

My Mom Asks Me to Love Pink: The Compliance Strategies Used in Family Communication

รูปแบบการสื่อสารเชิงเชิญชวนในครอบครัวด้านการจูงใจให้ชอบสีชมพู

Jaruwan Chaloeboon¹ Proud Arunrangsiwed^{2*} and Kanyapat Utapao³

จารุวรรณ เฉลิมบุญ¹ พราว อรุณรังสีเวช^{2*} และ กัญภัฏ อุตะปะ³

^{1, 2*, 3} Communication Art Program, Faculty of Management Science,
Suan Sunandha Rajabhat University

¹ กลุ่มสาขาวิชานิเทศศาสตร์ คณะวิทยาการจัดการ มหาวิทยาลัยราชภัฏสวนสุนันทา

*Corresponding author e-mail: parunran@nyjit.edu, proud.ar@ssru.ac.th

Abstract

This paper discusses two communication theories, compliance strategies and social learning theories, to describe family and peer communication that reinforces each author to like a particular color. It was found that these two theories could help to describe the family communication for both, the first and second author. The compliance strategies that parents use to persuade their children (first two authors) to like or dislike some color are pre-giving, attributing positive feelings, showing positive esteem and threatening. Moreover, an additional item, that is firstly founded in this paper, is "attributing to others' feelings," which helps to contribute to the knowledge in the area of communication. This finding also helps to direct other scholars to concern more about the studies in the field of family communication, its communication patterns might be different from other contexts and provide another way to look at the existing theories.

Keywords: Compliance Strategies, Social Learning Theory, Pink, Family Communication

บทคัดย่อ

บทความนี้อธิบายทฤษฎีทางการสื่อสาร 2 ทฤษฎี คือ กลยุทธ์การปฏิบัติตาม และทฤษฎีการเรียนรู้ทางสังคม เพื่ออธิบายการสื่อสารในครอบครัวและบุคคลใกล้ชิดที่ทำให้ผู้เขียนบทความมีทัศนคติที่ดีต่อสีบางสี ทั้ง 2 ทฤษฎีนี้สามารถช่วยอธิบายการสื่อสารในครอบครัวของผู้เขียน 2 คนแรก กลยุทธ์การปฏิบัติตามที่ผู้ปกครองของทั้งสองใช้ในการเชิญชวนให้ชอบและไม่ชอบสี คือ การให้ก่อน การทำเพื่อให้ตนเองรู้สึกดี การทำให้คิดถึงคำชมจากผู้อื่น และการขู่ นอกจากนี้ ผู้เขียนยังค้นพบกลยุทธ์ในการเชิญชวน คือ การทำเพื่อให้ผู้อื่นรู้สึกดี ซึ่งควรจัดอยู่ในกลยุทธ์การปฏิบัติตามแต่ไม่เคยปรากฏในทฤษฎีนี้มาก่อน ผู้เขียนจึงแนะนำว่าการวิจัยเกี่ยวกับการสื่อสารในครอบครัวสามารถช่วยต่อยอดองค์ความรู้ทางด้านทฤษฎีการสื่อสารทั้งในทฤษฎีที่เกี่ยวข้องโดยตรง และทฤษฎีที่มักใช้อธิบายการสื่อสารในบริบทอื่น

คำสำคัญ: กลยุทธ์การปฏิบัติตาม ทฤษฎีการเรียนรู้ทางสังคม สีชมพู การสื่อสารในครอบครัว

1. Introduction

Social learning theory is constructed to describe the phenomenon that an individual learns from his or her first-time experience and use it for decision making when he or she experiences the similar circumstance again (Bandura & Walters, 1977). People could learn their first-time experience from the environment, both peers, family, strangers, and even in media (Arunrangsiwed & Pasomsat, 2016). Marketers believe that the unconscious message receiving could help develop consumers' positive attitude toward brand better than general advertising (Auimanachai, 2017). This implies that people might be influenced by others, media, and environment whether with or without consciousness. Moreover, the repeating of the message exposure could develop to be an attitude, preference, and belief. This rhetorical communication reinforced by others could certainly be occurred inside family.

