law enforcement officers provide insights into why the user-generated online postings could be viewed by citizens as a tool for seeking justice. Farmer et al. (2015) also provided insights into why bystander recordings and postings could be motivated by the need to seek justice. The researchers indicated that the recording of police is motivated by the sense of social justice and the need to prevent misconduct of police by promoting transparent policing.

The reported police perception of police surveillance by citizens through video recording and subsequent posting on online platforms as a political tool was linked with the possible use of the postings as a means of triggering certain policy changes and to engage politicians. At the time of writing the findings of this study, I noted that there were limited research articles that documented the use of the video recording of the police for political reasons. However, Skinner-Thompson (2019), whose article focused

on the assessment of citizen recording of police through the lens of the First Amendment, attempted to explain how citizen recording can be a tool for driving political change. Skinner-Thompson noted that citizen recording and posting of police activity on online social media platforms is a form of *sousveillance,* which attempts to provide a counter-narrative to the one that is provided by the state or the government and private entities that control the mainstream media. According to Skinner-Thompson, citizen recording of police can lead to the shaping of opinions and the preference of the society with regard to certain policies, which may then push the politicians to align their interests with such policies. Given the limited research into the use of user-generated online postings of police as a tool for political change, I consider these findings to be unique to this study and there is a need to further explore the observation.

I also could not find previous evidence that discusses the use of a recording of the police by the citizens for self-centered reasons such as attention-seeking and rewards such as monetary rewards. These findings are also considered to be unique to this study and it calls for further research into these areas.

Understanding the key factors that motivate the citizens to record the police and post such recordings on the online social media platforms could give insights into the credibility of the postings. The perception that the bystanders recording of the police and subsequent posting in the online platforms were motivated by attempts to make the police look bad was also reported in this study. In this study, the police officers indicated that the individuals who were recording sought to incite the public along racial lines while others sought to turn the public against the police. According to this study, police officers

perceive that citizens who record and post videos online may also do so as a means of embarrassing the police force and to make them look bad. The described findings corroborate the conclusions by Farmer (2016) that indicated that the public baited officers or engage them verbally with the aim of triggering angry reactions from the officers.

Based on the findings of this study, police officers perceive the user-generated online postings to be associated with various negative effects. This study noted that the negative effects affected different aspects of police life. According to the obtained findings, police officers suffer psychologically due to online user-generated online postings. The major psychological effects that the police officers in this study reported, such as fear and frustration, anger, and stress, corroborate the findings of previous studies (Li et al., 2018; Newell, 2019). In a study focused on the analysis of data from patrol officers, Newell (2019) reported that fear expressed by officers is associated with increased visibility and possible misinterpretation of their conduct. According to Newell, the psychological effects expressed by officers as a result of the user-generated posting is also linked to the perceived loss of control and informational power. This study reported concerns of the police officers over the loss of control by referring to online postings as "beasts" that could not be controlled.

The observed perceived psychological effects suffered by the police as a result of the online postings could also be linked to the perceived psychological insecurities (Li et al., 2018). Yang et al. (2018) in their study concluded that most of the individuals whose videos are posted on the online social media platforms were concerned about their overall privacy and the possibility of the information being misused. A possible explanation for

this fear is the challenge that represents protecting personal information with such a significant number of items uploaded by a multitude of users (Such & Criado, 2018). The reported psychological effects could also be explained based on anxieties and annoyance associated with the knowledge of the presence of bystander recording and online posting (Sandhu & Haggerty, 2017). Previous evidence suggests that the fear of damaged reputation and altered work dynamics result in reported undesirable psychological effects among the police (Newell, 2019; Sandhu & Haggerty, 2017).

The study also noted that user-generated online videos result in the police developing strained relationships with the public, which makes their work stressful. Participants perceived that the strained relationship between the police and the public was associated with biased assumptions made by the public regarding the police as a result of viewing the posted videos. The findings of this study also corroborate the findings of Farmer (2016), which noted that user-generated online postings have decreased the trust that the community has on the law enforcement officers. The reported concern among police officers regarding intentional manipulation of facts by the citizens through the recordings corroborates the findings obtained by Sandhu (2016) and Sandhu and Haggerty (2017).

The strained relationship between the public and police was also evident by the reported unwarranted public criticism that, according to the participants in this study, was fueled by the inaccurate reporting of the police action. Sandhu (2016) and Sandhu and Haggerty (2017) supported the views shared by the participants of the study that the public is quick to judge the police officers based on the recorded postings without having

an adequate understanding of the challenges, variables, and dynamics associated with the recorded events. Jeffries (2011) also reported that citizens who were moved by the desire to seek justice are likely to misrepresent police work, which could result in the public developing a bad image about law enforcement. However, it should be noted that the perception that the user-generated online videos misrepresent the facts about police conduct and action put into question why the user-generated online postings have been used in legal processes as a means of prosecuting offenders (Ingram, 2012).

