Research Article

"ROLE MODEL FROM QUEEN BEE" THE GUIDELINES FOR PROFESSIONAL CONDUCT OF LGBTQIAN+ GOVERNMENT TEACHERS

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Abstract

This research aimed to explore the self-conduct of exemplary government teachers who are perceived as queen bee (the LGBTQIAN+ Government teachers who have successfully established themselves as respected figures and role models within the bureaucratic system) and to investigate appropriate expressions of identity among LGBTQIAN+ government teachers leading to acceptance and recognition within their organizations. The findings revealed that the way these individuals conduct themselves is shaped by the level of openness to diversity within their organizational context. In organizations that demonstrate limited openness to diversity, queen bees rely on drawing strength from oneself and those around them, creating personal spaces for emotional support, continuous self-development, adaptability to situations, resilience and perseverance, viewing obstacles as opportunities, demonstrating competence, being open to feedback and guidance and accepting and enduring challenges. On the other hand, in more inclusive organizational contexts, however, queen bees are able to use utilizing one's identity as a tool to promote awareness of diversity, use charm and personal identity to foster a positive working environment, promote an enjoyable learning environment, build positive interactions, uphold sincerity and authenticity, promote understanding of diversity and utilize personal potential, skills, and talents to maximize professional contributions. Furthermore, the research identified specific guidelines for appropriate identity expression among LGBTQIAN+ government teachers. These guidelines emphasize aligning identity expression with the three themes of professional standards for teachers: (1) standards of professional knowledge and experience, (2) standards of professional practice and (3) standards of professional conduct (ethical codes). By adhering to these themes, these teachers can effectively fulfill their professional responsibilities while demonstrating the compatibility of their unique identities with their roles as educators.

Introduction

"Deviant," "perverted," and "homosexual" to more inclusive expressions such as "third gender," "transgender," "sexual diversity" and the now widely accepted "LGBTQIAN+," The evolution of terminology used to describe individuals with identities that differ from their birth-assigned gender reflects societal shifts over time. These linguistic developments raise questions about whether they signify genuine progress in embracing diversity or simply serve as polished labels to ease discomfort or reduce stigma in discourse. While each new term appears more refined, neutral, globally accepted, actual attitudes and behaviors toward these individuals in certain areas, groups or organizations remain unchanged (Winter, 2006, pp. 47-62). Language plays a crucial role in shaping gender identity and reflects power dynamics and social structures. Additionally, changes in vocabulary are linked to the process of constructing new meanings in different social contexts. The meaning of a term in one era may shift in another, depending on the circumstances and the context of its users (Kulick, 1998).

The meanings of terms used to refer to individuals with identities that differ from their birth-assigned gender have continuously evolved. Certain words that carried specific connotations in the past have undergone semantic shifts in the present, as language is inherently dynamic and constantly developing. For instance, the term "kathoey" has a complex historical trajectory and has been defined differently across various periods. In the past, this term was often used with negative connotations. However, in contemporary usage, it has been reclaimed as a means of identity expression and pride (Jackson, 2000, pp. 405-424). This phenomenon aligns with Sociolinguistic Theory, which posits that language is more than a system of communication. It serves as a tool that reflects power, social structures and cultural biases (Labov, 1972).

Changes in vocabulary reflect society's adaptation processes and responses to social pressures. However, linguistic changes alone may not be sufficient to alter deeply ingrained attitudes toward individuals with identities that differ from their birth-assigned gender. Butler (1990) introduced the concept of gender performativity, which argues that gender identity is not a fixed or inherent trait but is instead constructed through actions and social interactions. This perspective helps explain why changes in terminology alone may be inadequate in driving deeper structural transformations within society. This notion aligns with Gender Identity Theory and Social Identity Theory proposed by Tajfel & Turner (1986), which suggests that individuals define their identities based on the social groups to which they belong. The evolution of terms used to refer to LGBTQIAN+ communities is part of the broader process of identity formation and the pursuit of social recognition and acceptance.

Historically, Thailand has undergone notable changes in its perception of individuals with identities that differ from their birth-assigned gender. In the past, such individuals were often pathologized. Following 1962, Thai media increasingly disseminated knowledge influenced by biomedical frameworks, portraying

kathoeys (a Thai term for transgender individuals) as tied to social problems, psychiatric disorders and the spread of HIV/AIDS. (Suesat & Sirasoonthorn, 2007, pp. 115-126) These perspectives shaped by cultural norms, social standards, perpetuated discrimination and denying such individuals access to fundamental rights.

During the Ayutthaya period, behaviors associated with *kathoeys* were deemed shameful and detrimental, resulting in secrecy and punishment to preserve family honor and societal propriety. Similarly, in the Rattanakosin period, legal texts like the *Three Seals Code* (the first Thai enacted law) classified individuals who did not conform to binary gender norms as "bantheuk" disqualifying them from serving as witnesses in court. Terms like "sexual play" also emerged to describe homosexual relationships that were becoming more visible.

By the reign of King Rama VI, Western cultural influences led to a more nuanced understanding. King Rama VI himself authored articles in *Dusit Samit* magazine on topics like *kathoeys,* aiming to educate the public and dispel prejudice as he believed these issues posed no significant threat to Thai society. His approach reflected a progressive effort to foster understanding rather than condemnation.

The reign of King Rama VII marked the introduction of the term "homosexual" through literature on psychology which began to examine same-sex attraction as a psychological phenomenon. However, this perspective also framed such identities as illnesses requiring treatment. During this period, knowledge on the subject remained confined to academic and medical circles, leaving broader societal attitudes largely unchanged.

