



The Impact Of Internship Experience On The Professional Development Of Legal Office Administration Students

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Abstract- This study focused on effect of Internship Experience on the Professional Development of Legal Office Administration Students in terms of skills, knowledge, and work readiness. The study in relationship between internship training and students preparation for future employment in legal and administrative workplaces. The researchers used a quantitative descriptive-correlational research design to gather and analyze numerical data from the respondents. The participants of the study were 100 in second-year to fourth-year, Bachelor of Science in Office Administration students in Legal Office Administration who completed or were currently undergoing internship training during the Academic Year 2025–2026. The respondents come from different internship institutions such as law offices, private offices, courts, and government agencies. the main data gathering instrument. The survey questionnaire was distributed through Google Forms to make data collection more convenient and accessible for the respondents. The collected data were analyzed using frequency, percentage, weighted mean, and Pearson correlation. The findings of the study revealed that internship experiences contributed to the students professional development. The respondents strongly agreed that internships helped improve their communication skills, confidence, organizational abilities, legal knowledge, workplace behavior, and work readiness. The study concluded that internship programs serve as an important bridge between academic learning and real-world workplace experience. Furthermore, the study recommends that schools continue improving internship programs and strengthen partnership with legal institutions to better prepare students for future careers in Legal Office Administration.

Keywords: Internship Experiences, Development your skills, Legal office Administration

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INTRODUCTION

Internship programs are known as an important component of higher education because it allows students to expose their classroom skills to industry, to show what they learn to actual practice. According to Rodríguez-Díaz et al. (2025), internship experiences to create a relation between academic learning and practical work environments it learn students real office experience. Through internships, they learn to be a profesional in the workplace, understand employers expect, and get ready for their future careers. Aside from giving a experience for the workplace, an internship also learn proper work properly and technical skills. Research conducted by Sakinah et al. Internship programs are very important in college because they let students use what they learned in the classroom in a real job. According to Rodríguez-Díaz et al. (2025), internship experiences to create a relation between academic learning and practical work environments it learn students real office experience. Through internships, they learn to be a profesional in the workplace, understand employers expect, and get ready for their future careers. Aside from giving a experience for the workplace, an internship also learn proper work properly and technical skills. Research conducted by Sakinah et al. (2025) the internships students learn both job life skills, like communication, teamwork, and critical thinking. This helps students get ready to find a proper job.

For students taking legal office administration, this internship training is importantly high demand. The legal sector needs people who can do paperwork, follow hard rules, and change when needed. (Tan, 2014). The internships students they learn to make legal papers, organize files, talk to clients, help lawyers with office work. Because of working in real law firms, courts, and government offices helps students see exactly what a legal worker needs to do.

However, while the broad benefits of internships have been greatly recorded and documented, thorough research studies about legal office administration remain limited. Working in a legal office is hard because of heavy task, strict rules, and bad communication, previous research on internships doesn't really talk about this. (Cano 2025). Also, here school the Philippines follow strict internship rules, like ones from CHED Memorandum Order (CMO) No. 104, Series of 2017 (Romance, 2025).

Nonetheless, there is still a disconnection between the institutional curriculum and the actual workload and workplace culture and proficiencies expected by the training establishment (Cano, 2025; Romance, 2025). Without the evaluation for the internship of a legal office administrator, the educational institution lacks the data and documents required in aligning the curriculum with the evolving demand of the legal and administrative sector. Prepared for their future careers. Therefore, this study aims to examine the impact of internship experience on the professional development of Legal Office Administration students. The results of this study may provide valuable information for students, educators and institutions to improve internship programs and improve the professional preparation of students in the field of legal office administration. Therefore, the aim of this study is to analyze the effect of internship experience on the professional development of legal office administration students. The results of this study can help colleges improve their internship programs and help legal office administration students get ready for their future jobs. this helps students get a good start as they leave school and look for a job.

BACKGROUND OF THE STUDY

The practice of internships has gained a lot experience among students during their period of learning in college. Because the internships are important learning since interns get to use the knowledge and skills acquired from the school environment. Students get exposed to the industry environment where they get to see how things work. From the recent years, there has importance on how internships can be cooperative to develop professional skills among students. By Rodríguez-Díaz et al. (2025), internships contribute in providing an opportunity wherein between the theory and practice is connected through the use of internship opportunities. According to the literature, participating in internships allows students to have a skills required at work such as communication and critical thinking skills.