Existing literature is divided regarding the reported importance of the user-generated online postings when used in trials and prosecution of the police officers accused of breaking the law when discharging their duties (Brucato, 2015; Sui & Lee, 2017; Taylor, 2018; Skinner-Thompson, 2019). The concerns reported in this study relating to possible misjudgment when user-generated online postings are used in police trial corroborates Brucato's (2015) conclusions in a study where the researcher reported that police officers were concerned about the increased acceptance of mechanical objectivity of video recordings. According to Brucato, the mechanical objective nature of the evidence produced by user-generated online postings limits the prosecutors from approaching the case from the officer's point of view. The conclusions by Newell (2019) facilitates an in-depth understanding of why the officers perceived user-generated postings as the cause of possible misjudgment. According to Newell, police officers faulted the use of video recordings as lacking important contextual information that could help explain the actions taken by officers. Newell also noted that prosecutors, based on evidence provided by the online postings, could not put themselves in the position of the

police officer and were therefore unable to understand the experiences of the officers at that moment when they were recorded. Newell's observations are supported by the findings of this study that showed that officers believed that the public did not understand the police work and the dangers they faced and therefore not in a possible to interpret the posted police videos.

Although the police reported that they were worried about misjudgment by administrators, it should be noted that the use of the user-generated online video in judging the police suggests that the postings have helped close some cases such as the case of the seven police officers in Hong Kong, which was also built on evidence of a video recording from a bystander's smartphone that indicated apparent police brutality against an activist during a 2014 protest (Sui & Lee, 2017) Another case where user-generated online video have facilitated the prosecution of rogue police officers in the case of Chicago police officer who was convicted of killing a 17-year-old, after a video taken from his patrol car was used during the trial (Taylor, 2018).

The reported interference of police work that is associated with user-generated postings of police supports the findings of previous studies that contend that the postings distract police from their duties (Jeffries, 2011). The study carried out by Farmer (2016), which assessed the perception of police officers regarding bystander recordings explains the findings of this study regarding the interference caused by online postings. Farmer (2016) argued that police officers viewed the recordings and online posting as causing interference and caused safety concerns to the involved parties. Newell (2019) also noted that the recording of police and subsequent posting on the online platforms increased

visibility of their action and posed serious problems for law enforcement image

management and could hinder individual officers from effectively discharging their

duties. Sandhu and Haggerty (2017) also support the findings of this study regarding the

interference of police work by bystander recordings through their findings that indicated

that such recordings impede the law enforcement ability to control the narrative of what

happens in the streets. Newell (2019) also indicated that due to the interference and the

need to avoid altercations with bystanders who are recording, police sometimes pullback

from executing their jobs. The study also reported that the police officers perceived the

user-generated online video to add no value to the police work. The reported lack of

added-value associated with user-generated online postings of police contradicts the

findings by other researchers who indicated that the recording of police improve their

effectiveness and has resulted in a change in how law enforcement officers executed their

jobs (Potere, 2012; Schaefer, 2012).

According to this study, user-generated online videos are associated with various

work-related negative effects that include concerns that such videos forced police officers

into early retirement. Based on the assessment of literature that was carried out by the

researcher, it emerged that there is a paucity of research that discusses the observed

association between intention to leave among officers and user-generated online postings.

Therefore, the discussion of this association is based on the other findings that were

reported in the study. The link between the user-generated postings of police online social

media platforms and the intention of police officers to quit employment early could be

based on the negative effects that such postings have on their work and their lives. It is

likely that the negative effect of the user-generated online postings on the psychological well-being of the officers and their ability to effectively discharge their duties reduce their job satisfaction leading to increased desire to quit (Calecas, 2019).

This study also indicated that the police officers viewed user-generated online postings as acts of aggression, which support the conclusions reached by Farmer and Sun (2016) and Sandhu and Haggerty (2017) in their studies that indicated that police officers perceived the recording of their activities by the public as a show of passive resistance and defiance. The perception that the user-generated online postings of police activity can be a form of aggression towards police could be understood based on the conclusions made by Skinner-Thompson (2019) in the study that focused on describing when recording could be termed as heckling. Although Skinner-Thompson (2019) acknowledged that the recording of police by the bystanders is a right that is protected by the First Amendment, the researcher also noted that the recognition of recording as a right and as a violation of individuals privacy are two sides of the same coin. Skinner-Thompson also highlighted some of the findings of this study such as bystanders engaging the police in the verbal confrontation while recording and the failure of those recording to keep distance as some of the factors that can lead to citizen recording of police officers in public spaces to be regarded as acts of aggression.