The mid-20th century saw the proliferation of print media, with publications like *Plak* magazine catering to individuals with non-conforming gender identities. These magazines offered a platform for personal stories and experiences, introducing terms like "gay king" and "gay queen" into the Thai lexicon.

The rise of television and cinema brought increased visibility to diverse identities with films like *Game* in 1976 marking the first cinematic portrayal of gay characters in Thailand. Subsequently, the late 20th century witnessed advancements in science, medicine and education, leading to a reevaluation of existing knowledge about gender and sexuality. Official documents once described *kathoeys* as individuals with permanent psychiatric disorders, but modern medical understanding dismissed such characterizations, attributing gender diversity to a complex interplay of hormones, brain chemistry, upbringing and cultural influences.

As scientific and medical perspectives evolved, societal acceptance grew. Advocacy organizations emerged such as the Bangkok Rainbow Organization in 2002 which promoted health and awareness among LGBTQ+ communities. Events like the 2005 International Conference on Sexuality and Human Rights in Asia marked significant milestones, fostering dialogue on legal and social recognition of sexual diversity. Efforts to introduce legislation such as the Civil Partnership Bill and amend Section 1448 of the Civil and Commercial Code to allow same-sex marriage to illustrate increasing societal acknowledgment of LGBTQ+ rights. (Boonwas, 2021, pp. 133-149)

In contemporary Thailand, many individuals have shifted their perceptions, recognizing gender diversity as normal and allowing for greater openness. Educational institutions permit students to dress

according to their gender identity and private companies have implemented policies extending benefits to same-sex partners. Additionally, the growing popularity of *Y-series* (series that depict a romantic relationship between two male or two female protagonists) reflects increasing cultural acceptance of same-sex relationships.

However, systemic barriers persist, particularly within bureaucratic structures. The enforcement of rigid regulations such as requiring government officials to dress according to their birth-assigned gender, continues to impede full self-expression. These policies exemplify institutionalized discrimination, undermining the human rights of individuals with diverse identities.

In light of these challenges, this research "role model from queen bee" the guidelines for professional conduct of LGBTQIAN+ government teachers, employs hermeneutic phenomenology to explore the lived experiences of such LGBTQIAN+ teachers within Thailand's bureaucratic system. By providing in-depth insights into their practices and coping strategies. This research seeks to develop guidelines for self-conduct that align with professional standards while fostering inclusivity and acceptance.

Research Questions

1. What is the self-conduct of exemplary government teachers who are perceived as queen bee?

2. What are the appropriate expressions of identity among LGBTQIAN+ government teachers leading to acceptance and recognition within their organizations?

Objectives

1. To explore the self-conduct of exemplary government teachers who are perceived as queen bee.

2. To investigate appropriate expressions of identity among LGBTQIAN+ government teachers leading to acceptance and recognition within their organizations.

Methodology

This study employs a qualitative research methodology using Hermeneutic Phenomenology as the research approach. The key informants were selected through purposive sampling, consisting of 10 individuals as shown in Table 1, which present the basic information of the 10 LGBTQIAN+ government teachers who met the selection criteria as shown in Table 2, which presents the inclusion and exclusion criteria

Table 1 The basic information of the 10 LGBTQIAN+ government teachers

Participants Pseudonym	Characteristics	Age	Teaching Subject	Years of Experience
1. Teacher Kwang	Lesbian	38	English	13
2. Teacher Chay	Gay	29	Math	5
3. Teacher Maharani	Transgender	30	English	6
4. Teacher Heebin	Transgender	31	Thai	7
5. Teacher The Mom	Queer	33	Science	6

Participants Pseudonym	Characteristics	Age	Teaching Subject	Years of Experience
6. Teacher Madam The Best	Oueer	33	French	5
7. Teacher Admin	Asexual	33	Japanese	10
8. Teacher Khunmae	Non-Binary	33	Social studies	5
9. Teacher Khaofang	+	40	Dance	7
10. Teacher hi-So	+	30	English	7

*** + = a person who does not categorize themselves as part of the LGBTQIAN.

Table 2 The inclusion and exclusion criteria

Inclusive Criteria	Exclusive Criteria
1. Be a government teacher currently working in the Thai education system.	1. Not currently employed as a government teacher or has resigned from the civil service.
2. Have a gender identity that differ from their assigned gender at birth.	2. Does not identify or possess a gender identity from their assigned gender at birth.
3. Be recognized as a "Queen Bee" (the LGBTQIAN+ Government teachers who have successfully established themselves as respected figures and role models within the bureaucratic system) within their social and professional environment.	3. Has not been recognized as a "Queen Bee" (the LGBTQIAN+ Government teachers who have successfully established themselves as respected figures and role models within the bureaucratic system) in the educational and social context relevant to the study.
4. Be willing to provide information and voluntarily participate in in-depth interviews.	4. Unable to provide in-depth information or reflect on experiences related to the research topic.
5. Be able to reflect on experiences and share perspectives in alignment with the phenomenological approach.	5. Unable to fully participate in the interviews or lacks willingness to engage in the study.