Additionally, Sakinah et al. (2025) that internships are provide to developing skills among students. According to this research, when student complete internships, they gain confidence, enhance their performance, and understand the demands of work. Internships make students adapt themselves to the job requirements and take responsibilities while working on professional duties.

Students in Legal Office Administration has benefit from internship training since they are exposed to work industry in a legal office environment. In internships, students can be motivated in activities such as making documents, record keeping, supporting legal practitioners, and communicating with clients among other important activities that will help students appreciate what their job roles will attain when they are employed in law firms and government institutions.

However, the importance of internships in professional growth and development, there is a need to solve how these internships can impact the professional growth of Legal Office Administration students. The analysis of the effect these internships could have on the students' performance would help educational institutions design efficient programs for their students. In this matter, it will be important for this research to evaluate the effect of internships on the professional development of Legal Office Administration students. The results of this research may give very useful information that could be used to enhance internship programs and promote the professional growth of students studying Legal Office Administration

STATEMENT OF THE PROBLEM

This study aims to determine the impact of internship experience on the professional development of Legal Office Administration students. It aims to examine the relationship between internship training and the improvement of students' skills, knowledge, and work readiness.

1. What is the demographic profile of the respondents in terms of:
 - 1.1 Age
 - 1.2 Sex
 - 1.3 Year level
2. What is the level of internship experiences among the students?
3. What is the level of professional development of the students in terms of:
 - 3.1 Skills
 - 3.2 Knowledge
 - 3.3 Work readiness
4. Is there a significant relationship between internship experience and the professional development of students
5. What recommendations can be proposed to improve internship programs and enhance students' professional development?

OBJECTIVES OF THE STUDY

This study aims to determine the impact of internship experience on the professional development of Legal Office Administration students.

- To identify the demographic profile of the respondents in terms of age, sex, and year level.
- To determine the level of internship experience of the students.
- To assess the level of professional development of the students in terms of skills, knowledge, and work readiness.
- To propose recommendations to improve internship programs and enhance students' professional growth.

SIGNIFICANCE OF THE STUDY

This research would then be specifically significant and beneficial to following :

To the Researchers. As students taking Bachelor of Science in Office Administration, this study will help the researchers become more details about related to the internship experience on the professional development of legal office administration, As Future legal office the researchers it can provide information and knowledge.

To the Students. Students become more conscious of the value of growing abilities, acquiring experience and challenging their work attitudes while doing internships since it will help them appreciate the value and benefits of internship experience in their professional growth. It may also motivate students to take their internship seriously because it can help them become more prepared and confident in their future jobs.

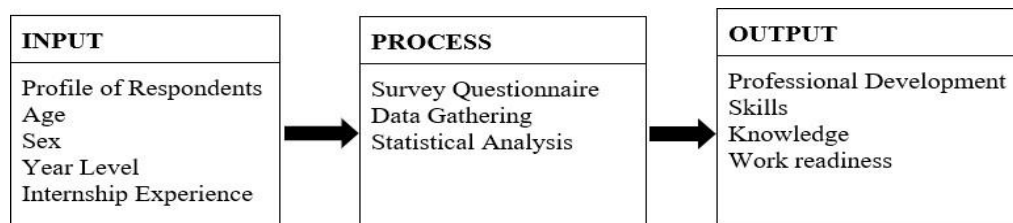
To the Teachers. This study is it can provide information about how effective their internship programs are in growing students professional. Use the data to strengthen their internship curriculum provide preparation activities and develop skills with office companies that accept internship.

To the internship supervisor. This study is also valuable to internship supervisor they can better understand the experience and requirements of the student internship help them develop a supportive learning environment and improve the training they give organizations can contribute to the professional growth of students and help prepare them for real work.

SCOPE AND LIMITATIONS

This study will focus on the effects of internship experiences on the development of Bachelor of Science in Office Administration in Legal Office Administration. The target participants for this research will be limited only to those in their second to fourth year who have already accomplish or are currently taking an internship in organizations connected to the field of law. This may include law firms, courtrooms, or any other organization related to the legal field. The variables considered in this research include the independent variable (internship experience) and the dependent variable (professional development), divided into three subcategories: skills, knowledge, and work readiness. This particular research helps to determine the effects of experiences in the practice of law on such competencies. However, there are limitations recognized in this study. Firstly, only data collected in the Academic Year 2025-2026 are included. The results, cannot be generalized across other years. Only second-year to fourth-year law students and non-law students are eligible. In addition, the information used in the research is collected through self-reporting, and it is subject to the respondents' objectivity.