Although the study reported that user-generated online videos negatively affected the police in various ways, it also emerged that there are positive effects associated with police surveillance by citizens. The postings were viewed as tools that could facilitate the scrutiny of police action. The case of Rodney King's death, where a video recording was

used to convict the officer involved in the death, provides support for the reported potential importance of user-generated online in scrutinizing police action (Schwartz, 2016). Other previous cases where video evidence has been successfully used to convict rogue police officers include the case of apparent police brutality against an activist during a 2014 protest (Sui & Lee, 2017) and the killing of 17-year-old, Laquan McDonald by a patrol officer (Taylor, 2018).

The presented positive view of user-generated online videos as important tools for scrutinizing police actions seems to contradict the findings that indicated the posting can lead to misrepresentation and flawed judgment of the law enforcement officers (Jeffries, 2011; Farmer 2016; Sandhu, 2016). However, Sandhu and Haggerty (2017) argued that user-generated postings are important tools for scrutinizing police work if the postings are correctly explained and interpreted without biases. Sandhu and Haggerty also support the findings of this study by indicating that police view the user-generated postings as tools that could facilitate the exoneration of officers from baseless complaints.

Recording of police is an important civil right that helps to enhance accountability among law enforcement officers (Jeffries, 2011; Walker & Archbold, 2014). The study noted user-generated online videos could enhance the monitoring of excessive use of force by police. The observed importance of user-generated online videos in monitoring excessive use of force by the police has been reported in previous literature (Jeffries, 2011; Walker & Archbold, 2014). The reported observation also corroborates previous evidence, such as the video posted online shows how police officers pepper spray students that were protesting in the UC Davis campus (Campbell, 2016). Searcey et al.

(2016) and Martinot, (2013) also presented cases where videos were taken by bystanders and posted online show police using excessive force and, in some cases, resulting in fatalities. As noted by Robinson (2011), user-generated online videos provide a tool for reporting police misconduct and discrimination.

Police surveillance by the citizens through recording and posting on online social media platforms was noted in this study to positively impact the conduct of police officers. According to the study, police officers are cautious and ensure the lawful discharge of their duties when they know that the public is scrutinizing and recording their actions. The cautious approach to service delivery taken by the police officers who are aware of being recorded could lead to reduced cases of undesirable behaviors and possibly limit the use of excessive force (Ariel et al., 2018). According to the findings of this study, user-generated online postings can motivate the police to monitor and change undesirable behaviors and enhance the rule of law by discouraging the exercising of discretion. The reported limited exercise of discretion supports the findings that were obtained by Huey et al. (2006) in a study that involved interviewing Vancouver police officers. Huey et al. also noted that police officers who were aware that they were being recorded were concerned about letting suspects off with a warning.

The obtained findings corroborate the observation made by Becker and Marique (2013), who noted enhanced performance in a group whose work was being recorded. The observed change in conduct by the police as a result of thinking that they were being observed by other people is in line with arguments made by Morin (2011) who attributed the change in behavior to enhanced self-awareness. According to the psychologist,

heightened self-awareness triggers the process of self-scrutiny, which could lead to redefining self-identity (Ariel et al., 2018). As explained later in this discussion, the positive change that participants who took part in the study associated with user-generated online postings could be linked to this process of self-awareness emerging from self-reflection and self-scrutiny.

The reduction in undesirable behaviors could be prompted by the self-reflection by the patrol officers where the officers assess their actions and make a conscious decision regarding future conduct (Ariel et al., 2018). This study also noted that the user-generated online postings prompt the police officers to reflect on their actions. These findings corroborate what was reported by Brown (2016) in a study that involved the interviewing of 20 officers from Canada. Brown observed a reduction in reported use of force and the officers were more willing to adopt non-aggressive approaches in engaging suspects. The researcher further indicated that officers who were aware that their actions were being observed made the decision to moderate violence. The role of the user-generated online postings in prompting the officers to assess their previous action to improve the approach to police work demonstrates that the posting provides a learning platform. As a learning platform, the user-generated online postings also allow the patrol officers to learn from the mistakes of others by reviewing the recordings of colleagues and identifying approaches to use when faced with various situations. The user-generated online postings can also help the police to learn ways to avoid conflict with the public and to act when confronted with citizens who are recording them.

Self-reflection, caution taking and reduction in the undesirable behavior among patrol officers as a result of user-generated online postings could eventually result in positive change within the police force that was reported in this study. The reported findings support the concept of camera witnessing introduced by Anden-Papadopoulus (2014), which argues that citizens' recording of the actions of police officers helps in creating social change. The argument made by Ariel et al. (2018) relating the importance of self-reflection in enhancing socially desirable responses could also be used to understand how user-generated online postings could lead to positive change within the law enforcement. Ariel et al. provided evidence, which suggests that individuals adopt socially accepted behaviors in the presence of cues that indicate someone is watching. The findings of other researchers also suggest that user-generated online postings and the recording of police heighten the willingness and the need for the police to adopt socially desirable ways and adherence to the set rules and laws (Boyd et al. 2010; Northover et al. 2017).