The study employed in-depth interviews with open-ended questions as the primary data collection method. The process of designing interview questions involved the following 4 steps: 1) Establishing the conceptual framework for the interview questions based on the research objectives, relevant theories, and the characteristics of the target group. 2) Structuring the interview questions into three stages: introductory questions, key discussion questions, and concluding questions. 3) Reviewing and refining the questions by seeking expert opinions and conducting a pilot test with a sample group that closely resembles the target participants. And 4) Adjusting the questions to ensure they are natural, flexible, and open to interpretation, while avoiding leading questions. As shown in Table 3, which presents examples of key discussion questions used in the interviews

Table 3 Examples of key discussion questions used in the interviews

To Address Research Objective 1	To Address Research Objective 2
1. To what extent are you able to express your identity and be yourself in your workplace?	1. Describe your approach to professional conduct that allows you to coexist with colleagues, gain acceptance from students, parents and supervisors, while still being able to express your identity freely and appropriately.
2. How do your supervisors and colleagues respond to your expression of identity?	2. How do you explain your identity differences to students, parents, supervisors and colleagues to foster understanding?
3. How do you adapt to align with the rules and regulations of your organization while maintaining your identity?	3. In your opinion, does having a gender identity from their assigned gender at birth enhance or hinder your standards of professional knowledge and experience, standards of professional practice and standards of professional conduct (ethical codes)? How?

The researcher allocated 60-90 minutes for each interview session, conducting two interviews per participant. If the collected data was insufficient or required further interpretation, a third interview was conducted to confirm and expand upon the obtained information. Once the data became redundant, with no new emerging themes and complete interpretability, the researcher determined the conclusion of the interviews based on the principle of data saturation (Fusch & Ness, 2015, pp. 1408-1416).

The credibility of the data was ensured through triangulation, which involved comparing information from multiple sources, conducting multiple in-depth interviews to confirm data consistency, and utilizing member checking, where participants reviewed the recorded data to verify its accuracy in reflecting their actual experiences. This process was part of establishing the trustworthiness of the data (Lincoln & Guba, 1985).

Ethical considerations were upheld in accordance with the American Psychological Association (APA, 2017) to protect the rights of key informants, focusing on informed consent, confidentiality and anonymity, minimization of psychological harm and ethical use of data.

Results

Research on "role model from queen bee" the guidelines for professional conduct of LGBTQIAN+ government teachers, the researcher presents the findings of this study under two main themes:

1. The self-conduct of exemplary government teachers who are perceived as queen bee.

A critical aspect of this research lies in understanding the self-conduct of exemplary government teachers who are perceived as queen bee. As shown in Table 4, which presents role model from queen bee.

Table 4 Role model from queen bee

Self-Conduct as Queen Bee	
In organization with limited acceptance of diversity	**In organization with greater acceptance of diversity**
1. Drawing strength from oneself and those around them	1. Utilizing one's identity as a tool to promote awareness of diversity
2. Creating personal spaces for emotional support	2. Using charm and personal identity to foster a positive working environment
3. Continuous self-development	3. Promoting an enjoyable learning environment
4. Adaptability to situations	4. Building positive interactions
5. Resilience and perseverance	5. Upholding sincerity and authenticity
6. Viewing obstacles as opportunities	6. Promoting understanding of diversity
7. Demonstrating competence	7. Utilizing personal potential, skills, and talents to maximize professional contributions
8. Being open to feedback and guidance	
9. Accepting and enduring challenges Even	

As reflected in Table 4, Role model from queen bee. The finding is the specific strategies that vary depending on the organizational context and its level of acceptance of diversity.

Subtheme I: In organizations with limited acceptance of diversity

1) Drawing strength from oneself and those around them as a driving force Encouraging oneself is essential in overcoming challenging situations. For example, teacher Heebin who faced with the requirement to cut her hair short and dress according to her birth-assigned gender during her teaching practicum, willingly complied while reassuring herself, *"I am capable. I can do this. I will get through this. Then I will once again shine as my true self."* Similarly, teacher Maharani who placed her trust in her own capabilities and chose to value and prioritize support from her understanding and supportive colleagues over the non-acceptance expressed by her supervisors. She stated, *"I choose to embrace the positive support I receive from my colleagues rather than focus on the hurtful words and actions from my superiors."*

2) Creating personal spaces for emotional support such as reading, praying, meditating or participating in enjoyable activities. These can help maintain emotional balance and better equip individuals to handle challenging situations. For example, teacher Maharani finds solace in floral arrangements and fruit carving, teacher Heebin enhances her professional skills by learning hairdressing and makeup artistry and teacher Chay engages in personal hobbies such as marathon running, traveling and photography, which serve as sources of positive energy.

3) Continuous self-development in challenging environments, enhancing knowledge and skills through training, further study and specialized skill development helps boost confidence and enables individuals to demonstrate their value. teacher Maharani and teacher Heebin both emphasized that *"dedicating*

oneself fully to teaching duties and assigned responsibilities, with proven efficiency and effectiveness, serves as a protective shield against harassment from supervisors." They continuously develop their professional competencies, actively participate in various school activities and perform both teaching and additional assigned duties with full dedication.

4) Adaptability to situations, it is essential to remain open-minded and adapt appropriately to the organizational culture. This includes finding creative ways to collaborate with others and demonstrating flexibility in work practices. As teacher Chay who adjusted his attitude and confidence in expressing his identity to a level appropriate for the social and professional context. Likewise, teacher The Mum who adjusted her communication and self-expression to align with the social expectations, particularly when interacting with supervisors, senior officials and parents. teacher Heebin also embraced the perspective that *"any rules or regulations applicable to male or female teachers should also be followed by teachers with identities that differ from their birth-assigned gender."*

5) Resilience and perseverance in the face of obstacles in organizations that have yet to fully embrace diversity, resilience and perseverance are crucial for staying true to one's beliefs and goals despite pressures and negative opinions. As teacher Maharani, whose supervisor did not permit her to dress according to her gender identity, chose to comply while holding onto the hope that one day she could fully express her authentic self. Similarly, teacher Heebin demonstrated perseverance when she was denied the opportunity to dress according to her identity, stating, *"I have already overcome the challenges of my teaching practicum. No matter how difficult it is, I will endure and overcome this challenge once again."*

6) Viewing obstacles as opportunities for growth seeing obstacles as lessons or opportunities for learning and self-development can help transform crises into opportunities, ultimately leading to both personal and professional growth. For example, teacher Kwang chose to respond truthfully when asked about her gender identity, viewing it as an opportunity to broaden students' perspectives on gender diversity. Similarly, Admin perceived such moments as opportunities to promote positive attitudes among students toward accepting diversity in society. When asked about their differing identity, they would provide factual information alongside lessons on equality, respect and appreciation for differences.

