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The Relationship Between Parental Support and Self-Confidence: A Moderation Study of Age and Gender Among Swimming Athletes in Surabaya City

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ABSTRACT

This study aims to examine the relationship between parental support and self-confidence among swimming athletes in Surabaya and to analyze the moderating roles of age and gender in this relationship. This research employed a quantitative approach with a correlational design. The participants consisted of 199 swimming athletes in Surabaya. Data were collected using parental support and self-confidence scales. Data analysis was conducted using Pearson correlation analysis and Moderated Regression Analysis (MRA). The results showed a positive and significant relationship between parental support and self-confidence among swimming athletes in Surabaya, with a correlation coefficient of r = 0.693 and p < 0.001. The moderation analysis revealed that gender significantly moderated the relationship between parental support and self-confidence (B = 0.203; p = 0.002), with a stronger relationship found among female athletes compared to male athletes. Furthermore, age also significantly moderated the relationship between parental support and self-confidence (B = 0.0139; p = 0.049), although the effect size was small (β = 0,102). These findings indicate that age does not directly influence self-confidence but strengthens the relationship between parental support and self-confidence. This study highlights that parental support is an important factor in developing athletes' self-confidence, while its effectiveness may vary depending on individual characteristics such as gender and age.

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1. INTRODUCTION

Sport is one of the important aspects of human life, not only as a physical activity but also as a means of forming overall personal quality. Republic of Indonesia Law No. 11 of 2022 states that sport is emphasized not only on its development but also on the cultivation of sporting culture and the improvement of achievement [1]. Sport is one of humanity's basic

needs and has a strong influence on the formation of the physical body and a strong spirit [2]. In general, sport is divided into two types: recreational sport, which takes the form of activities carried out during leisure time, is voluntary, enjoyable, uncoerced, and can be done individually or in groups [3], and competitive sport, which takes the form of activities aimed at achieving optimal performance across branches of sport, from the regional and national to the international level, and which demands physical condition and skills above the average of non-athletes [2].

Swimming is one of the aquatic sports much favored by the Indonesian public, both in a recreational and a competitive context. Swimming itself is a water-based activity that involves all parts of the body to enable floating, regulate breathing, and move from one place to another [4], [5]. Success for an athlete in this sport is assessed through an improved recorded time (*best time*) compared either to the athlete's own previous record or to other athletes [6]. Marlina, as cited in [7], explains that there are four swimming strokes contested: freestyle, breaststroke, backstroke, and butterfly stroke. These four strokes are further divided into several distance events, namely 50, 100, and 200 m, with 400, 800, and 1500 m contested only for the freestyle event [8]. Each event carries its own challenges, and in facing the challenges of each event, athletes are required to excel physically, technically, and psychologically. These three factors constitute the capital an athlete needs to become an outstanding athlete capable of achieving peak performance in the sport they pursue [9].

The demand to win placed on athletes generates competitive pressure. This pressure comes from the environment, such as coaches, family, and social expectations. If this pressure is not balanced with a healthy coping strategy, anxiety will affect the athlete's performance and mental well-being [10]. Anxiety is an uncertain feeling characterized by restlessness and fear experienced by an athlete, which tends to be detrimental to their performance [11]. One source of pressure is pressure from coaches, which is often felt by athletes as a heavy burden [12]. In addition, pressure from family can also appear in the form of comments or criticism of performance, or even harsh remarks that worsen the athlete's psychological burden [13]. According to Kaiseler et al., as cited in [14], social pressure from family and coaches is often cited as one of the main sources of stress experienced by young athletes, making them feel less confident about the performance they display. This condition can trigger competitive anxiety that will have a negative impact on cognitive, behavioral, and emotional aspects. Anxiety experienced by athletes affects not only their concentration and performance but is also related to a decline in self-confidence when facing competition [15], [4].

This condition shows that self-confidence is one of the psychological aspects fairly important for athletes to possess when facing pressure and the demands of competition. If an athlete has low self-confidence, they will easily experience anxiety because they doubt their own ability [16]. Conversely, athletes who have high self-confidence tend to be more optimistic and assured of their own abilities. This occurs because such athletes can become more confident in their own abilities, both during training and competition [17]. Self-confidence can be defined as a person's mental condition that gives them strong belief in themselves to carry out the best possible action [18]. An athlete's maximum achievement is determined by physical condition, technique, tactics, and mentality, while the main capital

for achieving and maintaining that best performance is self-confidence [16], [19]. According to Vealey and Knight, as cited in [20], self-confidence has three aspects, namely physical skills and training, which relate to an athlete's confidence in their physical readiness and skills possessed; cognitive efficiency, which relates to the athlete's ability to maintain concentration, think positively, and make decisions during competition; while the resilience aspect relates to an athlete's ability to bounce back after experiencing failure. These three aspects each play an important role in helping athletes face the various demands and pressures that arise during competition.

