Knowledge is a powerful catalyst towards transforming thinking, creating philosophers with a thirst for learning. Knowledge does not just encompass academic achievements, it delves deeper into enlightenment and higher thinking within every facet of society transforming its seekers. Epistemology is the core of knowledge, the possibility of knowing, the process whereby knowledge is acquired, where knowledge comes from and the types of knowledge. Acquiring knowledge and educating others can be done through various mediums, shaping thinking and ultimately human behaviour. The philosophy subfield of epistemology is concerned with the theory of knowledge and the origins of knowledge. The nature, potential, sources, and constraints of knowledge are all issues that worry researchers. Research can combine intuitive, authoritarian, empirical, and logical knowledge to gather information and report findings from pertinent sources. Essentialism, historical perspective, perennialism, progressivism, empiricism, idealism, rationalism, constructivism, and other schools of thinking are among the many subfields and schools of thought in epistemology.

Conee, E., & Feldman, R. (2004) “epistemology's "evidencialism" holds that all social decisions should be made purely on the basis of facts and evidence. Accessibility in the learning process refers to having access to the material that has to be examined, explored, or learned. The idea that one's mental moods dictate one's evidence and, consequently, which propositions one has reason to believe, is known as mentalism in epistemology. Deontological ethics, often known as deontology, is a normative ethical theory that holds that morality should be determined by whether the action is right or wrong in accordance with a set of rules and principles, as opposed to the consequences of the conduct. It can also be referred to as obligation, duty, or rule-based ethics. Contrasting deontological ethics with consequentialism, virtue ethics, and pragmatic ethics is popular”. In this language, the course of action is more significant than the results. These underlying concepts provide a thorough investigation of epistomology.

Moser, P. K. (Ed.). (2005) “with the aid of historical research, essentialism seeks to understand the real essence of things, particularly the source from which they originate. Perennialism places high importance on the knowledge that endures over time, and its central tenet is founded on lessons gained and principles rather than necessarily on facts. This school of thinking encourages the idea that students learn through reading and evaluating the writings of earlier great philosophers whose ideas are still relevant today. According to progressive philosophers, learning should foster the development of the entire individual, not only the subject matter being taught or the teacher's repetition of the subject matter. This school of thought states that it is necessary to experimentally examine children's ideas. They contend that experiential learning benefits a child or person by being tailored to their requirements as a person based on their first-hand interactions with the outside world. The empiricist school of thought contends that, the majority of human knowledge comes through observation and experiences gained through the five senses”. This is mostly utilized in the study of social sciences, where findings from research on child development in society, child learning patterns, and human relationships are documented.

Wisdom and advanced thought philosophers hold idealism to be true. It emphasizes the mental or spiritual aspects of experience and rejects the idea of material existence. This is the metaphysical viewpoint that links reality to thoughts in the mind rather than to physical objects. The spiritual, allegorical, non-literal approach to learning and understanding in Christian eschatology is known as idealism. Idealism is a school of knowledge that is exclusive to the mind-only or consciousness-only in Buddhist thought. Baumeister, R. F., & Bushman, B. J. (2020) “rationalism is the belief that knowledge and learning are enhanced by reason, particularly when reason is applied to the truths of reality rather than just personal experience. This theory is controversial since it needs to be supported by facts before it can be considered to be a part of the learning process”.

Knowledge is a continuous process but sometimes lengthy in certain areas of study, Lemos, N. (2020) “learning adds to a person's knowledge, but it can be time-consuming and difficult to continue thinking about for a long time. Not every aspect of life can be learned or resolved solely based upon reason, despite the fact that it permits people to think for themselves in situations like arithmetic issues. One of the highly favoured teaching approaches in education is constructivism. It includes unimportant, radical, social, and cultural learning conceptions. Instead of just passively absorbing information, learners might generate knowledge in this situation. Learners engage with the world, think about, and absorb their experiences. They then construct their own models of these encounters, fusing new knowledge with prior knowledge to increase their knowledge base”.

Emotion, reason, language, and perception are the four different methods of knowing. Each of these aspects of knowing is assumed to be essential for determining our knowledge and knowledge claims. Though the reason is a crucial component of knowing, knowledge is more than rationality. Bögenhold, D. (2017) “the Greek philosopher Heraclitus said that 'everything flows', as in thoughts, writing, and presentation of investigations. Historicizing reflections as a tool in order to find the current location and related opportunities and challenges during investigations to show how the social sciences have evolved through time is of utmost importance in validating studies that are intertwined with each other. The data collected from studies can be analysed to endorse or refute a hypothesis, depending on the outcome of the study, the link made with historical and present studies can be utilized in healthy discussions and contribute to human behaviour in society. Every study, even the smallest in the set contributes to society and influences human behaviour because individuals in the field of social sciences are always on the quest for knowledge, information gained from one study influences others”.