7) Demonstrating competence through performance Showcasing one's abilities and potential through high-quality work and successful task completion helps clearly highlight personal capabilities and value. teacher Kwang emphasized, *"I am determined to perform my duties to the best of my ability and demonstrate my capabilities through my work, so that others recognize me for my skills and competencies rather than my differing identity."*

8) Being open to feedback and guidance from colleagues and supervisors, even when it comes in the form of criticism, can serve as valuable input for self-improvement and personal development. As teacher The Mum stated, *"I am often given feedback whenever mistakes or shortcomings arise in my duties, and I willingly listen and accept it as an opportunity for improvement."*

9) Accepting and enduring challenges even in unfavorable environments, accepting and facing challenges with patience and courage helps foster both mental resilience and problem-solving abilities. Teacher Heebin, for instance, had to endure unfair performance evaluations. However, through her dedication to her duties, her commitment to continuous self-development, her demonstration of full potential, her efforts to build positive relationships with colleagues and students and most importantly her unwavering self-confidence and self-encouragement, she was ultimately able to gain widespread recognition. Similarly, teacher The Mum also accepted organizational requirements with patience and determination, believing that fulfilling her professional responsibilities serves the ultimate benefit of her students. These strategies represent the approaches employed by the key informants to effectively overcome challenges in organizations with limited acceptance of diversity.

Subtheme II: In organizations with greater acceptance of diversity

1) Utilizing one's identity as a tool to promote awareness of diversity by expressing their unique identity including culture, beliefs or personal perspectives, individuals can foster dialogue and shared learning about diversity within the organization, helping others recognize the value of differences. For example, teacher Kwang openly shared her identity and personal relationships with students when asked, using the opportunity to broaden students' perspectives on gender diversity. She stated, *"This is a chance for students to understand that society consists of more than just male and female genders and that love can exist in many forms."* Similarly, teacher Khunmae appropriately expressed her individuality within the framework of organizational regulations and academic excellence, dressing distinctively for social events and school activities to inspire others and foster positive interactions. Her perspective was that *"Society is more open now, and students are already aware that diversity is widespread and natural in today's society."*

2) Using charm and personal identity to foster a positive working environment effective communication skills and unique personal charm, such as friendliness and a sense of humor, contribute to a relaxed and inclusive workplace atmosphere. For example, teacher Khunmae combined her academic expertise with her distinctive identity to bring vibrancy to the workplace, making her colleagues feel happy and willing to collaborate with her. Similarly, teacher Madam the Best incorporated her personality and expressive flair into her French language instruction, enhancing the learning experience and creating an environment that encouraged students to confidently express themselves and use the language.

3) Promoting an enjoyable learning environment designing creative and engaging learning activities that foster collaborative and enjoyable learning experiences is essential. For example, teacher Khaofang often took on the role of a performer in the classroom to enhance the learning atmosphere, aiming to foster positive attitudes toward Thai performing arts and encourage students to express themselves confidently. Similarly, teacher Madam the Best emphasized that *"Language teaching must be fun so that students feel motivated to learn and perceive it as approachable. Teachers should incorporate their unique personality and flair to enhance the learning experience, inspire students to express themselves and encourage them to use the language. These factors play a crucial role in developing students' language skills."*

4) Building positive interactions fostering good relationships that support teamwork, such as mutual encouragement, appreciation of others' successes and sincere assistance, contributes to a harmonious work environment. This is exemplified by teacher Kwang's partner, who frequently assisted with school activities, participated in events, engaged in friendly conversations and shared meals with her colleagues. Teacher Admin also regularly exchanged ideas about diversity with students, sharing the belief that *"This helps bridge the gap between myself and the students, making them feel comfortable and willing to seek my advice on various issues."*

5) Upholding sincerity and authenticity demonstrating honesty and authenticity, while respecting the opinions and differences of others, helps foster trust and build strong relationships. This is exemplified by teacher Hi-So, who expresses her identity through her elegant, sophisticated and distinctive style of dress. Her philosophy is to serve as a role model for students, encouraging them to embrace their true selves and find happiness in living within a diverse society. Similarly, teacher Admin performs her professional duties naturally, openly embracing her diverse identity without concealing or forcing herself to either express or suppress it.

6) Promoting understanding of diversity leveraging personal knowledge, experiences and skills to educate and foster understanding about diversity is crucial. Teacher Admin, for instance, responds to questions about her diverse identity while simultaneously providing students with knowledge on equality in diversity, respect and appreciation for differences. She stated, *"This is an opportunity to foster positive attitudes among students towards accepting diversity in society."* Similarly, Teacher Khunmae noted that *"My identity that differs from my birth-assigned helps facilitate communication with students. I can directly incorporate my personal context as real-life examples into my lessons."*

7) Utilizing personal potential, skills, and talents to maximize professional contributions applying one's strengths, talents and unique capabilities to their work maximizes contributions, particularly in tasks requiring creativity and diverse perspectives. teacher Madam the Best, for example, applied her linguistic skills and academic expertise to develop an innovative French language curriculum for upper secondary students, which became widely recognized and earned her the reputation of "Madam the Best" for her excellence in language education. Similarly, teacher Khaofang frequently adopts the role of a performer in the classroom to create a fun and engaging learning environment for students.