The findings of the study that show that user-generated online postings are associated with positive change offer support for the deterrence theory put forward by Jervis (1989). The theory suggests that when we have the knowledge that our behavior is being watched, social cognitive processes automatically kick in and trigger attempts to conform to socially desirable behaviors (Pfattheicher & Keller 2015; Ariel et al., 2018). The theory further indicates that the desire to adopt socially desirable behavior as a result of being watched is greater when one is aware of the possible punishments that could result from being judged to have contradicted expected behavior (Ariel et al., 2018). This

theory, therefore, ties together the knowledge of being watched, perceived negative

repercussions associated with not conforming to the expectations of the individuals who

are watching, and the desire to conform to socially desirable behaviors (Ariel et al.,

2018).

According to the findings of this study, there are various approaches that can be

used by the police officers and the law enforcement system to address the challenges

associated with user-generated online postings. One of the approaches is based on the

acknowledgment of the right of the citizens to record the police. The right of the public to

record police when they are discharging their duties has been reported in previous

literature such as Schmadeke, (2014) wherein 2014 the Supreme Court in Illinois

declared unconstitutional to charge the public for recording the police under the

eavesdropping law. Farmer et al. (2015) also noted that 38 States in the United States

have legalized the recording of police while in the other States all parties should consent

to the recording. Farmer et al., however, noted that in all the States it is legal to record the

police while on duty, which therefore makes the coping approach of acceptance

important. The potential importance of acceptance in helping the police to cope with

bystander recording and online posting is supported by Sandhu and Haggerty (2017)

through their study where they indicated that police who get habituated with the presence

of cameras experience limited negative effects. However, Sandhu and Haggerty noted

that acceptance is only effective when the police officers do not associate user-generated

postings with career-defining or ending risks.

According to this study, police officers can also cope with the challenge associated with user-generated online postings by learning to ignore the individuals who are recording, and the possibility of the videos posted on the online platforms. However, it should be noted that ignoring may only be applicable when the individuals who are recording are keeping a safe distance and do not interfere with the police work. The findings of this study emphasized the need for the relevant authorities to help the police to cope with the challenges associated with user-generated online postings by acting on their concerns about the surveillance by citizens. The research highlighted the police's concerns that include the behavior and the conduct of the individuals recording search videos and inaccurate and incomplete representation. As noted from the obtained findings, the administrators should consider using the body cam recording in scrutinizing the conduct of the police. The study observed that the police preferred body cams to be used in the verification of the police accusation made through the user-generated online postings. Newell (2019) also noted that there is a narrative within the police department that the use of body cams is associated with objective evidence on law enforcement officers' interaction with the public. Jennings et al. (2015) indicated that body cams offer a preferred way of deterring escalation of crimes, violation of rules, and misconduct by the police and the suspects. Ariel et al. (2018) also noted that body cams increased self-awareness for both officers and suspects and motivate them to adopt an accepted code of conduct. It should however be noted that this study does not provide an in-depth analysis of the effectiveness of body cams but only identified it as one of the surveillance technologies that is preferred by patrol officers.

Theoretical Framework

The research design adopted in this research was based on Lazarus transactional model of stress. The theory was adopted given its ability to facilitate the determination of the relationship between stressors such as work overload and intimidation with work performance (Kimura et al., 2018). Lazarus transactional model of stress facilitates the understanding of how stressor (e.g., the citizen filming and posting to social media) impacts the police officer (Kimura et al., 2018). Based on Lazarus transactional model, the study considered the surveillance of police by the citizens as possible stressors in the workplace (Nichols, 2018). This model explains that user-generated postings are associated with negative effects on police lives (Nichols, 2018). The model also argues that the user-generated postings are likely to cause negative psychological impacts on patrol police (Nichols, 2018). The findings of this study support the assertions made by the model regarding the negative effects of user-generated postings on the psychological well-being of the police. This study further develops the understanding of the model by providing the mechanisms through which user-generated postings influence the psychological well-being of patrol officers. It emerged from this study that the perception regarding the ability of the officers to control the information presented through user-generated postings and the associated safety concerns are associated with the likelihood of negative psychological effects.

The findings of the study also built on the assumption made by the model regarding the perception that technology (user-generated postings on online platforms) presents stressors to police. This study identified user-generated postings as workplace

stressors that are associated with reduced ability to effectively discharge policing duties, the likelihood of wrongful judgment, and strained relationship between police and the public. However, the findings of this study further explain the assumptions made by the model regarding the perception of technology as stressors by highlighting the role played by the approach used in analyzing and understanding such postings. It emerged that professional scrutiny of user-generated postings that ensures unbiased view could reduce the stress associated with the technology among police officers. But when left for the untrained eye to judge police conduct based on the postings, the technology then becomes a source of stress and anxiety among police officers.

