

# The Internal Logic, Practical Dilemmas, and Implementation Paths of Ideological and Political Education in Smoking Control Practice in Universities

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**Abstract:** Campus smoking control is a key link in building a healthy campus and implementing the fundamental task of fostering virtue through education in universities. At present, the smoking control work in universities is confronted with a prominent contradiction between students' demands and managerial effectiveness, and pure administrative regulation fails to solve the problem fundamentally. Based on the practical context, this study proposes a theoretical framework and practical path for the systematic integration of ideological and political education (IPE) into campus smoking control. By analyzing the internal logic of IPE-enabled smoking control in resolving value conflicts, reshaping cultural cognition, and guiding behavioral self-discipline, this paper systematically reveals the practical dilemmas of university smoking control concerning group psychology, management boundaries, subculture, educational resources, legal implementation, and smoking cessation services. On this basis, it constructs a systematic implementation path centered on the three dimensions of "value guidance, cultural immersion, and behavioral coordination," framed by a "three-in-one" model and guaranteed by a "four-dimensional linkage" evaluation and incentive mechanism. This research aims to promote the transformation of smoking control from external constraints to internal recognition, foster a smoke-free campus culture, and provide a systematic solution for the collaborative development of environmental education and cultural education in universities.

**Keywords:** Ideological and political education; Smoking control practice; Collaborative education; Campus culture; Behavior cultivation

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## 1. Introduction

Smoking and secondhand smoke pollution are prevalent in university buildings, restrooms, corridors, and public areas, which have long troubled students and aroused widespread demands for a healthier campus environment. In response, many universities have issued a series of smoking control policies and carried out special rectification campaigns. Nevertheless, the dilemma of “students’ demands and institutional efforts with unsatisfactory outcomes” remains unresolved. This contradiction indicates that campus smoking control has gone beyond the scope of public health administration and involves in-depth problems concerning behavioral habits, cultural identity, and institutional efficiency. Reliance merely on the opposition between “management and being managed” can hardly achieve fundamental governance effects.

Against this backdrop, this study advocates the in-depth integration of IPE into university smoking control practice. Rather than focusing merely on health warnings and disciplinary constraints, IPE features subtle and pervasive educational functions that are highly compatible with behavior cultivation and environmental optimization. It essentially answers two core questions in campus governance: how to eliminate the fundamental barriers to correcting smoking habits and implementing regulatory measures, and how to transform the passive rule of “no smoking” into spontaneously observed campus norms and collective identity. From the interactive perspective of “human, environment, behavior, and recognition,” this study constructs a full-chain theoretical and practical system for IPE-based smoking control, providing a new paradigm for universities to overcome persistent smoking governance dilemmas.

## 2. Internal logic of integrating ideological and political education into smoking control practice

The integration of IPE and campus smoking control is not a simple superposition of work contents, but an in-depth coupling based on educational laws and practical essence, which forms a closed logical loop in value promotion, practical transformation, and educational objectives.

### 2.1. Value logic: Sublimation from health management to moral education

Traditional campus smoking control is mainly positioned as public health management and disciplinary restraint, which tends to trigger students’ rebellious psychology and is regarded as a pure restriction on personal freedom. The integration of IPE realizes the value sublimation of smoking governance from instrumental management to fundamental education.

It connects smoking behaviors with core socialist values, personal moral cultivation, self-discipline awareness, and collectivist spirit. It interprets smoking refusal as respect for personal life, responsibility for others’ health, and guardianship of campus civilization. Through value guidance, the superficial conflict between personal freedom and public norms can be resolved, and the in-depth value recognition that “smoking refusal embodies civilization and self-discipline” can be established. Accordingly, campus smoking control gains profound moral significance and extensive emotional resonance, realizing the unification of scientific governance and humanistic spirit.

### 2.2. Practical logic: Transformation from external regulation to endogenous motivation

IPE adheres to the unity of knowledge and practice, which provides a core methodology for breaking through the bottlenecks of traditional smoking control. Conventional supervision relying on patrols and penalties

is costly and limited by blind governance zones, resulting in temporary behavioral constraints rather than fundamental behavioral correction.

IPE-based smoking control adopts flexible educational methods such as cultural immersion and practical cultivation. By setting up Party member responsibility zones, civilized volunteer posts, and carrying out smoke-free collective creation activities, students are transformed from passive recipients of management into active builders and supervisors of smoke-free campuses. This realizes the behavioral transformation from “being regulated” to “self-regulation” and “co-governance,” forming a sustainable endogenous restraint mechanism that complements administrative supervision and embodies the collaborative value of scientific and humanistic education.