CONCEPTUAL FRAMEWORK



This explains that the variables included in this study relate to one another. It demonstrates how the internship experience impact students studying legal office administration's professional growth.

This study, the independent variable is the internship experience, which is the actual training and exposure interns get during their internship. This variable is expected to influence the dependent variable, which is the professional development of students in terms of their knowledge, skills, and readiness for working life. The characteristics of the respondents such as age, sex, and year level are also considered as variables that may affect the findings.

This shows how internship experience contributes greatly to the professional development of students. The study aims to determine how internship programs allow learners to prepare for their future by understanding this relation.

HYPOTHESES

(H₀): There is no relationship between internship experience and professional development of Legal Office Administration students.

(H₁): There is a relationship between internship experience and professional development of Legal Office Administration students.

(H₀): Communication skills do not related to the knowledge of legal office administration students in Parañaque City

(H₁): Communication skills affect related to the internship experience of legal office administration students in Parañaque City.

(H₀): Work readiness has no clear impact relate to knowledge of legal office administration students in Parañaque City.

(H₁): Work readiness has a clear impact relates to internship experience of legal office administration students in Parañaque City.

DEFINITION OF TERMS

Administrative Tasks – Refers to office related tasks done by the student while on internship filing, scheduling, and maintaining records.

Communication Skills – Refers to the skills of the students to communicate their messages verbally and written.

Internship Experience – Refers to the practical training and exposure gained by Legal Office Administration students during their internship in real workplace.

Internship Program – Refers to the structured training required by the institution that allows students to gain real-world work experience in legal offices or related organizations.

Knowledge – Refers to the understanding and information acquired by students related to legal office procedures and administrative tasks.

Legal Office Administration Students – Refers to students enrolled in the Legal Office Administration program who are required to undergo internship training.

Professional Development – Refers to the improvement of students' skills, knowledge, and work readiness as a result of their internship experience.

Skills – Refers to the abilities developed by students, such as communication, organization, and critical thinking skills, during their internship.

Work Readiness – Refers to the level of preparedness of students to perform tasks and responsibilities in a professional work environment.

REVIEW OF RELATED LITERATURE

In this research, there are theories from Experiential Learning Theory by David Kolb, according to learning is a lifelong process that involves the creation of knowledge by transforming experiences. It is stated by David Kolb that people learn best when they immerse themselves in their experiences and reflect on these experiences. The current case provides a basis under which Experiential Learning Theory can be applied to understand the influence of internship experience on the professional development of Legal Office Administration students.

Kolb's theory comprises four phases, namely Concrete Experience, Reflective Observation, Abstract Conceptualization, and Active Experimentation. These four phases can easily see in Legal Office Administration internships. The first phase is Concrete Experience. This happens when the students are actively motivated in performing tasks in the work environment. For example, students participate in drafting legal documents and office documentation.

Abstract Conceptualization is making concepts out of reflective thoughts. At this level, learners relate their experience to theoretical concepts acquired in the class regarding confidentiality and communication techniques. According to Sakinah et al. (2025), this process improves technical skills and also enables the students to understand what is expected of them at the workplace.

Active Experimentation is where the learners take advantage of what they have learned in terms of skills to take action in the future. It is through such a continuing activity that the intern will be able to improve their skill levels. According

to research, experiential learning has been known to prepare the students adequately for the workplace through the experimenting of skills (Sakinah et al., 2025).

SYNTHESES

The extensive literature base from both domestic and international sources reinforces the importance of the experiential nature of internship in fast-tracking the development of the professionals within the spheres of structural competence, technical expertise, and workplace readiness. The crucial point where the international and domestic views coincide is that the structured exposure to the workplace represents a necessary pedagogical link that transforms the theoretical knowledge obtained within the institution into practical administrative actions. The findings of the studies conducted by Halog and Limos-Galay (2024), Muslikhah et al. In addition, (2022) and (2024) both offer evidence in favor of the statement that involvement in corporate and institutional processes helps tremendously in increasing operational flexibility, efficiency in professional communication, precision in administration, and awareness of the demands of the job. Overall, the presented evidence proves the theory of how comprehensive administrative internships ensure that future employees have the minimum level of self-confidence and preparation before entering the office space.