Rhetorical message is generally explored in the communication inside the organization and in marketing or business context. Using social network, like Line or Facebook, for instance, could persuade consumers to have a long-term positive attitude toward brand (Phakdiburut, 2017). Invitational rhetoric and compliance strategies help describe the method that one tried to persuade the others to do the things that one wants (Marwell & Schmitt, 1967). Compliance strategies consists of 16 items that suggest the way to persuade others, including both reward and punishment. These strategies could work well because humans need to have a positive feeling and avoid a negative feeling, such as anxiety and sadness (Pinthapataya, 1999). For example, a researcher could inform her participants that if they complete every item of her questionnaire, she would provide them the compensation. This method is called, "promise."

This paper discussed the direct experience of the first author and slightly the second author about their color preferences, pink and red respectively. Both social learning theory and compliance strategies would be used to help describe their experiences and the authors also seek to contribute to these two theories, too.

2. Family Communication

Family has been considered as the best social support since many decades ago (MacElveen, 1978). The relationship of family members is the most important factor that help an individual inside the family to have a psychological well-being and ability to solve life problems (Srisontisuk, 2007). Kelly and his colleagues found that the family communication could improve students' openness toward outside society, such as among peers and teachers (Kelly, Keaten, Cynthia, Duarte, Hoffman, & Michels, 2002). People with colors, Hispanic and black, tend to communicate with their mother regarding sex-related topics, which could lead to the prevention of HIV infection in these minority groups (Miller, Kotchick, Dorsey, Forehand, & Ham, 1998). In student athletes, their parents play important role in encouraging their children about the school activities (Erdner & Wright, 2018). Arunrangsiwed (2013) also found that family communication could influence an individual's behavioral intention of how to select their future place-to-visit. However, poor family communication also brings about a negative effect on young children. Parents who always change the rules varied by their own emotion will cause a poor self-regulation in children (Koerner & Fitzpatrick, 2002). Because family communication is very important for children's development and psychological well-being, media producers have tried to improve the family relationship among

fictional characters in films and animations to be a good role model for young children and their parents (Arunrangsiwed & Pasomsat, 2016).

As mentioned earlier, the social learning theory and compliance strategies were generally used to describe the phenomenon in workplace and in the area of marketing and public relation, but lack of the studies used these theories to describe family communication. The current paper aims to strengthen these communication theories by using them to explain and discuss along with a situation in family communication, experienced by the first and the second author.

3. Pink

In the area of marketing, consumers are likely to purchase the products that match their identity and personality (Amatyakul & Polyorat, 2016). Colors are one of the most important factors that causes product identity linked to the consumers' taste and preference. In food studies, colors could lead the consumers to perceive the smell (Zellner, Bartoli, & Eckard, 1991). Like, low-fat cheese which is generally not tasty could be added with yellow color that makes it seems to be very tasty (Wadhvani & McMahon, 2012).

Generally, people could perceive the emotion by looking at colors, so colors are one of the most important elements in art making (Guohua, 2015). Color preference is the topic that has been studied for many decades ago. Guilford and Smith (1959) found that most people prefer blue and green-blue color, especially when the brightness was added into the colors. Later, blue is still the most favorite color among many people (Madden, Hewett, & Roth, 2000). However, in Asia, like India and China, red and pink are the most preferable due to their tradition and belief (Raut, 2017). While white Caucasian men like blue color and female ones like red color, both Chinese women and men similarly prefer red color, because they believe that red means good luck (Hurlbert & Ling, 2007). This shows how gender and race have an effect on color preference.

While the aforementioned studies revealed that blue is the most favorite color of most people, Walters, Apter, and Svebak (1982) found the association between long-wavelength colors (red and orange) and positive feelings, such as natural, playful, and relaxing. Human's brain could be more active when the individual sees their favorite color (Racey, Franklin, & Bird, 2018).

The studies about color preference were often linked to the gender stereotype, which is a part of social learning theory that children constructed their stereotype according to their parents and other people around them. Bakker, van der Voordt, Vink, de Boon, and Bazley (2015) found that most Dutch boys prefer blue, but girls have no specific favorite color. In their study, boys tend to wear blue cloths, too (Bakker, van der Voordt, Vink, de Boon, & Bazley, 2015). This is similar to the study of Navarro, Martínez, Yubero, and Larrañaga (2014), that both boys and girls would choose to use cloths, toys, and other objects with the colors matched their stereotype, blue for boys and pink for girls. Their choices of toys are mostly depending on the colors, like, girls would choose to play masculine toys if they are pink (Weisgram, Fulcher, & Dinella, 2014). This implies that the girls learn that pink object is produced specifically for them, regardless its masculinity. Similarly, boys avoid playing pink toys, even they are male-gender-typical toys (Wong & Hines, 2015). The findings of these papers reveal that children learn the link between gender and color, but they may not learn the actual femininity and masculinity of the toys. This allows the children to play various kinds of toys as long as the particular toys were produced with various colors.