The findings of this study also provide insights on how the effectiveness of Lazarus transactional model of stress in explaining the negative effects associated with user-generated online postings on police can be further enhanced by adding the coping strategies. The study noted that developing the capacity of the police to acknowledge that the bystanders' recording of their action is a right protected under the constitution. This is important in enabling the police to accept, ignore, and be habituated with bystander recordings, which limits the view of the technology as stressors. It is therefore evident that the findings of this study provide evidence of the effectiveness of the Lazarus transactional model of stress in explaining technology as a source of stress and further enhances the model effectiveness by explaining aspects related to coping mechanisms.

Limitations of the Study

The research has various limitations that need to be taken into consideration in the interpretation of its findings. The limitations range from those associated with the sample

and sample recruitment, data collection approach, and the analysis and description of the findings. Concerning the sample, it should be noted that the study only included police officers, both the sergeants and the patrol officers. The interpretation of the factors that motivate the citizens to record and post videos of police when they are carrying out their duties should be based on the understanding that the findings were based on the perspective of police officers. The findings regarding the motivators of user-generated online postings, therefore, seem to be inadequate because the perspectives of the citizens themselves are not taken into consideration. It is therefore advisable that the interpretation of the findings needs to always acknowledge that the findings were based on the officer's perspective, which aligns with the scope of the study.

The other limitation associated with the sample is the approach that was taken in identifying and recruiting the police officers. This study used snowballing, which could have limited the ability of the researcher to ensure the selection of a sample that was representative of the target population. The fact that the researcher relied on officers she knew (facilitators) for the selection and recruitment of the participants could have led to the selection of the participants who were well-known and favored by the facilitators. The participants and facilitators may have had similar experiences and may share common opinions. It is therefore likely that the approach that was taken could have subjected the study to limited generalizability and possible selection bias. However, it should be noted that the methodological approach that was adopted (qualitative phenomenological research design) allows the researcher to use sampling approaches that enable the obtaining of data that facilitate the answering of the research question without the strict

need to achieve generalizability. Therefore although the highlighted limitation could be significant when comparing the outcome of the study with the findings of the studies based on other methodological approaches such as quantitative designs, scholars need to acknowledge the fact that the findings were obtained based on the qualitative design framework.

The limitation associated with the data collection approach is informed by the use of self-reported recall information. The researcher relied on the ability of the participants to recall and understand their experiences, which subjects the study to possible variability and challenges associated with the intended and unintended provision of wrong responses. Although this limitation becomes relevant when considering the validity of the findings, it should be noted that the research design and the philosophical underpinnings that guided the research did not focus on establishing validity but aimed at establishing contextual truths. Therefore, the interpreters of these findings need to acknowledge that truths and understanding of truths vary across individuals and contexts. It is also important to always acknowledge the philosophical guidelines that informed the research so as to avoid the misinterpretation of the findings.

My position as a researcher and my understanding and beliefs regarding the research phenomenon also provides the other possible study limitations. I strongly support the adoption of technologies that enable effective discharge of policing services without prejudice to any section of the population, and which does not cause harm or negatively affect the individuals discharging the duties. It is therefore possible that my views and beliefs could have affected the way I approached the study and interpreted the

findings. However, despite this concern, it should be noted that I allowed the knowledge

to be developed by the participants through the narratives they gave during interviews. I

also ensured that each of the themes presented emerged from the lived experience shared

by the participants. To limit the errors in the interpretation of the findings, I ensured that

previous studies guided the interpretation process by adopting a triangulation approach.

Recommendations for Future Research

The findings relating to the effectiveness of user-generated online postings of

police in scrutinizing the action of police and passing judgment regarding police conduct

did not provide the views of the administrators and the individuals concerned with such

scrutiny. To develop further knowledge and understanding regarding the effectiveness of

user-generated online posting as a tool for police scrutiny and surveillance, it is important

to establish what the administrators look for in determining credible postings.

This study did not provide an in-depth analysis of how the police perception

regarding user-generated online postings may vary based on police demographics

variables. It should be noted that the project maps presented in the appendix I suggest that

there could be variation in the perception regarding the effects of online posting of police

based on age, a position occupied within the police force, and race. Based on the age of

the police officers it emerged that only one of the four participants aged above 35

considered user-generated online postings to be associated with a positive impact on

police work. The generated project maps (See appendix II) also indicate that the police

sergeant did not perceive the online posting of police to be associated with positive

effects. Concerning the race, none of the White participants considered user-generated

online postings as tools for positive change (See appendix III). This study, therefore, recommends that future researchers should focus on the impact of the demographic variables such as race, age, and position within the workforce on how police officers view the effects of user-generated online postings on their work and lives.