### **2.3. Goal logic: Unity of behavioral correction and all-round development**

The ultimate goal of higher education is to foster well-rounded socialist builders and successors. Smoking not only impairs physical health, but also reflects problems such as inadequate self-discipline, improper stress regulation, and single social communication modes, which are closely related to moral cultivation and habit formation.

IPE-based smoking control breaks through the limitation of single behavioral correction. It integrates smoking governance with moral education, aesthetic education, and labor education through smoke-free cultural creation, collective construction, and practical activities. While correcting bad habits, it cultivates students’ moral quality, aesthetic taste, and collective sense of honor, realizing the organic unity of behavioral standardization and students’ all-round development, as well as the coupling of humanistic education and scientific management in universities.

## **3. Practical dilemmas of IPE-based smoking control in universities**

Despite its solid theoretical logic, the integration of IPE into campus smoking control faces intertwined dilemmas in cognition, management, culture, resources, and group adaptation, which hinder the implementation of educational effects. As a common challenge in global tobacco intervention among adolescents, smoking control is restricted by cultural penetration barriers and behavioral inertia.

### **3.1. Cognitive dilemma: Imbalance between instrumental rationality and value rationality**

Most university administrators and teachers still regard smoking control as a pure health and disciplinary issue dominated by instrumental rationality, relying on the “prohibition and punishment” model. In contrast, IPE emphasizes value guidance and cultural cultivation based on value rationality.

The disconnection between the two leads to a “two separate systems” dilemma: ideological activities remain superficial without touching students’ intrinsic cognition, while rigid management lacks ideological support and easily triggers implicit resistance. The failure to integrate instrumental governance and value education reflects the imbalance between scientific management and humanistic education in current campus governance.

### **3.2. Management dilemma: Ambiguous power boundaries and hidden behavioral supervision defects**

University campus spaces are functionally intertwined, and smoking behaviors are highly mobile and hidden in stairwells, restrooms, and campus corners, forming widespread supervision blind spots. In addition, smoking control involves multiple departments, including student affairs, security, logistics, and colleges, resulting in ambiguous power division and inefficient coordination.

The behavioral coordination and collective supervision advocated by IPE can only be realized on the basis of a clear responsibility system and efficient cross-departmental linkage. The current managerial chaos hinders the implementation of collaborative education and restricts the comprehensive reform of university education in campus governance.

### **3.3. Subcultural dilemma: Erosion of formal institutions by negative campus subculture**

In some student groups, smoking is alienated as a symbol of maturity, social interaction, and stress relief, forming a negative campus subculture with strong group recognition and psychological cohesion.

Such an informal subculture spreads rapidly among student groups and continuously weakens the authority of formal campus rules and health publicity. It constitutes a major hidden obstacle to IPE-based smoking control, making it difficult for positive educational guidance to reshape students' cognitive biases <sup>[1]</sup>.

### **3.4. Resource dilemma: Shortage of interdisciplinary teachers and professional smoking cessation services**

IPE-based smoking control is an interdisciplinary practice integrating ideological education, public health, and psychology. However, universities generally lack compound teachers with professional smoking control knowledge and psychological intervention capabilities, leading to fragmented and formalistic educational activities, which reflects the insufficient collaboration between scientific and humanistic education.

Furthermore, campus health service systems lack convenient, low-cost, and professional smoking cessation consultation and psychological counseling services. Low success rates and high relapse rates negatively affect the effectiveness of education and management, which is consistent with the service deficiency of global adolescent tobacco intervention systems <sup>[2]</sup>.

### **3.5. Group adaptation dilemma: Inaccurate education for diverse student groups**

With the diversification of student groups and the development of international education, students from different cultural and religious backgrounds hold diverse attitudes toward smoking. The unified and standardized publicity and management model cannot adapt to differentiated cognitive characteristics and cultural customs, resulting in communication barriers and ineffective education.

## **4. Implementation paths and system construction of IPE-based smoking control**

Targeting the above dilemmas, this study constructs a systematic and operable implementation system from the perspectives of educational model, guarantee mechanism, targeted policy, and long-term construction, so as to promote the high-quality development of campus smoking governance and deepen the comprehensive reform of university education <sup>[3]</sup>.

#### **4.1. Core model construction: A “three-in-one” IPE smoking control model**

This study builds a closed-loop educational model of “value guidance–cultural immersion–practical cultivation” to realize full-chain education from spiritual shaping to behavioral standardization, adhering to the integration of scientific and humanistic education.