In addition to skill development, today's research asserts that it is the actual work environment and practice that largely determines the quality of professional ethics and maturity of behavior that will be developed among the internship participants. For example, according to Pimpa and Suwannapirom (2024), an extremely supportive managerial environment contributes to better results in terms of document preparation, administration, and the performance of tasks at large. This international experience is in full correspondence with the empirical data obtained by Muslikhah et al. (2022), which indicates the presence of involvement in office activities without mediators as one of the factors in developing responsibility, correct time management, and complicated social skills. Concerning the case of the Philippines, Cano, Casundo, and Balili (2024) have proved that despite the existence of system worries and problems arising while performing internships, their implementation positively influences the development of office knowledge. Consequently, it can be stated that all mentioned aspects support the idea that internships should not only be parts of education but also be treated as laboratories for gaining necessary skills.

However, apart from the above benefits, it has also been noted by various researchers that there exist distinct challenges and high performance standards associated with specialized administrative systems. As stated by Dulpina et al., (2022), one of the main challenges involves the fact that students trained in office administration face problems adjusting in a specialized legal office setting because of inadequate training about statutory protocol among others. This stresses the importance of coping mechanisms and communication processes, among other factors, within such contexts. Moreover, according to the local investigation by Santos & Tandoc (2021), it is important to highlight that today's administrative system demands the highest degree of accuracy with regard to the handling of information, as well as fast adaptability to new technology and organizational structures in information systems. The above can be used to conclude that a successful career in the legal sector requires far more than just clerical skills.

Notwithstanding the universal consensus regarding the constructive impact of internship programs, noticeable discrepancies persist in the conceptual boundaries and empirical scopes of existing literature. International research (Pimpa and Suwannapirom, 2024; Muslikhah et al., 2022; Alim et al., 2024) has been conducted that predominantly emphasizes generalized administrative workflows, basic workplace ethics, and across job readiness indicators within traditional corporate and academic settings. Local studies, on the other hand, tend to focus more on the analysis of immediate workplace adjustments, socio-cultural issues and specific expectations of employers in the Philippine setting. Both lines of research do a lot to support the idea that experiential learning is beneficial, but there is still an empirical gap in terms of training performance in specialized judicial and legal environments that impose rigid professional ethics, legal protocols, and accurate procedural rules on professionals.

The gap in the present literature is due to the lack of research studies that specifically focus on the Legal Office Administration (LOA) students who are faced with the very specific and demanding nature of legal internship environments in Parañaque City. Most academic works continue to be general in scope, focusing on common understandings of office administration, industry, or public administrative organizations and do not properly focus on specific obstacles and opportunities in law firms, courts of law and government legal departments. Furthermore, there is limited evidence that has isolated or quantified the impact of multiple immersion variables on the intern's skills to perform operational tasks, including legal documentation, records management, strict statutory confidentiality, case scheduling,

and court protocols. These specialized competencies are foundational to producing competent legal administrative professionals but remain under-researched within local literature.

The present study directly addresses this empirical gap by critically evaluating the impact of internship experiences specifically on the professional development of Legal Office Administration students. This study gets from the general administrative contexts of earlier works to focus specifically on the role of immersion in specialized legal office environments to allow the learning of legal knowledge, administrative accuracy, and eventual career readiness. This research provides a complicated, discipline-specific framework that details how real-world experience forms the technical and ethical competencies demanded by the legal industry, by focusing on the unique realities of interns deployed across legal environments, courts and government agencies in Parañaque City. This research finally justifies its relevance by providing empirical data to better match educational programs, enhance the structure of institutional internships and improve the career readiness of future LOA professionals.

METHODOLOGY

RESEARCH DESIGN

In order to examine the relationship between internship experiences and the professional development of LOA students, the study employed a quantitative descriptive-correlational research design. This type of research design is appropriate for the study since quantitative research involves the collection and interpretation of numeric data through the use of surveys and statistical techniques. As explained by John W. Creswell and J. David Creswell, quantitative research design allows researchers to study patterns and relationships and interpret numeric data objectively.