Practice Implications

The findings of this study have various practice implications. The findings provide an in-depth understanding of how technology influences the way police officers carry out their duties. As noted from the findings of the study individuals can be motivated by the need to ensure the delivery of justice while others are motivated by the desire to hurt the police or incite the public. Based on these findings, the interpretation and use of user-generated online postings need to take what motivated individuals who recorded the police. This is important since the recording and the editing of such videos could be biased by the goals of the creators of such videos. The highlighted motivating factors and the possible influence of the creators of such videos also indicate that caution should be practiced when using online postings to scrutinize and judge the police action.

The findings of this study relating to the negative effects of user-generated online postings on police work and their lives suggest the need to adopt effective approaches to address such concerns. The highlighted psychological effects associated with user-generated online posting of police suggest that the individuals whose videos have been posted online need to be assisted to cope with the possible psychological effects. There is a need for law enforcement agencies to ensure that officers are offered counseling

services and psychological help to deal with the criticism and misjudgment that is associated with the online postings.

The findings of this study that showed the public to be ill-informed to make a proper analysis of the user-generated online postings indicate that there is a need to educate the public. Developing the capacity among citizens to understand and identify the reliability and credibility of the information presented in the online posting of police activities is important in ensuring that the public does not misjudge the officers and develop a bad attitude towards law enforcement. The relevant authorities should, therefore, take the required steps and put in place strategies to ensure that the public is well informed about the credibility of user-generated online posters. Based on these findings it is also important to develop mechanisms to ensure that individuals who record and post videos of police are genuine. However, the strategies adopted should not interfere with the rights of individuals to record the police.

The findings of this study also indicate that caution should be exercised when using user-generated online posting for scrutinizing and prosecuting police officers who are suspected to have violated the laws when discharging their duties. Based on the study, it is important to adopt strategies that will ensure that the use of such postings involves steps to ensure thorough scrutiny of the facts presented in such postings. The findings of this study also suggest that when using the user-generated online posting in the prosecution of police officers, evidence from other sources such as body cams recordings and any other source that provides contextual evidence should also be used to ensure that the prosecution considers the facts based on the perspective of police officers.

Based on the findings of this study, law enforcement agencies need to develop approaches to help police officers take advantage of the positive effects associated with user-generated online postings. The officers should be facilitated to take advantage of the online postings as learning materials, which could be used to improve their delivery of service and avoid being involved in awkward situations with the public. To achieve this, law enforcement agencies need to strategize on how to collect and improve the police officers' access and the ability to analyze and draw inferences from such videos. Finally, the findings of this study encourage the police officers to learn to accept and also ignore bystander recordings. This can be achieved by educating the police officers regarding the rights of the bystanders to generate and post police recordings.

Conclusion

This qualitative phenomenological study explored the lived experiences of police officers with the goal of understanding how police officers perceived their lived experiences towards the effect of user-generated online postings. The interviews from eight police officers were able to describe the lived experiences of the officers with respect to their perception regarding negative effects of user-generated online postings on their lives and work, and the positive effects associated with the video recordings. Police officers also described the perceived reasons for police video recording and posting and coping approaches. The findings of this study provide insights into the need to help officers to deal with the criticism and misjudgment that is associated with the online postings. The implications for social change that resulted from these findings are related to the preparation of training material that may help officers adopt effective approaches

to address their concerns. For the public in general, this study may help understand how the recording and posting of law enforcement activity on social media may have an adverse effect on police officers' emotional stability. The study also highlights the need to educate the public to address the lack of skills and adequate understanding of police work, which could limit misinterpretation and biased assessment of the police based on the user-generated online postings. The research also notes that negative effects of user-generated online postings can be addressed by encouraging those recording to provide credible recordings and to keep a good distance and avoid engaging the police in verbal abuse. The findings of this study encourage the police officers to learn to accept and also ignore bystander recordings. Despite providing an in-depth understanding of the officers' perception regarding the effect of user-generated online postings, the researcher notes that there is a need to further assess how administrators use the posting in scrutinizing the action of police and especially how they determine the credibility of the postings. The study also recommends that future researchers should focus on the impact of the demographic variables on how police officers view the effects of user-generated online postings on their work and lives.