First, value guidance consolidates ideological foundation. Systematic smoking control education is integrated into ideological courses, enrollment education, and thematic class meetings. Combined with the Healthy China strategy and university educational missions, this study interprets the internal connection between smoking behaviors and personal morality, social responsibility, and professional literacy, subverts the subcultural myths of smoking, and establishes students’ core values of cherishing health and respecting public civilization <sup>[4]</sup>.

Second, cultural immersion shapes campus atmosphere. Universities integrate traditional health preservation culture and red disciplinary culture, create diversified new media works such as short videos and digital posters, and build an immersive smoke-free cultural environment through campus landscape optimization, thematic exhibitions, and online public welfare communication, so as to strengthen students’ emotional and cultural recognition of smoke-free concepts.

Third, practical cultivation solidifies civilized behaviors. Diversified practical carriers are designed, including the establishment of Party member smoking control responsibility zones and volunteer supervision posts, the creation of smoke-free classes and dormitories, and the organization of anti-smoking commitment activities and public welfare volunteer services. Students internalize cognitive recognition into conscious behavioral habits through practical participation.

#### **4.2. Supporting mechanism innovation: A “four-dimensional linkage” evaluation and incentive mechanism**

To solve the problem of unquantifiable soft educational tasks, this study integrates smoking control performance into the existing university evaluation system and constructs a four-dimensional linkage mechanism of “credit embedding, Party and youth organization linkage, volunteer certification, and positive point incentive” to form a closed-loop educational incentive system <sup>[5]</sup>.

First, curriculum credit embedding: students’ participation in smoking control practices and innovative creations are included in the assessment credits of ideological practice and labor education courses. Second, Party and youth organization linkage: smoking self-discipline and public participation are taken as important references for student evaluation and Party member development. Third, volunteer certification: smoking control publicity and supervision are incorporated into the university volunteer service system with official working-hour certification. Fourth, positive point incentive: a health behavior point system is implemented, linking long-term smoke-free performance with campus welfare such as course selection and venue reservation.

#### **4.3. Interdisciplinary integration and targeted differentiated governance**

Based on interdisciplinary theories, this study optimizes educational methods to improve the scientificity and accuracy of smoking control education and realize the collaborative empowerment of scientific and humanistic education <sup>[6]</sup>.

From the perspective of behavioral economics, experiential intervention devices are adopted to trigger loss aversion and strengthen students’ endogenous motivation to refuse smoking. Based on communication

studies, a complete communication chain of knowledge popularization, emotional resonance, and role model guidance is constructed to enhance educational appeal. From environmental psychology, potential smoking points are transformed into green leisure and reading spaces to eliminate behavioral inducements. For multicultural student groups, differentiated publicity materials and flexible guidance strategies are adopted to respect cultural diversity and realize precise education <sup>[7]</sup>.

#### **4.4. Long-term guarantee system construction for sustainable governance**

First, optimize organizational and institutional guarantees. A special smoke-free campus construction leading group headed by university leaders is established to clarify the power and responsibility of cross-functional departments, incorporate smoking control effectiveness into institutional performance assessment, and realize full-staff and full-process collaborative governance.

Second, strengthen resource and capacity guarantees. Special funds are allocated for teacher training, cultural construction, and service upgrading. A professional teaching resource library and case library are built, and special training is carried out to improve counselors' ability in ideological guidance and psychological intervention. Meanwhile, professional smoking cessation counseling services are improved to solve practical governance difficulties <sup>[8]</sup>.

Third, expand collaborative educational boundaries. Integrate smoking control education into moral education, aesthetic education, and labor education to build an educational ecosystem of "landscaping, cultural refinement, and spiritual cultivation." Embed smoke-free environment maintenance into labor practice, smoking control creation into aesthetic education, and public responsibility awareness into moral education, implementing the fundamental task of fostering virtue through education in all educational links.

### **5. Conclusion**

University smoking control is a systematic educational project concerning students' physical and mental health, campus civilization construction, and talent cultivation quality. This study systematically elaborates the internal logic of IPE-based smoking control, analyzes multi-dimensional practical dilemmas, and constructs a complete governance system integrating theoretical models, incentive mechanisms, targeted strategies, and long-term guarantees.

The integration of ideological and political education into smoking control represents a profound transformation from administrative governance logic to educational governance logic, shifting from superficial behavioral correction to in-depth spiritual cultivation. To foster a universal smoke-free campus fashion, universities must gather joint educational forces from all parties, consolidate the foundational achievements of healthy campus construction, and take the cultivation of healthy and civilized qualities as an important support for nurturing high-quality talents who can shoulder the mission of national rejuvenation and promote the high-quality development of education empowerment.

### **Disclosure statement**

The authors declare no conflict of interest.

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