INTRODUCTION TO THE SPECIAL ISSUE

Cross-cultural value mismatch: A by-product of migration and population diversity around the world

As people migrate from poorer countries to wealthier ones and from relatively homogenous rural areas to more diverse urban environments—the dominant trend in worldwide migration—cross-cultural value mismatch ensues. In the nine articles that follow, cross-cultural value mismatch occurs under several circumstances: (a) when the ancestral values of a group, often an immigrant or indigenous group, differ from the values of the dominant group in that society; (b) when international migration of one generation leads to differing values in subsequent generations; or (c) when urban migration leads to a mismatch between values adapted to a rural ecology and values adapted to an urban ecology. These types of value mismatch can result from socioeconomic diversity, ethnic diversity, national diversity and/or linguistic diversity within the same social and geographical space. Equally important, social change within a society can lead to a mismatch between pre-existing cultural values and adaptation to a new environment.

As the articles in this special issue show, these interlinked sources of diversity lead to value mismatch on multiple levels: within individuals (Bedouin youth—Huss, Ganayiem, & Braun-Lewensohn, 2018), within families (Russian immigrants to Germany and Israel—Aumann & Titzmann, 2018), between values adaptive in rural villages and those adaptive in the city (Maya children working in city streets—Tovote & Maynard, 2018; rural and urban populations in China—Wu, Zhou, Chen, Cai, & Sundararajan, 2018), between clients and therapeutic models (Ultra-Orthodox Jews and Ethiopian immigrants in Israel—Nadan, Roer-Strier, Gemara, Engdau-Vanda, & Tener, 2018), between educational institutions and the families they serve (Turkish and Russian immigrant mothers, low-income German mothers in German daycare centres—Bossong & Keller, 2018), between educational institutions and their students (Latino youth from immigrant families studying at a U.S. university—Vasquez-Salgado, Ramirez, & Greenfield, 2018), between international students and domestic students at a U.S. university—Glazer, Simonovich, Roach, & Carmona, 2018) and even between educational institutions and the immigrant teachers they employ (teachers from Asia and Latin America employed in U.S. schools—Mercado & Trumbull, 2018). This special issue delineates and analyses these value mismatches and conflicts, investigating their causes and their consequences. In many cases, the constituent articles draw attention to similar value conflicts experienced by multiple groups around the world.

One theme unifying several of the articles is evidence in some new contexts for my theory of social change and human development (Greenfield, 2009, 2016, 2018). The theory specifies that wealth, technology, formal education and urbanisation are associated with greater emphasis on independence, autonomy and choice—all individualistic values; in contrast, limited means, less opportunity for formal education and rural lifestyles are associated with greater emphasis on family obligation, obedience and collectivistic values more generally. Therefore, in situations of rapid culture change or immigration from poorer countries with little opportunity for formal education to wealthier countries with more educational opportunity, there is often a mismatch between people's ancestral values and adaptation to a changing or new environment. This type of mismatch can occur in educational settings very early in development (Turkish and Russian families in German daycare settings, Bossong & Keller, 2018) or later in the educational trajectory (Bedouin high school students in Israel—Huss et al., 2018; Latino university students in the United States—Vasquez-Salgado et al., 2018). It can also occur in the delivery of social services (Nadan et al., 2018, in Israel) or in the adaptation to urban settings under conditions of rapid social change (Wu et al., 2018, in China). At the same time, Tovote and Maynard (2018) emphasise how the value of family obligation can be adapted to urban conditions by indigenous Maya families in Chiapas, Mexico.

These common themes of cultural mismatch around the world illustrate the globalisation of social change and its effects. But there is another side to globalisation and that is the variety of cultural combinations and migratory movements involved in these nine articles: In the United States, research participants are Latino university students from immigrant families (Vasquez-Salgado et al., 2018), teachers from Asia and Latin America (Mercado & Trumbull, 2018) and international students from all over the world (Glazer et al., 2018). In Germany, research participants are immigrants from Russia and Turkey (Aumann & Titzmann, 2018; Bossong &

Keller, 2018). In Israel, participants include immigrants from Ethiopia and Russia (Aumann & Titzmann, 2018; Nadan et al., 2018). In China, the focal issue is massive urban migration (Wu et al., 2018). In a special class are the indigenous groups that experience not only value mismatch but huge discrimination from the cultural groups who have conquered them (Bedouins in Israel, Huss et al., 2018; Maya in Mexico, Tovote & Maynard, 2018).

The nine articles also highlight the value of multiple methods: There are four qualitative studies, four survey or interview studies, one study using online "big data" in the form of Tweets and one experiment. (There are more methods than articles because the article by Wu et al., 2018, includes two studies). The qualitative studies demonstrate the value of exploring experiential phenomena in depth; they highlight the voices of the participants. The survey studies and Tweet exploration emphasise generalisability. The experimental study, founded on a prior qualitative study and survey, addresses causal relations. I invite the readers to sample this fascinating collection of articles on cross-cultural value mismatch around the world. I hope the studies will inspire you to further explore this socially important topic with your own new research.

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