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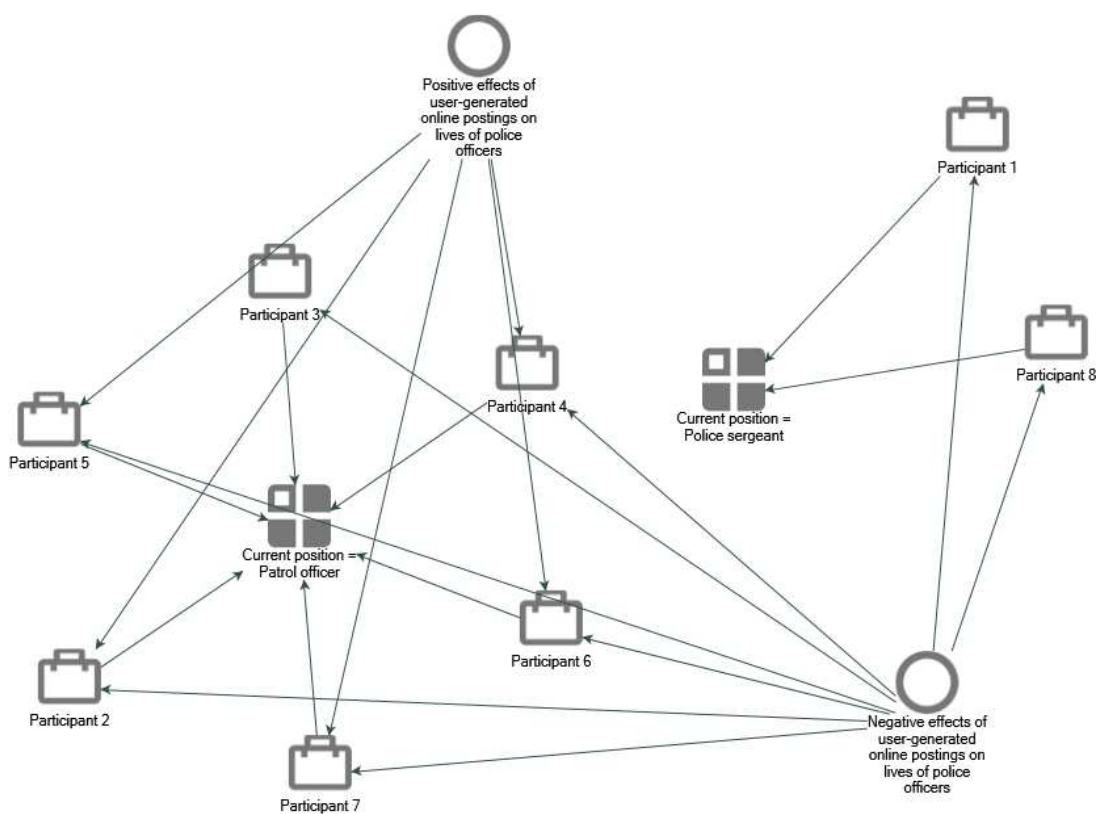International Joint Conference on, ICIME, [s. l.], p. 82, 2018.