While the conduct of government teachers as role models depends on the organization's openness to diversity, the fundamental practices of appropriate identity expression, professional excellence, relationship building and serving as inspiring examples for students remain universal. These strategies enable individuals to navigate and thrive in diverse organizational contexts effectively. Fostering inclusivity and mutual respect in both restrictive and inclusive environments.

2. The guidelines for expressions of identity among LGBTQIAN+ government teachers leading to acceptance and recognition within their organizations.

The core focus of this study is to explore the approaches employed by LGBTQIAN+ government teachers in expressing their individuality. The identity expression as a role model and its acceptance in organizations according to the three themes of professional standards for teachers: (1) standards of professional knowledge and experience, (2) standards of professional practice and (3) standards of professional conduct (ethical codes).

Theme I: standards of professional knowledge and experience.

Subtheme I: knowledge standards.

Attaining at least a bachelor's degree in education or an equivalent qualification recognized by the Teachers' Council of Thailand. This aligns with the professional teaching standards, which stipulate that educators must possess a minimum of a bachelor's degree in education or a related field.

Demonstrating profound knowledge and expertise in the subjects taught, alongside pedagogical skills that employ strategies accommodating diverse learners. These meet the knowledge standard requiring teachers to possess subject-specific expertise and teaching methodologies that foster analytical, synthetic and creative thinking in students.

Showcasing a wide range of abilities such as language skills, performing arts and technical proficiencies gained through personal interests and professional experiences, including hairstyling, floral arrangement, photography and public speaking. These skills are advantageous in enriching teaching practices and aligning with the standards requiring teachers to effectively use media, innovations and information technology to enhance learning.

Subtheme II: experience standards.

Earning trust from superiors and being appointed to significant roles in educational institutions based on expertise and potential. This reflects the professional experience standards that require teachers to manage and continuously improve learning activities effectively.

Dedicating time and effort to nurturing students to their fullest potential. This aligns with the professional experience standards emphasizing teachers' commitment to addressing students' real needs and adjusting teaching methods to cater to diverse learners.

Theme II: standards of professional practice.

Regularly participating in training, seminars and academic exchange programs to develop teaching expertise. This reflects the standard mandating consistent engagement in academic activities to improve professional competence such as research, publishing and attending academic events.

Adopting diverse teaching strategies tailored to individual learner differences and offering consistent guidance to students. This aligns with the standard requiring teachers to prioritize student outcomes by selecting activities that benefit learners while demonstrating care and dedication.

Developing effective lesson plans with tangible outcomes such as preparing students for competitions and earning recognition. This supports the standard mandating the creation and implementation of lesson plans that fulfill learning objectives.

Continuously integrating new techniques and innovations into teaching, showcasing a commitment to modernizing and improving educational practices. This adheres to the standard requiring teachers to develop effective teaching materials and utilize innovative technologies.

Collaborating with communities and parents to enhance educational initiatives. This reflects the standard encouraging constructive cooperation with community members to create mutual acceptance and foster a positive relationship between schools and communities.

Theme III: standards of professional conduct (ethical codes).

Practicing self-discipline and consistently enhancing personal skills, professionalism and vision to remain current with societal, economic and scientific advancements. This aligns with the ethical standard requiring educators to maintain self-discipline and professional development.

Conducting oneself appropriately as a role model, demonstrating integrity and utilizing new techniques for self-improvement. This corresponds to the ethical standard obliging educators to uphold honesty, responsibility and professionalism.

Showing love, compassion and support for students, particularly those with diverse identities, fostering inclusivity and personal development. This meets the ethical standard requiring teachers to nurture and encourage all students equally.

Promoting proper learning habits and serving as a positive role model by expressing unique identities appropriately within different contexts. This aligns with the ethical standard encouraging teachers to foster correct and constructive behaviors among students.

Exercising caution in behavior to ensure it does not impede students' physical, emotional, intellectual or social development. This corresponds to the ethical standard requiring teachers to avoid actions detrimental to student growth.

The above discussion illustrates that expressing unique identities while adhering strictly to the three professional teaching standards can lead to recognition and acceptance within organizations. These LGBTQIAN+ Teachers have demonstrated that their distinctiveness does not hinder their ability to perform effectively as public servants. By embodying professionalism, dedication and excellence in their work. They not only inspire students but also prove that diversity. When paired with adherence to professional standards, is not a barrier to fulfilling teaching responsibilities. This behavior exemplifies how identity expression can become a role model and earn acceptance in organizations.

Discussions

Research on "role model from queen bee" the guidelines for professional conduct of LGBTQIAN+ government teachers, the findings focus on the practices of LGBTQIAN+ government teachers who are regarded as queen bee and the ways they express their identities, which have led them to become role models and gain acceptance within their organizations. The study was found that there were important issues that could be discussed in the results as follow:

1. The self-conduct of exemplary government teachers who are perceived as queen bee.

Based on the study, it was found that their expressions of identity did not pose any obstacles to their professional duties. On the other hand, they successfully integrated their personal identities with their roles as queen bees, as discussed in the following key points:

