The major objective of this study was to find out the home-school linkage on values formation of grade six pupils in Dingras District, Division of Ilocos Norte. Specifically, the study sought to answer the following:

A. On Home and Family System

1. What is the value orientation of families of grade six pupils as related to the dimensions of core values (physical, intellectual, moral, spiritual, social, economic, and political)?
2. What are the factors that significantly influence the normative behavior of parents?

B. On School/Educational System

1. What is the value orientation of grade six pupils as related to the dimensions of core values (social, physical, intellectual, moral, spiritual, economic and political)?
2. What are the factors that significantly influence the normative behavior of school children?

C. On Home and School Interactive System

1. Is there a significant relationship between the value orientation of parents (representing home influence) and that of their children (representing school influence)?

Findings

Based on the data gathered, the following findings were drawn:

A. On Home and Family System

1. Value Orientation of Parents
The 60 respondents (parents) ranked the different dimensions of core values as follows: moral with a cluster mean of 4.792; followed by intellectual, 4.594 physical, 4.324 and economic, 4.178.

2. Factors that significantly Influence Parents’ Value Orientation

2.1 Natural/Physical Environment

1. Type of Dwelling
   As to type of dwelling, the calculated coefficient of 0.249 shows that the value orientation of parents and the type of dwelling they have in the family are slightly correlated. However, the obtained regression coefficient of 0.123 with an F-value of 3.857 shows that this variable amply contributed to the formation of parents’ value orientation in general.

2. Home Conveniences
   The influence of conveniences at home on the normative behavior of parents is likewise slightly correlated (r + 0.327). However, the regression coefficient of 0.142 with an F-value of 6.962 indicates a strong effect of home conveniences in the formation of family values.

3. Health Condition
   Health condition is the most influential environment factor in the formation and development of social values in the family as shown by the correlation coefficient of 0.530 (moderate) with the regression coefficient of 0.241 with an F-value of 22.806 that is highly significant.

2.2 Social Environment

1. Educational Attainment
   A slight correlation is exhibited between educational attainment of parents and their value orientation as implied by the correlation coefficient of 0.299. The computed F-value of 5.714 shows that educational attainment is one factor that influences the normative behavior of parents.

2. Occupation
   Occupation is a very significant influence on parents’ value orientation as indicated by the correlation coefficient of 4.486 with the regression coefficient of 0.149 with an F-value of 17.965.

3. Income
   Income is one of the social factors that significantly influence the normative behavior of the respondents as shown by the correlation coefficient of 0.445 (very significant) with the regression coefficient of 0.017 with an F-value of 14.345.
4. Religion
Religion influences the normative behavior of parents with a slight correlation ($r = 0.281$). However, the regression coefficient of 0.199 with an F-value of 5.007 indicated a strong effect in the formation of family values.

5. Number of Children
As to number of children, the calculated correlation coefficient of 0.253 shows that the value orientation of parents and the number of children in the family are slightly correlated. However, the obtained regression coefficient of 0.040 with an F-value of 3.964 which is significant shows that this variable amply contributed to the value orientation of parents.

B. On School/Educational System

1. Value Orientation of Pupils
The 60 respondents (pupils) ranked the different dimensions of core values as follows:
Physical comes first with a cluster mean of 4.501; political, 4.324; social, 4.264; moral, 4.248; spiritual, 4.248; intellectual, 4.116; and economic, 3.788.

2. Factors that Significantly Influence Pupils' Value Orientation

2.1 Physical/ Natural Environment
1. Type of School Building
The physical environment of pupils and their value orientation are slightly correlated ($r= 0.297$) with the regression coefficient of 0.179 and an F-value of 5.723 which is significant at .05 level. This shows that this variable is important in the formation of values among school children.

2. Facilities
As to facilities, the influence on the normative behavior of pupils is rather low as shown by the correlation coefficient of 0.179 which indicates an insignificant effect of facilities on the formation of pupils’ value orientation.

3. Services
The Services significantly influence the normative behavior of pupils as shown by the correlation coefficient of 0.324 (moderately significant) with the regression coefficient of 0.233 with an F-value of 6.786.