Most products, both in online and real-world stores, are red and pink (Cavoski & Markovic, 2015). Both of these colors would be discussed in this paper, since they are the favorite colors of the first and the second author respectively. Because these colors are truly preferred by the authors, they would be able to describe their direct experiences along two given theories. This paper would be similar to thematic analysis mixed with collaborative narrative research with the findings presented in the next part of the paper.

It may be important to give some brief history regarding pink color. In fact, men and women could equally use pink products before the WWII. Khan and Habibullah (2017) mentioned that the belief that pink is the color for girls and women was constructed in Nazi jail, because gay prisoners had to pin a pink tag on their shirt. After the war time, pink becomes the symbol of masculinity reduction (Khan & Habibullah, 2017). Therefore, the current beliefs are that blue represents the strength of men and pink represents the vulnerability of women.

4. Communication to Reinforce the Color Preference

The first author's belief regarding the positive aspect toward pink color was reinforced by her family when she was young, and pink becomes her favorite color when she grows up. In contrast, the second author's parent reinforce the negative attitude toward purple color to her, even it was her favorite color in childhood. Later, when she grows up, she does not prefer purple anymore, but red. This part of paper is to incorporate two communication theories, compliance strategies and social learning theory and the direct experiences of two authors regarding the process that they became pink and red lovers.

Based on the belief of Chinese people that red is the lucky color, and the belief of Western countries that pink is the color for girls, the authors of this paper were reinforced by their family to like the particular colors. The first author's parents and her other family members had tried many ways to make her love pink color, and the most frequent method used in this process is "pregiving" which is one of 16 items in compliance strategies. The general definition of pregiving is to give a reward before asking for the compliance, but in the case of the first author is slightly different. When she was very young, her parents were likely to buy toys, clothes, and other products for children with pink color. To give toys to a child is a way to make a child happy. Even her parents did not tell her to like pink color when she was very young, the moment of pregiving could construct the connection between pink products and positive emotion. This is the effect of pregiving without directly asking for the compliance. To make this connection to be even stronger, most memorable gifts or rewards need to be pink, such as the first bicycle, the first Barbie toy, and the cloth used in the memorable events, like wedding ceremony of important family members.

These situations could also be explained by social learning theory. When children engage in some activities and they are rewarded by their parents or teachers, they would be likely to repeat that behavior again. Comparatively, without doing anything to please the parents, the first author was rewarded with pink objects, and these objects were those she need. This allowed her to link pink color with the positive emotion, such as excitement and fulfillment. This situation could be read as the reversed version of what explained in social learning theory, but it is still the way children learn from their first-time experience.

The other compliance strategies used by the first author's parents are "attributing positive feelings" and "showing positive esteem." Attributing positive feeling refers to the way parents told the first author that she would feel better if she did what they wanted. And showing positive esteem is the way they told her that other people would have a positive attitude toward her if she liked pink color. Firstly, her parents told that she would be perfectly a good girl, if she used pink products. Next, they said that if the first author wanted to be pretty, she had to use pink products. The first author could remember that when her female friend visited her house during her childhood, the parents of the first author pointed to that friend and told the author that her friend was very beautiful, and if the author needed to be as beautiful as her friend, she needed to wear pink.

This is not only how to "show positive esteem," but the first author could learn that her parents gave the award to her friend by praising or positive words. When a child learns that one's peers are rewarded after engaging a behavior, one would imitate them in order to earn the same reward. Moreover, the first author's friend was the girl with the same age. This causes the possibility of the identification process. This first author would identify with her friend because of their similarity, and this identification could easily cause the imitation behavior (Arunrangsiwed, Bunyapukkna, Ounpipat, & Inpayung, 2018). "Reproduction," as one of the process in social learning theory, is also possible to be occurred in this case, since the first author and her friend had similar ability as the young girl with the same age and with the similar socioeconomic status.