Appropriate identity expression: The informants demonstrated a conscious awareness of the socio-cultural context of the Thai bureaucratic system, which continues to prioritize conformity to traditional gender norms based on assigned birth sex. Consequently, they adopted strategies for identity expression that were deemed appropriate, avoiding excessive public displays of personal relationships. Some informants adjusted their level of expression based on social dynamics-expressing themselves more freely among close colleagues while exercising caution in interactions with senior officials. Certain individuals chose to adhere to their assigned birth-sex attire in contexts deemed unfavorable for nonconformity, while others gradually integrated their preferred styles of dress to demonstrate that such expressions had no adverse impact on their professional performance. In more socially conducive settings such as events or gatherings, some used distinctive attire to foster positive interactions with peers. This aligns with Impression Management Theory, as articulated in motivating employees in the organization for modern management by Siripatchanan et al. (2023), which compares social life to theatrical performance, where individuals enact various roles in daily life. Similarly, Goffman's seminal work, The Presentation of Self in Everyday Life Goffman (1959), outlines human behavior as consisting of two key dimensions: the front stage, where individuals present themselves publicly and the backstage, where private behaviors emerge away from observation. The setting, or environmental context, serves as a pivotal determinant of the nature of these performances.

Analyzing these theories in the context of identity expression within the Thai bureaucracy reveals a deliberate and cautious approach among the informants. Their behaviors were strategically adjusted according to situational demands and hierarchical dynamics, aiming to balance their authentic identity expression with organizational expectations.

Professional conduct: The key informants underscored that performance and competence are essential tools for gaining societal acceptance. Their dedication to professionalism, the creation of tangible achievements and a focus on enhancing students' educational outcomes were pivotal in reducing prejudice and fostering trust among various stakeholders including supervisors, colleagues, students and parents. This is evident from the fact that many informants were appointed to significant academic and administrative positions such as heads of departments, project leaders and committee members for various initiatives.

These accomplishments affirm that diverse identities are not impediments to fulfilling their duties as civil service teachers whose identities differ from their birth-assigned gender. This perspective aligns with the Professional Identity Theory, as explored in development teachers to become professional teachers in 21st century by Sirisuvanno and Thongdee (2023, pp. 757-766). The theory highlights the process of developing professionalism through reflection-in-action, a practice professionals use to navigate uncertain and complex real-life situations. Professional growth thus relies on theoretical knowledge, practical experience and reflective thinking to continuously improve performance.

When applying this theory to the findings of the study, it becomes evident that the informants advanced their professionalism through dedication to their work, the creation of concrete achievements and a focus on student success. This process also contributed to earning recognition from stakeholders, thereby diminishing the influence of gender identity on perceptions of their capabilities. The appointment of many informants to key positions demonstrates that the development of professionalism can transcend societal biases and limitations.

Relationship building: The key informants emphasized the importance of cultivating positive relationships with supervisors, colleagues, students and parents. Strategies such as friendliness, cheerfulness, humility, open communication and leveraging their charm and unique identity to create a positive atmosphere were pivotal in gaining acceptance and fostering smooth collaboration with others. Some informants also allowed their partners to play an appropriate role in their professional social environment to foster comfort and mutual understanding among colleagues. This approach aligns with the Social Exchange Theory, as discussed in the study desirable image toward teaching professional standards for gender diversity teachers by Tharonparit and Nanthachai (2023, pp. 20-34). The theory posits that social interactions involve the exchange of tangible and intangible resources between individuals or groups. Each party evaluates the costs and benefits of the relationship with exchanged resources potentially including material value or social assets such as acceptance, respect, power or social status. Similarly, Emerson (1976, pp. 335-362) elaborates on the Social Exchange Theory in his article Social Exchange Theory, describing it as a process of balancing costs and rewards where individuals strive to engage in interactions that yield positive outcomes such as acceptance, trust and cooperation. Social investments such as friendliness, offering assistance and fostering a pleasant work atmosphere are key strategies to achieving these outcomes.

When applying this theory to the findings of the study, it is evident that the informants utilized social exchange strategies to gain acceptance. They invested in positive behaviors such as friendliness, cheerfulness and humility to secure acceptance and collaboration from supervisors, colleagues, students and parents. The use of charm and personal identity to create a positive atmosphere served as a form of social investment, resulting in smoother relationships and enhanced work efficiency.

Serving as role models: Several key informants actively utilized their roles to promote understanding and acceptance of gender diversity. They achieved this by engaging in open conversations about diversity, serving as role models for LGBTQIAN+ students and using their life experiences as educational tools.

These approaches helped students appreciate diversity, learn to coexist with individuals of different identities without discrimination or prejudice and embrace peaceful coexistence in multicultural societies. This contributed to creating an open and inclusive environment conducive to diversity acceptance. This aligns with Social Learning Theory, as highlighted in the study by Tharonparit and Nanthachai (2023, pp. 20-34). The theory identifies four key processes in social learning: 1) attention process: Teachers act as positive role models, exemplifying the process. By confidently expressing their identities while maintaining professionalism and fulfilling their duties effectively, teachers provide tangible examples that individuals with diverse gender identities can achieve success and social acceptance. 2) retention process: Leveraging personal experiences as teaching tools aligns with the process, which emphasizes learning through meaningful, concrete examples. By sharing stories of overcoming challenges and fostering societal acceptance, teachers help students develop deeper understanding and empathy for individuals with diverse identities. 3) production process: Facilitating safe, open and collaborative learning environments connects to the process. Teachers who organize activities fostering teamwork among diverse students, encourage constructive discussions and address discrimination or bullying effectively contribute to cultivating behaviors that support diversity and inclusion. And 4) Motivating Positive Behavior: The motivation process involves reinforcing positive behaviors that reflect diversity acceptance. Teachers achieve this by highlighting the value and benefits of embracing diversity, encouraging mutual respect and emphasizing that diversity is an essential skill for future life and work.