For the descriptive portion of the study, the respondents' internship experiences, proficiency in certain competencies, their knowledge about laws and their professional preparedness will be identified. On the other hand, the correlational portion aims to find out whether there is any significant relationship between internship experiences and the professional development of the respondents.

RESEARCH LOCALE

This study was conducted Polytechnic University of the Philippines (PUP) Parañaque Campus place in Parañaque City, the Bachelor of Science in Office Administration (BSOA) program in Legal Office Administration. The respondents of the study were second-year, third-year, and fourth-year Legal Office Administration students who have completed or are currently undergoing internship training.

PUP Parañaque Campus as the selection of this locale because it has students who have gained internship experience in law offices, courts, government agencies, and other legal-related institutions and help improve internship programs and better prepare students for future careers in the legal and administrative. These internship experiences provide students with opportunities to develop their professional. The campus also provides easy access to the target respondents making data collection more convenient and effective.

RESPONDENTS OF THE STUDY

The respondents of this study were the second, third and fourth year Bachelor of Science in Office Administration (BSOA) with a specialization in Legal Office Administration from different higher education institutions. These students were working considered because they had completed or were in the process of completing internship training in legal work settings including law offices, courts, and government agencies during the Academic Year 2025–2026.

Participants were purposively selected to be directly relevant to the study objectives. This sampling method enabled the researchers to collect data from students who have real internship experience in legal office administration. The study targeted one hundred (100) respondents to provide enough data for statistical analysis. The responses received from the participants would be expected to provide valuable information on the relationship between internship experiences and the professional development of Legal office Administration students in terms of skills, legal knowledge and work readiness.

SAMPLING TECHNIQUE

Purposive sampling was used in selecting the respondents for the study. Purposive sampling is a non-probability sampling technique, in which participants are selected based on specific characteristics or qualifications that are relevant to the study's objectives. Purposive sampling allows researchers to choose participants who can give relevant and useful information to the research (Earl Babbie, 2021).

This sampling technique was used by the researchers because the study required respondents with actual experience of internship in legal office settings such as law offices, courts, and government agencies. The participants selected were second year to fourth year Bachelor of Science in Office Administration students significant in Legal Office Administration.

To be able to get the study, the respondents must be currently taking the Legal Office Administration specialization and have completed or are undergoing internship training in legal-related institutions during the Academic Year 2025–2026. The study excluded the students of other specializations and those who had no experience of internship in legal practice.

The use of purposive sampling contributed to ensuring that the data collected were from respondents who had the relevant knowledge and experiences necessary to explore the relationship between internship experience and professional development of Legal Office Administration students.

RESEARCH INSTRUMENT

The researchers will use an adapted survey questionnaire as the primary instrument in gathering data for the study. The questionnaire is composed of three parts: the demographic profile of the respondents, internship experience, and professional development in terms of skills, knowledge, and work readiness. The survey questionnaire was adapted and modified from related studies and research literature about internship experiences and professional development to suit the objectives of the present study.

DATA GATHERING PROCEDURE

Firstly, the researchers designed and validated the survey questionnaire to be used as the main tool for data collection. The questionnaire was designed to collect information about the internship experiences and professional development of students in Legal Office Administration in terms of skills, legal knowledge and work readiness.

The researchers sought for permission from the chosen higher education institutions before the actual distribution of the questionnaire. The respondents were informed on the purpose and objectives of the study. The participants were assured that all the information collected would be kept confidential and used for academic research only. They participated in the study voluntarily.

The data were collected through responding to an online survey questionnaire using Google Forms. The choice of this method was to give convenience and accessibility to the respondents coming from different schools and internship locations. The online distribution also allowed the researchers to collect the responses efficiently and minimize possible errors in recording the data.

The respondents were chosen based on purposive sampling. The study included only second-year to fourth-year Bachelor of Science in Office Administration students who specialized in Legal Office Administration and who completed or were undergoing internship training in legal-related institutions such as law offices, courts, and government agencies during the Academic Year 2025-2026.

Once the response was collected the researchers carefully checked and grouped the data collected. Incomplete, duplicate and invalid responses were excluded to ensure the accuracy and reliability of the results. The validated data were tabulated and prepared for statistical analysis and interpretation to determine the relationship of internship experience and professional development of Legal Office Administration students.