Another compliance strategy that the first author's parents used is "attributing positive feeling." They described the belief regarding astrology and fortune telling to her. She was told that she would be lucky if she wore pink, since she was born on Tuesday, the day with pink color. Moreover, they also explain the Chinese belief about the positive meaning of pink and red to persuade the first author to wear pink clothes in Chinese festivals.

The experience of the first author is different from the second author. The parent of the second author told her that purple or violet was an unlucky color for her, and if she used purple products, she would meet a bad luck. This rhetorical communication also links to the astrology based on the date of birth, but it is "threatening," which is one of the 16 items of compliance strategies. On the other hands, the parent of the second author told her that red and orange were suitable for people born in Thursday. The second author chose to like red, because her class in primary and middle school is in the house of red, which was the color group of students assigned by teachers or school officers for doing activities in sport day. Since "red" is her school sport team, she could easily have a positive attitude toward red, because of team identification. This could be described by the mentioned social learning theory, too.

Sport team identification, as a part of the field of fan studies, has been investigated by various scholars. Team identification could result in the increasing of sport fan activities, such as searching for team information and attending the sport match (Tamminen, Gaudreau, McEwen, & Crocker, 2016). The successfulness of the sport team could transfer to the fans in the form of a short-term positive emotion and self-esteem (Abdullah, 2017). This process could cause fans' enjoyment and satisfaction (Madrigal, 1995; Richardson, 2004). Because the second author of the present paper identified with her "red" team, in her childhood, her feelings were changed according to the successfulness and the failure of the team. Although many times, she had been disappointed, she felt that she was a part of the team and also a part of the group which was other students

in the house of red. The similarity identification process was occurred in the relationship between the second author and other students in the same house of color. The increasing of identity salience, as well as similarity identification, would allowed the students to imitate the behaviors and the attitude of one another. In this case, the second author learned fan behaviors and other aspects from other students, which is an evidence described by social learning theory.

For the first author, her attitude toward pink was also influenced by the environment. When she was in the elementary school, she found that many female friends used pink products, such as pencil boxes, erasers, drawing books, tooth brushes, strawberry toothpaste, cups, bags, and dolls. Her friends told her that they would not let her to be a part of their group, if she did not have a pink tooth brush. This could also establish the link between using pink products and earning of social support. Therefore, the first author learned that using pink products would allow her to be in the society and it does not make her the stranger in her childhood class. This part of her experience shows that her friends used threatening strategy on her, and she also use the same strategy toward herself that she would be a normal girl, not a stranger, if she used pink products at school. Moreover, whenever she went to supermarket or shopping mall and she walked into the girl zone, she found that almost all of the products for girls were pink. This could reinforce the belief that pink is the color for girls and women.

After pink becomes the most favorite color of the first author, she also used compliance strategies to get the pink products she wanted. During the sleeping hours at her school, she wanted to sleep on the pink mattress which was owned by her friend. She asked her friend for it, but her friend told her that she had to keep and fold the pink mattress and blanket today in order to sleep on them tomorrow. However, the first author did not want to do that. She went home and told this story to her mother, so her mother bought a new pink mattress and blanket for her. The compliance strategy that the author's friend used to her is "applying aversive stimulation" that the author had to do something she did not like before getting the thing she liked.

There is the situation that the first author asked her mother to buy the pink mattress and blanket for her and her mother did it. This strategy does not match any item in compliance strategies, so the author's experience could contribute to this theory. The authors would call this strategy, "attributing other' feeling." Generally, Marwell and Schmitt (1967) identified 16 compliance strategies by considering about the feeling of those who comply, but in this case, the author's mother complied because the circumstance being told by the daughter. This negotiation could be considered as win-win situation (Suteetorn, 2017), that the daughter earned what she asked and her mother may achieve her goal because the daughter showed her preference toward pink products.

It is important to note that parents could buy pink products for their child without any expectation that she would do anything in turn. This is opposite from the first author's friend and boyfriend, who gave her the preferable objects and hoped that she would have a positive attitude toward them.