All these processes reveal their efforts to balance the expression of their identities with their responsibilities as educators. While they acknowledged societal constraints, they refused to suppress their unique identities. This aligns with the concept of work-life fit, which integrates professional and personal aspects harmoniously without negatively impacting one another (Office of the Bangkok Metropolitan Administration Civil Service Commission, 2024)

Work Performance and Professional Efficiency: Dedication, professionalism and commitment to their duties demonstrated through tangible accomplishments in both teaching and other assigned tasks are key to gaining recognition and acceptance. Such achievements foster trust and respect from supervisors, colleagues, students and parents. For instance, the case of Teacher Maharanee (one of the key informants), who endured bullying from her former supervisor but persevered to produce outstanding work, eventually earning awards and recognition, highlights the basic human need for respect and acceptance. This aligns with Maslow's hierarchy of needs, particularly at the levels of Esteem Needs and Self-Actualization, as described in the study motivation on operation of personal in basic school under the office (Ariyasal, 2018, pp. 33-46). Maslow's theory explains that individuals seek respect and acknowledgment from others, along with the desire to realize their full potential. Achieving high-quality outcomes that lead to acceptance serves as a critical mechanism to meet these needs, fostering self-worth and intrinsic value.

Building Positive Relationships: Appropriate conduct, cheerfulness, friendliness, humility, respect for colleagues at all levels and an understanding of students' diversity are essential factors that promote acceptance within an organization. All key informants emphasized the importance of adapting one's behavior

to suit each individual and situation. This aligns with Social Identity Theory, as explored in the study by Tharonparit and Nanthachai (2023, pp. 20-34) The theory explains how individuals develop a sense of belonging within a group, emphasizing the dynamics of in-group and out-group distinctions and their impact on interpersonal relationships. The findings highlight that individuals foster a sense of belonging through identity expression and positive relationships with others. Appropriate behavior and an understanding of differences are therefore critical strategies for reducing feelings of alienation within the group and strengthening acceptance in the organization.

Leveraging Opportunities to Foster Understanding: Providing straightforward, creative and easily comprehensible explanations about one's identity helps reduce bias, shift attitudes and promote understanding of diversity. This approach aligns with Social Acceptance Theory, as discussed in the study affiliation, acceptance, and belonging: the pursuit of interpersonal connection by Leary (2010, pp. 864-897). The theory highlights the importance of social acceptance within a group, which stems from creating positive connections between individuals and the group. Expressing one's identity appropriately and explaining differences in a constructive manner play a vital role in reducing prejudice and fostering understanding. This process is essential for transforming organizational attitudes and cultivating an inclusive environment.

Attitudes of Supervisors and Colleagues: Having open-minded supervisors and colleagues who accept diversity and look beyond gender identities is a key factor in fostering acceptance within an organization. This aligns with Social Capital Theory, as discussed in the study gender diversity in public organizations by Poedloknimit (2019, pp. 42-51). The theory emphasizes that building positive relationships and receiving support from colleagues and supervisors exemplify the use of "social capital" to gain acceptance. Additionally, fostering trust, maintaining positive relationships and managing emotions appropriately play crucial roles in enhancing mutual understanding and acceptance within organizations.

Organizational Context: Schools that serve as safe, inclusive spaces, embracing gender diversity and providing access to information while maintaining a positive attitude toward differences are more conducive to the acceptance of diverse identities among staff members. This reflects the concept of Safe Spaces, which originated from the human rights movements of the 1960s and has since been applied to the promotion of gender diversity. According to The Safe Zone Project by The Hues Global Justice Collective (2013), fostering a culture of acceptance and respect for diversity, along with creating an open and inclusive environment, empowers individuals to express their true identities without fear of discrimination or harassment.

Despite encountering challenges such as supervisors less open to diversity, transgender informants overcame these obstacles by demonstrating their competence through tangible achievements and student success. Ultimately, they gained acceptance, trust and key positions within their organizations. This integration of work and personal identity underscores that diverse gender identities are not barriers to fulfilling their roles as LGBTQIAN+ teachers.

2. The guidelines for expressions of identity among LGBTQIAN+ government teachers leading to acceptance and recognition within their organizations.

Based on the study, it was found that the process of expressing one's identity to become a role model and gain acceptance within an organization particularly in the context of LGBTQIAN+ government teachers align with the three themes of professional standards for teachers (Thai Government Gazette, 2013) as follows:

Theme I: standards of professional knowledge and experience

Subthemes I: Knowledge standards

All 10 key informants hold at least a bachelor's degree, meeting the minimum qualification requirements outlined in the professional teaching standards. These standards specify that teachers must possess a degree in education, or an equivalent qualification recognized by the Teachers' Council of Thailand. They all have extensive work experience, a deep understanding of the subjects they teach and skills in instructional strategies that address learner diversity. This aligns with the knowledge standard requiring teachers to possess subject matter expertise and teaching strategies that enable learners to think critically, synthesize information and generate creative ideas.

The informants demonstrate diverse abilities including language proficiency, performing arts, acting and specialized skills gained through professional experience and participation in personal interest activities. For example, teacher Chay excels in hairdressing, teacher Maharani specializes in floral arrangements, teacher Heebin is skilled in public speaking and teacher Hi-So has expertise in photography. These skills enhance their teaching practices and reflect the knowledge standard, which emphasizes fostering learner potential through meaningful interaction, effective application of media and the use of innovative educational technologies.

Subthemes II: Experience standards

The 10 key informants have been entrusted by their supervisors with key positions in their institutions, tailored to their individual aptitudes and capabilities. This is due to their academic expertise, management skills, planning abilities and effectiveness in implementing projects and learner development activities. These qualities align with the professional experience standard, which requires teachers to continuously manage and enhance the quality of learning activities.