DATA ANALYSIS

This study used a quantitative approach with data analysis to explore the relationship of internship experience and professional development of Legal Office Administration students. The study employed a quantitative descriptive-correlational research design. Therefore, the statistical methods were used to analyze and interpret the numerical data

gathered from the survey questionnaire. Creswell, J. W. (and J. The quantitative data analysis helps researchers to organize, summarize and interpret the data through statistical procedures in an objective way (David Creswell, 2023).

The collected data were checked for reliability and accuracy and were analyzed and organized. The Google form responses were labeled and categorized according to the study variables, which are internship experience, professional skills, legal knowledge, and work readiness. To ensure reliability of the data, incomplete and invalid responses were excluded.

Descriptive statistics were used to describe the age profile of the respondents and to summarize the responses on the internship experiences and professional development. These include frequency, percentage, weighted mean and ranking. These statistical tools provided the opportunity to present the data in a systematic and clear manner.

A correlation analysis was completed to find out if there is a significant relationship between internship experience and professional development for Legal Office Administration students. The statistical results were interpreted and analyzed to identify out the patterns, relationships and trends relevant to the study objectives. The researchers were able to offer a data-based interpretation of the process, and how the internship experiences caused the development of students' professional competencies and work readiness.

ETHICAL CONSIDERATION

All participants involved were secured in strict accordance with ethical standards of the study. Before starting the data collection, respondents were briefed on the study purpose, the procedures and their role as the participants. It was made clear that participation was voluntary and they were able to withdraw at any time without any penalty or negative consequences.

The confidentiality and privacy of the respondents were strictly observed in the whole research process. No real names have been used in the study to protect the identities of the participants and instead each participant was assigned a code or assumed name. All data collected, including survey responses, were stored in a secure password-protected digital file accessible only to the researchers.

Confidentiality was ensured by the deletion of all the data collected properly after the completion of the study. Digital files have been permanently deleted. These procedures made sure that no personal information could be retrieved or misused. The researchers ensured that the study was conducted with respect and integrity for the safety of all participants. Ethical responsibility was maintained from data collection to the completion of the research.

SUMMARY

The results of the study suggest that the internship experience is important in the professional development of the students of Legal Office Administration. The results revealed that most of the respondents are young female students in the first stages of their academic and professional training. This means students are already being exposed to the working world early in their education, so they can acquire real-life skills and professional experience before they graduate.

The study also found that most of the respondents were placed in law offices and private offices, which means that the internship placements are closely related to the students' field of focus. Students at these schools get a chance to see what a real legal office looks like, including the administrative side of things, and what it's like to work in a professional environment.

In addition, the result showed that the experience of the internship was a positive has contributed to students development of skills, knowledge and work readiness. The respondents strongly agreed that they had improved their communication skills, confidence, organizational skills and workplace discipline during the internship. The result more revealed that students acquired practical knowledge of office challenges, professional responsibilities and ethics in the workplace and how to apply theories learned in class to real work situations. The study generally shows that internship programs serve as a good bridge between academic learning and professional practice. Through practical experience and workplace exposure students become more prepared, confident and competent perform office duties. As a result the internship experience develop the professional competencies and work readiness necessary for future employment in the field of Legal Office Administration.

PRESENTATION, ANALYSIS, AND INTERPRETATION OF DATA

This chapter presents, analyzes, and interprets the data gathered from the respondents regarding the effect of internship experience on the professional development of Legal Office Administration students. The data were organized according to the problem statement of the study

SOP #1: What is the profile of the respondents in terms of sex, age, year level, and type of internship institution?

Sex	Frequency	Percentage
Female	61	67%
Male	24	24%
LGBTQIA+	9	9%
Total	100	100%

The table shows that the most of the respondents are female, with 67 respondents or 67% of the total respondents. Male respondents consist of 24%, while 9% identified as LGBTQIA+.

This chapter presents, analyzes and interprets the data gathered from the respondents about the effect of internship experience to the professional development of Legal Office Administration students. The data was organized as per the problem statement of the study.

Table 1.2: Distribution of Respondents by Age

Age Group	Frequency (f)	Percentage (%)
18–20 years old	59	59%
21–23 years old	21	21%
24 years old and above	20	20%
Total	100	100%

The table shows that most of the respondents belong to the 18–20 years old age bracket, with 59 respondents or 59% of the total survey. This is followed by respondents aged 21–23 years old with 21%, while 20% belong to the 24 years old and above.