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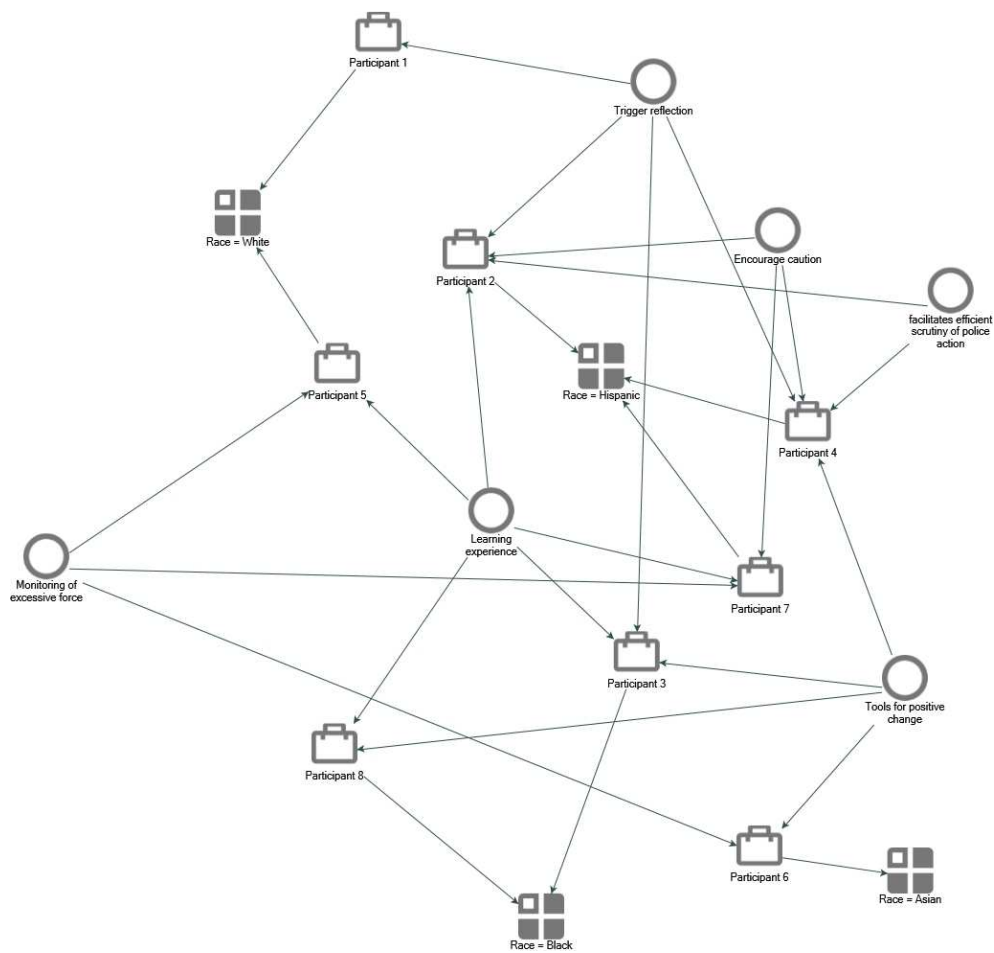Appendix A: Project Map Showing Association of the Participants' Age
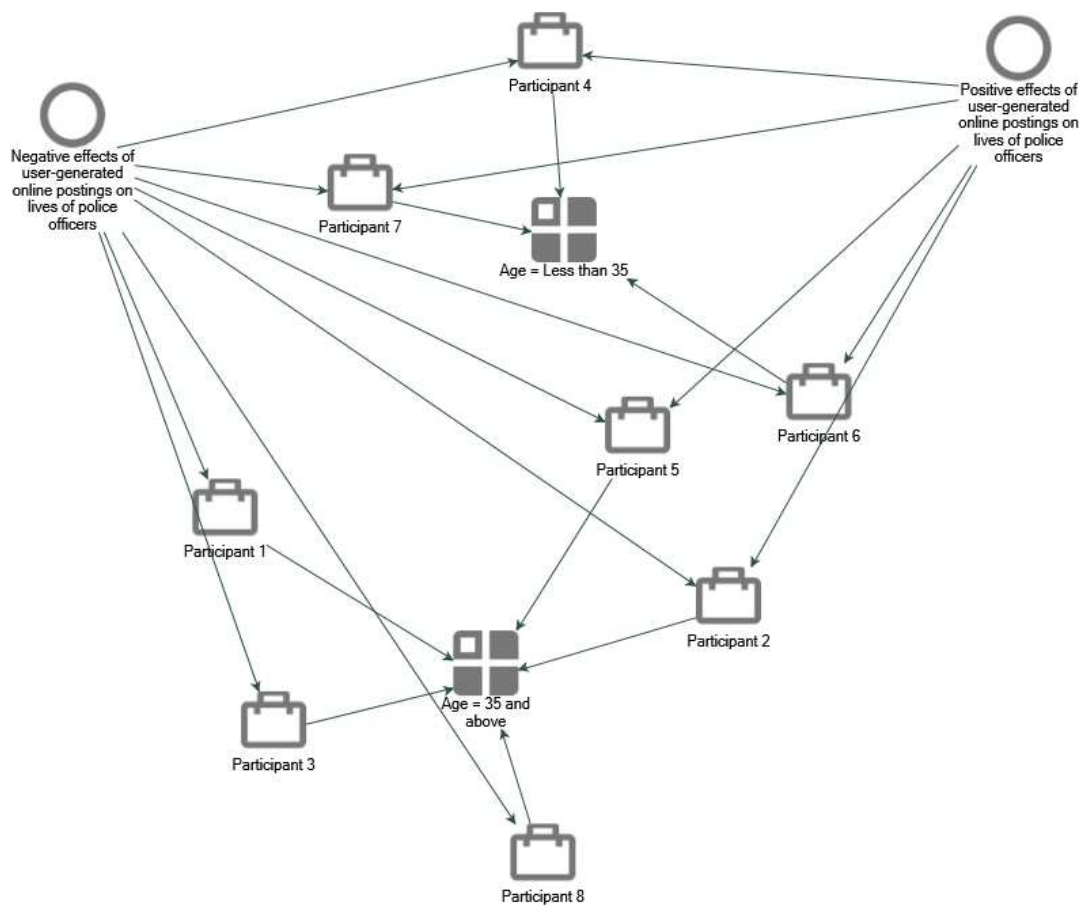
Appendix B: Project Map Showing Association of the Participants' Position

Appendix C: Project Map Showing Association of the Participants' Race

Appendix D: Project Map Showing the Negative Effects of User-Generated Online

Postings on Lives of Police Officers