The informants exhibit dedication, determination and a commitment to fully developing their learners' potential. These qualities are fundamental to teaching and align with the professional experience standard, which calls for teachers to identify and address learners' true needs and adapt teaching methods to accommodate learner diversity effectively.

Theme II: standards of professional practice

The 10 key informants consistently engage in training, seminars, and knowledge-sharing activities to advance their professional teaching skills. This aligns with the standard, which emphasizes continuous professional development through academic activities such as self-study, academic publication and participation in conferences, workshops and seminars organized by institutions or other organizations.

The informants employ diverse teaching strategies tailored to the needs of individual learners and frequently provide student counseling. This reflects the standard, which requires educators to prioritize learners' welfare in decision-making, particularly in selecting teaching and learning activities that benefit students. It also aligns with the knowledge standard in educational psychology, which calls for teachers to guide students toward improved well-being and support their learning potential through effective psychological practices.

The informants design actionable lesson plans such as involving students in competitions suited to their skills, leading to numerous awards. This corresponds to the standard, which focuses on developing practical and result-oriented teaching plans. It also aligns with the knowledge standard in learning management, requiring teachers to create and implement plans that achieve learning objectives effectively.

The informants continuously integrate new techniques and innovations into their teaching. This supports the standard, which emphasizes the consistent development of effective teaching materials, including creating, selecting and adapting tools, equipment and methodologies to help students achieve learning goals. This practice also aligns with the knowledge standard in educational innovation and information technology, showcasing a commitment to making learning engaging and up to date.

Additionally, the informants collaborate with communities and parents, demonstrating the standard, which involves constructive cooperation with others in the community. This includes recognizing the importance of others' input, respecting their expertise and working together to improve school outcomes. This highlights the broader role of teachers in fostering mutual understanding and cooperation between schools and their communities.

Theme III: standards of professional conduct (ethical codes).

The 10 key informants demonstrate self-discipline, continuously developing their skills, personality and vision. This aligns with Ethics Toward Oneself, code 1, which stipulates that education professionals must exercise self-discipline and continually enhance their professional expertise, personality and vision to stay updated with advancements in science, economics, society and politics.

They exhibit conduct befitting their professional status, serve as exemplary role models and consistently seek new knowledge and techniques for self-improvement. This corresponds with Ethics Toward the Profession, Code 2, which requires education professionals to have love, faith, honesty and responsibility toward their profession while being good members of their professional organization.

The informants show love and compassion for their students, providing full support and guidance regarding diverse identities and differences. This is consistent with Ethics Toward Service Recipients, Code 3, which mandates that education professionals must love, care for, assist, encourage and support their students and service recipients equally in fulfilling their responsibilities.

They actively promote accurate learning and serve as positive examples of expressing diverse identities appropriately in various contexts. This aligns with Ethics Toward Service Recipients, Code 4 and 5, which require education professionals to foster proper learning skills and virtuous habits in their students and service recipients with sincerity and to act as exemplary role models in physical, verbal and mental conduct.

The informants exercise caution in their behavior, ensuring they do not impede the development of their students in any aspect. This adheres to Ethics Toward Service Recipients, Code 6, which emphasizes that education professionals must not act in ways detrimental to the physical, intellectual, emotional or social growth of their students and service recipients.

The critique above demonstrates that all 10 key informants chose to express their identities while strictly adhering to the professional standards for teachers. They are dedicated, committed, focused on their work, creating impactful results and developing students to their fullest potential. Additionally, they serve as positive role models for their students. This serves as evidence that an identity differing from one's assigned gender at birth does not hinder the fulfillment of duties as LGBTQIAN+ government teachers, provided they remain committed to the three professional standards and perform their duties to the best of their ability. This behavior represents a pathway for expressing identity that becomes exemplary and gains acceptance within the organization for civil servant teachers with gender-divergent identities.

Recommendations

Based on the findings of this qualitative study, the researcher offers a set of recommendations, which can be categorized into practical applications and suggestions for future research. In terms of practical application, the findings of this study can serve as a useful guideline for government teachers with identities that differ from their birth-assigned gender in shaping their professional behavior. This will help them project a positive public image, serving as role models who gain acceptance within their respective organizations. At the same time, school administrators should draw upon the findings as a basis for personnel management within educational institutions, with an emphasis on creating safe and inclusive spaces for individuals with identities that differ from their birth-assigned gender. Additionally, educational institutions should be encouraged to review and revise their curricula to include content that promotes respect for rights, dignity, equality and harmonious coexistence in a multicultural society. Furthermore, both educational institutions and relevant government agencies should incorporate these research findings into the formulation of policies and practices for government teachers with identities that differ from their birth-assigned gender. This would allow these individuals to express their identities appropriately while maintaining efficiency and effectiveness in their professional duties, thus ensuring a balance between identity expression and organizational performance.

With regard to future research, the findings of this study highlight that certain educational institutions remain resistant to embracing gender and sexual diversity, thereby preventing civil servant teachers with gender-divergent identities from expressing themselves openly. Future research should therefore focus on exploring the underlying factors contributing to such resistance, with the aim of identifying common ground and effective strategies that would enable these teachers to express their identities in restrictive environments. In addition, future studies should also conduct comparative research to examine the perspectives of administrators who are supportive of gender diversity and those who are not. Such comparisons would help identify shared concerns, attitudes and areas of potential compromise, ultimately contributing to the development of clear

policies and practical guidelines that can be universally applied to support government teachers with identities that differ from their birth-assigned gender across various educational settings in Thai society.

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