5. Conclusion

The authors' attitude toward colors were influenced by family, peer, and the environment outside. Compliance strategies could help describe both family and peer rhetorical communication and social learning theory does for peer communication and social influence. An additional

compliance strategy was also found in the mother-daughter communication which is "attributing other's feeling." Based on this knowledge contribution, it shows that to apply the communication theory that was often used in workplace or marketing into family context could help create another aspect that has never happened in the world outside the family. This is because the structure and relationship inside the family is different from the company or market where everybody normally expects the benefits from others.

The major limitations of this paper are that (1) only family communication was mainly discussed, and (2) there is no triangulation to test the additional compliance strategy. Future studies may seek to confirm "attributing other's feeling" in both family communication and other contexts that compliance strategies could be applied.

6. References

- Abdallah, J. C. (2017). *The football effect: How sports spectatorship affects self-esteem, mood, and group identification in affiliated individuals* (Doctoral dissertation, Ohio State University, Ohio).
- Amatyakul, S., & Polyorat, K. (2016). Brand personality. *Executive Journal*, 36(2), 89-101.
- Arunrangsiwed, P. (2013). The Effects of Website for Temples in Bangyai and Bangkrui District on Thai Tourist Attractions. In *The 5th International Science, Social Science, Engineer and Energy Conference 2013* (pp. 207-211). Kanjanaburi, Thailand: Sunandha Rajabhat University.
- Arunrangsiwed, P., Bunyapukkna, P., Ounpipat, N., & Inpayung, P. (2018). Wannabe Effect: The Study of Wishful Identification and Prosocial Media Effect. Manuscript submitted to an academic conference.
- Arunrangsiwed, P. & Pasomsat, M. (2016). The evolution of Disney fairy tales: A meta-review of past studies. *Suan Sunandha Rajabhat University Journal of Management Science*, 3(1), 53-71.
- Auimanachai, N. (2017). Video content with viral marketing. *Executive Journal*, 37(2), 22-28.
- Bakker, I., van der Voordt, T., Vink, P., de Boon, J., & Bazley, C. (2015). Color preferences for different topics in connection to personal characteristics. *Color Research & Application*, 40(1), 62-71.
- Bandura, A., & Walters, R. H. (1977). *Social learning theory* (Vol. 1). Englewood Cliffs, NJ: Prentice-hall.
- Čavoški, S., & Markovic, A. (2015). Analysis of customer behaviour and online retailers strategies using the agent-based simulation. *Management: Journal of Sustainable Business and Management Solutions in Emerging Economies*, 77, 13-24.
- Erdner, S. M., & Wright, C. N. (2018). The Relationship Between Family Communication Patterns and the Self-Efficacy of Student-Athletes. *Communication & Sport*, 6(3), 368-389.
- Guilford, J. P., & Smith, P. C. (1959). A system of color-preferences. *The American Journal of Psychology*, 72(4), 487-502.
- Guohua, Z. (2015). Analysis of graphic design and color application in tourism advertising. In *The 2015 International Conference on Social Science and Technology Education*. Sanya, China.