This means that majority of the respondents are young adults who are currently at the expected college age level. The findings suggest that most students are already exposed to internship training at an early stage of their academic journey. People of this age group are usually active flexible and willing to gain professional experience so they are better able to benefit from internship program that will prepare them for future jobs. The presence of older respondents also indicates the value of internship experiences for students of all age interested in professional growth and career readiness

Table 1.3 Distribution of Respondents by Year Level

Year Level	Frequency (f)	Percentage (%)
Second Year	67	67%
Third Year	15	15%
Fourth Year	18	18%
Total	100	100%

The table shows that second-year students comprise the majority of the respondents with 67%, followed by fourth-year students with 18% and third-year students with 15%.

This indicates that most of the participants are second-year students who are beginning to experience workplace exposure through internship programs. The high number of second-year respondents suggests that early internship participation plays an important role in developing students' professional skills and knowledge. The participation of third-year and fourth-year students also implies that internship experiences continue to contribute to professional growth as students progress through their academic levels.

Table 1.4 Distribution of Respondents by Type of Internship Institution

Institution	Frequency (f)	Percentage (%)
Law Office	36	36%
Private Office	35	35%
Government Agency	18	18%
Others (Courts, Schools, etc.)	11	11%
Total	100	100%

Based on the table the most respondents were assigned to law offices and private offices with 36% and 35% respectively. At the same time, 18% interned in government agencies and 11% were placed in other institutions such as courts and schools.

This means that most students of Legal Office Administration are being placed in internship environments that are directly related to office management and legal administrative work. The high number of interns in legal offices indicates that students are able to experience real legal office procedures, processing of documents and administrative duties connected with the legal profession. Students also learn professional behavior, communication skills and workplace discipline through internships in private offices and government agencies. These practices give students an opportunity to get a better understanding of real-world office operations and prepare them in the future careers in legal office administration.

SOP #2: What is the impact of internship experience on the professional development of Legal Office Administration students in terms of skills development?

Table 2.1 Skills Development

Indicator	Weighted Mean	Verbal Interpretation
Improved communication skills	4.65	Strongly Agree
Ability to organize files/documents	4.70	Strongly Agree
Confidence in office responsibilities	4.80	Strongly Agree
Average Weighted Mean	4.72	Strongly Agree

The table shows that the respondents strongly agree that their internship experience improved their professional skills. Among the indicators, "Confidence in office

responsibilities" obtained the highest weighted mean of 4.80, followed by "Ability to organize files/documents" with 4.70 and "Improved communication skills" with 4.65. The overall weighted mean of 4.72 is verbally interpreted as "Strongly Agree."

This suggests that the internship experience is an important factor in the development of practical and social skills of students. Students can enhance their communication skills, improve their organizational skills and develop more confidence in performing office skills through exposure to real-world workplace responsibilities. The high rating in confidence means that students become more comfortable and capable in performing professional responsibilities in real workplaces. The results suggest that the internship programs offer valuable practical experiences that enhance the students' preparedness for future employment and professional development.

SOP #3: What is the impact of internship experience on the professional development of Legal Office Administration students in terms of knowledge and work readiness?

Table 3.1: Knowledge and Work Readiness

Indicator	Weighted Mean	Verbal Interpretation
Gained knowledge on office challenges	4.75	Strongly Agree
Preparedness for future employment	4.60	Strongly Agree
Ability to apply school theories	4.55	Strongly Agree
Average Weighted Mean	4.63	Strongly Agree

The table reveals that the respondents strongly agree that their internship experience improved their knowledge and work readiness. "Gained knowledge on office challenges" obtained the highest weighted mean of 4.75, followed by "Preparedness for future employment" with 4.60 and "Ability to apply school theories" with 4.55. The overall weighted mean of 4.63 is interpreted as "Strongly Agree."

This indicates that the internship experience is a key factor in the development of students' practical and social skills. Exposure to real world workplace responsibilities can help students develop their communication skills and organizational skills and gain more confidence in performing office skills. The high rating in confidence shows that students are more comfortable and capable in performing professional responsibilities in real workplaces. The results suggest that the internship programs offer valuable practical experiences that improve students' readiness for future employment and professional development.