Developing trustworthy studies principles, techniques, interpretations, and manner of selection are the four divisions of philosophy. Theories and practices are inextricably linked; one cannot be studied or understood without the other, and one can even shape and affect the other. Social scientist can successfully complete their investigations to make sure their thoughts are fusing into one another and to avert harsh criticism by clearly mapping the presuppositions and assumptions of a study. When conducting social science research, ethical norms must be upheld because any violations of these principles could result in severe legal repercussions. The new intellectual discussion premise largely mirrors the process of historical transformation; studies can only be fruitful when a strong connection is formed between past and present events. In order to account for human behaviour in society from the beginning of these studies to the present and make informed and educated connections, historical studies can be used to understand and explain the current phenomenon. They can also be used to add a date to the beginning of social science-related matters.

The ability of individuals to perceive knowledge can also stem from culture according to, Cronk, L., Chagnon, N., & Irons, W. (Eds.). (2002) “when analysing human behaviour in society, culture often has a greater influence than heredity. The influence of culture on a person's beliefs, rules, morals, values, customs, language, personality, and attitude contributes to individual variances and uniqueness. From birth to adulthood, these traits determine a person's growth and behaviour. Genetics, on the other hand, affects a person's genetic makeup, including their facial features, eye colour, hair colour, body type, and hereditary genes for health and wellbeing”. Religion has an impact on culture, and religion has an impact on behaviour. Religion in culture aids in forming moral development and identity; the ideals attained have a substantial positive impact on human behaviour. People coming from these societies are more aware of the value of strong family bonds, moral beliefs, and ethical standards. However, while culture might have an impact on religion, it does not imply that all members of a certain religious society would agree with its religious tenets. As a result, not all members of that society would experience the same influence on their behaviour.

Raising vibrations and higher thinking became popular through early scholars, McDonald, L. (1996) “people began to see their value in society and in life in general with the help and direct leadership of great philosophers like Solon. People in society were taught about human rights, morals, and values by philosophers and social scientists in order to dispel the belief that they should accept their lot in life because they are not deserving of improving themselves. People who believed they could not succeed because their wealth was taken away and their status as slaves would not change were urged to alter their perceptions and communicate with one another in order to build deeper relationships through constructive interactions. The foundation for modern social sciences was laid by the different beneficial contacts and viewpoints acquired from early positive communication, which also allowed poor people a voice and a position in society through freedom”.

Knowing something or possessing knowledge of it can range from having factual knowledge to possessing knowledge of knowing something. For instance, even though it is true, knowing that your mother will make your favourite food for your birthday does not advance the general body of knowledge necessary for society's ongoing quest for knowledge. Even if not all of Piaget's work can be considered real, the general concepts have been put to the test under a variety of circumstances since the theory's inception, and many of its predictions have proven to be true. This knowledge contributes to lifelong learning and philosophical ideas. In this sense, epistemology encompasses a wide range that permeates practically every element of life and education, adding morals and values to mould people's fundamental motivations and ideals in society.

The sceptical scenarios call our attention to a crucial distinction between appearance and reality especially how things perceptually appear is not necessarily how things really are. Things could appear the same though really be different, and they could appear to be some other, incompatible way and really be the same. Despite what the proponents of epistomology may contend, Lyons, J. (2017) “how things appear to us is not always how they actually are. Further consideration of the scenarios leads to the conclusion that even while individuals may know very little—possibly nothing—about how things are in the outside world, they can nevertheless know quite a bit about how they seem to be to them. This prompts a change in perspective from considering perceptual appearances as object attributes and the general knowledge it contributes towards the leaning process.

The three epistemological determinants of knowing are justification, belief, and truth. Truth is an occurrence in which there are no false propositions, and it helps people feel more confident in themselves”. When students possess the knowledge necessary to draw factual conclusions, they grow more assured in their comprehensions and commitment to lifelong learning establishing a well-developed concept of self. Principles, techniques, interpretations, and manner of selection are the four divisions of philosophy. Theories and practices are inextricably linked; one cannot be studied or understood without the other, and one can even shape and affect the other. The social scientist can successfully complete their investigations to make sure their thoughts are fusing into one another and to avert harsh criticism by clearly mapping the presuppositions and assumptions of a study. When conducting social science research, ethical norms must be upheld because any violations of these principles could result in severe legal repercussions.

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