- Hurlbert, A. C., & Ling, Y. (2007). Biological components of sex differences in color preference. *Current biology*, 17(16), R623-R625.
- Kelly, L., Keaten, J. A., Cynthia, F., Duarte, I. B., Hoffman, P., & Michels, M. M. (2002). Family Communication Patterns and the Development of Reticence. *Communication Education*, 51(2), 202-209.
- Khan, Z., & Habibullah, I. (2017). The Ukrainian conflict and options for conflict resolution. *Journal of European Studies*, 33(1), 16.
- Koerner, A. F., & Fitzpatrick, M. A. (2002). Toward a theory of family communication. *Communication theory*, 12(1), 70-91.
- MacElveen, P. (1978). Social networks. *Clinical practice in psychosocial nursing: Assessment and intervention*. New York: Appelton-Century-Crofts.
- Madden, T. J., Hewett, K., & Roth, M. S. (2000). Managing images in different cultures: A cross-national study of color meanings and preferences. *Journal of international marketing*, 8(4), 90-107.
- Madrigal, R. (1995). Cognitive and affective determinants of fan satisfaction. *Journal of leisure research*, 27(3), 205-207.
- Marwell, G., & Schmitt, D. R. (1967). Dimensions of compliance-gaining behavior: An empirical analysis. *Sociometry*, 30, 350-364.
- Miller, K. S., Kotchick, B. A., Dorsey, S., Forehand, R., & Ham, A. Y. (1998). Family communication about sex: What are parents saying and are their adolescents listening?. *Family planning perspectives*, 30(5), 218-235.
- Navarro, R., Martínez, V., Yubero, S., & Larrañaga, E. (2014). Impact of gender and the stereotyped nature of illustrations on choice of color: Replica of the study by Karniol (2011) in a Spanish sample. *Gender Issues*, 31(2), 142-162.
- Phakdiburut, W. (2017). Innovation communication for corporate brand management of Thai commercial bank: A case study of the Siam Commercial Bank Public Company Limited. *Executive Journal*, 37(1), 36-44.
- Pinthapataya, S. (1999). *Human behavior and self-development*. Bangkok: Psychology and Guidance Program, Faculty of Education, Suan Sunandha Rajabhat University.
- Racey, C., Franklin, A., & Bird, C. M. (2018). *The processing of color preference in the brain* (European Research Council project). Retrieved from <http://dx.doi.org/10.1101/361006>
- Raut, V. P. (2017). An analytical view on color influencing consumer: paper advertisement-a study in Pune region. *International Journal of Engineering Development and Research*, 5(4), 554-558.
- Richardson, B. (2004). New consumers and football fandom: The role of social habitus in consumer behaviour. *Irish Journal of Management*, 25(1), 88.
- Srisontisuk, S. (2007). Social and culture of local community. Bangkok: SE-ED.
- Suteetorn, B. (2017). Conflict and interpersonal conflict resolution. *Executive Journal*, 37(1), 54-67.
- Tamminen, K. A., Gaudreau, P., McEwen, C. E., & Crocker, P. R. (2016). Interpersonal emotion regulation among adolescent athletes: A Bayesian multilevel model predicting sport enjoyment and commitment. *Journal of sport and exercise psychology*, 38(6), 541-555.

- Wadhvani, R., & McMahon, D. J. (2012). Color of low-fat cheese influences flavor perception and consumer liking. *Journal of dairy science*, 95(5), 2336-2346.
- Walters, J., Apter, M. J., & Svebak, S. (1982). Color preference, arousal, and the theory of psychological reversals. *Motivation and emotion*, 6(3), 193-215.
- Weisgram, E. S., Fulcher, M., & Dinella, L. M. (2014). Pink gives girls permission: Exploring the roles of explicit gender labels and gender-typed colors on preschool children's toy preferences. *Journal of Applied Developmental Psychology*, 35(5), 401-409.
- Wong, W. I., & Hines, M. (2015). Effects of gender color-coding on toddlers' gender-typical toy play. *Archives of sexual behavior*, 44(5), 1233-1242.
- Zellner, D. A., Bartoli, A. M., & Eckard, R. (1991). Influence of color on odor identification and liking ratings. *The American Journal of Psychology*, 104(4), 547-561.

ผู้เขียน



นางสาวจรรวณ เจลิมบุญ

นักศึกษาระดับปริญญาตรี สาขาภาพยนตร์และสื่อดิจิทัล
คณะวิทยาการจัดการ มหาวิทยาลัยราชภัฏสวนสุนันทา



อาจารย์พราว อรุณรังสีเวช

อาจารย์ประจำสาขาแอนิเมชันและมัลติมีเดีย
คณะวิทยาการจัดการ มหาวิทยาลัยราชภัฏสวนสุนันทา

การศึกษา:

ปริญญาตรี Bachelor of Architectural Technology, NYIT

ปริญญาโท Master of Interactive and Digital Media, The University of Sydney

ปริญญาเอก Doctor of Philosophy in Communication Arts
มหาวิทยาลัยกรุงเทพ (หลักสูตรนานาชาติ)



อาจารย์กัญญ์ อู่ตะเภา

อาจารย์ประจำสาขาวิชาการประชาสัมพันธ์และการสื่อสารองค์กร
คณะวิทยาการจัดการ มหาวิทยาลัยราชภัฏสวนสุนันทา

การศึกษา:

ปริญญาตรี การศึกษบัณฑิต (บรรณารักษศาสตร์)
มหาวิทยาลัยศรีนครินทรวิโรฒ ภาควิชา

ปริญญาโท วารสารศาสตร์ มหาคบัณฑิต (การบริหารสื่อสารมวลชน)
มหาวิทยาลัยธรรมศาสตร์