2.2 Social Relations
Social relations influence pupils’ value orientation as implied by the correlation coefficient of 0.522
The regression coefficient of 0.317 with an F-value of 21.753 indicates a strong effect of social relations in the formation of values.

C. Home-School Interactive System

1. Physical Dimension
The calculated correlation coefficient of 0.113 shows that the relationship between parents and pupils in relation to physical values is low. The obtained t-value of 0.865 manifests that the value obtained is not significant which means the values developed by parents and pupils are different.

2. Intellectual Dimension
A slight relationship exists on the intellectual orientation between parents and pupils as evidenced by the calculated correlation of 0.298 with t-value of 2.78 which is significant.

3. Moral Dimension
As to moral dimension a slight relationship is seen between parents and pupils as evidenced by the calculated correlation of 0.298 with t-value of 2.378 which is significant.

5. Moral Dimension
As to moral dimension a slight relationship is seen between parents and pupils as evidenced by the calculated correlation of 2.211 with the t-value of 1.647 which is not significant.

6. Spiritual Dimension
The calculated correlation coefficient of 0.222 with t-value of 1.736 shows that there is a slight relationship between parents and pupils as regards spiritual values but it is not significant.

7. Social Dimension
The correlation coefficient of 0.193 shows that the relationship between parents and pupils in relation to social values is low. The obtained t-value of 1.497 reveals that the value obtained is not significant. This means that the values developed by the parents and pupils are different.

8. Economic Dimension
Concerning the economic aspect of the core values, a significant relationship exists between the parents’ and pupils’ value of 0.296 with t-value of 2.358 means that the relationship is slight.

9. Political Dimension
A very significant result was found in this aspect. The calculated t-value of 3.134 with a correlation coefficient
of 0.381 shows that parents and pupils orientation are slightly correlated.

**Conclusion**

Based on the findings of this study, the following conclusions were drawn:

The respondents (parents) valued most moral and intellectual (love and truth) values of all the core values. They agreed that these values are the most important in the formation of values in their children.

They always practice moral values such as love, integrity, honesty, self-worth, self-esteem and personal discipline which marks of a mature and useful citizen.

They ranked physical valued as number six. This shows that they are physically fit through healthful habits. Nevertheless, they did not place much emphasis on physical activities.

Their type of dwelling, home conveniences, (significant) and health conditions (very significant) influence their value orientation.

Their educational attainment, religion, number of children, (significant) occupation and income (very significant) significantly influence their value orientation.

The respondents (pupils) considered physical and political values as the most important values they acquired in school.

Among the pupils, intellectual values ranked number six. This means that they lacked such knowledge building to classify their values and assess these values in relation to their social and natural environment as well as make choices of values deemed critical for their own growth and commitment to what they value.

The variables physical plant, services and social relations significantly influence value orientation of pupils.

Facilities and equipment in school are inadequate.

Parents; intellectual value orientation and that of the pupils rank almost the same. Both emphasize consciousness or seriousness in working, intellectual honesty as well as decision making.
The relationship between parents and pupils in relation to physical and social values is low. This shows that the value obtained is not significant.

Parents’ political value orientation and that of the pupils are very significantly related.

**Recommendations**

Based on the conclusions, the following recommendations are given:

Parents need to stress and strengthen the values which they considered as less important and must effectively and adequately internalize them.

Parents should indulge themselves with physical fitness activities to have strong vigorous body that can cope with everyday challenges, irritation and complexities. Exercising as a family is a good way to get the children into the exercise habit early.

Teachers should provide activities that are instrumental in the development of intellectual values.

Teachers should help the pupils strengthen the values which they considered fairly important of least important.

The home (parents) and school (teachers) should put more effort in the development of economic efficiency and greater productivity in order to contribute to the economic security and development of the family and nation.

More facilities and equipment in school should be provided.

There is a need to strengthen the following dimensions under the core values: physical, moral, social, and spiritual.

Teachers and parents must have a closer relationship to develop the desired values or personality of the school children.

There should be an offshoot of the study on the same topic which includes a profile of teachers.