SUMMARY, COCLUSION, AND RECOMMENDATIONS

SUMMARY OF FINDINGS

This study aimed to determine the impact of internship experience on the professional development of Legal Office Administration students. Specifically, the study focused on the profile of the respondents, the internship institutions where they were assigned, and the effects of internship experience on their skills development, knowledge, and work readiness.

Based on the data gathered, the majority of the respondents were female students belonging to the 18–20 years old age group. Most of the participants were second-year students enrolled in the Legal Office Administration program. In terms of internship placement, most respondents were assigned to law offices and private offices, while others were deployed in government agencies, courts, and other related institutions.

The findings also revealed that the respondents strongly agreed that their internship experience contributed positively to their professional development. The students reported improvements in communication skills, confidence, document organization, and workplace behavior. The internship also helped them gain knowledge about office challenges, legal office procedures, and professional responsibilities.

Furthermore, the respondents strongly agreed that their internship experience improved their work readiness. The students became more prepared to handle workplace tasks, apply theories learned in school, and adapt to real office environments. Overall, the results showed that internship experience plays an important role in developing the skills, knowledge, and professional readiness of Legal Office Administration students.

CONCLUSIONS

The results of the study enable us to conclude that the internship experience improves the professional development of the Legal Office Administration students. The internship program provided students with practical exposure to real workplace environments where they were able to develop communication skills, organizational abilities, confidence and professional behavior. The students gained practical experience and learned more about the operations of a legal office and the duties of a workplace.

The research also finds that internship programs reduce the separation between academic learning and real-world application. Respondents were able to apply the theories and concepts learned in school in real office situations. The students were therefore able to learn more, improve their problem solving skills and better understand workplace ethics and professionalism. These experiences played a significant part in their personal and professional development.

Lastly, the results suggest that internship experience is a contributor to students' work readiness. Exposure to real office environment made the respondents more prepared, disciplined and confident to take on future employment responsibilities. Therefore, internship programs are an integral part of educational training of students of Legal Office Administration as they allow students to acquire competencies necessary for future professional activities in the legal and administrative fields.

RECOMMENDATIONS

Based on the findings and conclusions of the study, the following recommendations are presented:

- Students are encouraged to join internship programs and to benefit from the opportunities to develop their skills, knowledge and professional behavior.
- Higher education institutions should continue to improve their internship programs by collaborating with more law offices, government agencies, and private institutions that can offer meaningful workplace experiences.
- Internship supervisors and employers should continue to offer guidance and support to interns to help them develop confidence, discipline, and professionalism in the workplace.
- Schools may organize seminars, workshops and pre-internship orientations to better prepare students before they are deployed to internship institutions.
- Future research studies may be conducted with a larger number of respondents include other programs related to office administration and legal studies for a larger finding.
- Future studies may also explore other factors affecting the professional development of students, such as workplace environment, leadership, stress management, and internship duration.
- Other factors that impact students' professional development such as the workplace environment, leadership, stress management and duration of an internship could also be investigated in future studies.

SUMMARY OF THE OVERALL STUDY

This study examined the impact of internship experience on the professional development of Legal Office Administration students. The main objective was to determine how internship training helps improve students' skills, knowledge, and work readiness. It also aimed to identify the respondents' demographic profile and evaluate the relationship between internship experience and professional development.

The study utilized a quantitative descriptive-correlational research design. Data were collected from 100 second-year, third-year, and fourth-year Bachelor of Science in Office Administration students specializing in Legal Office Administration through a survey questionnaire distributed via Google Forms. The gathered data were analyzed using frequency, percentage, weighted mean, and Pearson correlation.

The findings showed that internship experience has a significant positive impact on students' professional development. The respondents strongly agreed that their internship training improved their communication skills, organizational

abilities, confidence, legal knowledge, workplace behavior, and overall work readiness. The results also indicated that internships provided students with valuable opportunities to apply the theories and concepts learned in the classroom to real workplace situations.

Based on the findings, the study concluded that internship programs serve as an effective bridge between academic learning and practical workplace experience. These programs help students develop the competencies, knowledge, and professional attitudes necessary for future employment in legal and administrative fields.

The study recommends that educational institutions continuously enhance their internship programs, strengthen partnerships with legal offices and other related organizations, and provide students with more opportunities for meaningful workplace exposure. Overall, this research contributes valuable information that can help improve internship programs and support the professional growth and career readiness of Legal Office Administration students.

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