One factor proven to increase self-confidence is support from family, particularly parents [21]. Parental support includes the provision of emotional, instrumental, appraisal, and informational support, with the aim of fulfilling a child's needs so that the child can grow well and possess a sense of security and self-confidence [22]. In the context of sport, the provision of support can take the form of time, cost, and emotional support that helps the child in the process of both training and competition [23]. Meanwhile, according to Basriyanto & Putra [24], parental support can take the form of appraisal support (valuing the child and providing positive feedback), emotional support (providing attention and affection), informational support (providing advice, counsel, and information), as well as instrumental support (providing financial assistance, time, and effort).

Previous research shows that there is a relationship between parental support and athletes' self-confidence. A study conducted by Adyanto et al. [25] on athletes at the Flam Aquatic swimming club in Kediri found that the higher the parental support received by an athlete, the higher the level of self-confidence they possessed, both during training and when facing competition. This finding is in line with a study by Khurshid et al. [26], which showed that parental support—including attention, supervision, autonomy, and emotional support—plays an important role in building self-confidence in adolescents. Age is also one factor that can influence an athlete's self-confidence, as it relates to training experience, psychological maturity, and competitive experience, all of which play a role in shaping an athlete's self-confidence [27]. That study stated that age has an effect but did not specifically link parental support to self-confidence on the basis of age. Besides age, gender can also influence an athlete's self-confidence. A study conducted by Nopiyanto & Dimyati [28] showed that gender differences are associated with different psychological characteristics, including the way individuals respond to pressure and experience. These characteristic differences allow for differences in how athletes respond to the various factors related to the formation of self-confidence. However, different results were found by Tanjung et al. [29], which showed that the level of self-confidence of male and female athletes did not differ significantly. Given these differing findings, the role of gender in athletes' self-confidence remains inconsistent and thus still requires further study.

Previous research shows that, besides social-environment factors such as parental support, individual athlete characteristics can also play a role in shaping self-confidence. Age and gender are important aspects because they can influence psychological experience, the ability to face competitive pressure, and the way athletes assess their own abilities. A study by Martínez-Gallego et al. [30], titled *Gender and Age Influence in Pre-Competitive and Post-Competitive Anxiety in Young Tennis Players*, examined the influence of age and

gender on the psychological aspects of young athletes, including self-confidence. The results of that study showed that age and gender are related to differences in athletes' psychological condition, where individual characteristics become a factor that needs to be considered in understanding variation in athletes' level of self-confidence.

Other research also shows that gender can be a factor that differentiates the level of self-confidence in athletes. Marín-González et al. [31], in a study titled *Relationship between sports and personal variables and the competitive anxiety of Colombian elite athletes of Olympic and Paralympic sports*, found that personal variables such as gender are related to athletes' psychological characteristics, including self-confidence in a sporting context. The results of that study showed that male and female athletes can have different psychological experiences in facing the demands of competition. This difference can be related to social factors, sporting experience, and the way individuals obtain and make use of support from their surrounding environment.

Based on these various findings, there remain limitations in previous research. Most research has focused on the direct relationship between parental support and self-confidence, while research examining that relationship on the basis of age and gender, particularly among swimming athletes, remains limited. Given that the sport of swimming has distinctive physical and psychological demands, age and gender may be factors that differentiate how parental support contributes to an athlete's self-confidence. On this basis, this study was conducted to examine the relationship between parental support and self-confidence among swimming athletes in Surabaya, with age and gender as moderator variables. This study is also expected to provide a clearer picture of the role of parental support in increasing athletes' self-confidence, as well as to offer novelty through the use of age and gender as moderator variables in the relationship between the two variables.

2. METHOD

This study used a quantitative approach with a correlational research design. This correlational design is used to observe the relationship between two or more variables and aims to determine the interrelation of changes between variables [32]. The subjects of this study were swimming athletes in Surabaya. Sampling was carried out using purposive sampling, namely sample determination based on specific criteria consistent with the aims of the study [33]. The respondent criteria in this study included: (1) swimming athletes actively participating in training and competition, (2) aged 12–40 years, (3) having undergone swim training for at least one year, and (4) willing to be a respondent by completing the questionnaire voluntarily. Data collection was carried out through a Likert-scale questionnaire.

It consisted of a self-confidence scale and a parental social support scale. The self-confidence scale used the Sport Confidence Inventory (SCI) developed by Robin S. Vealey and B. J. Knight, adapted from Barbosa et al. [34]. This scale covers the aspects of physical skills and training, cognitive efficiency, and resilience. To determine the content validity of the instrument, an expert judgement process was carried out by three validators with competence in the relevant field. The results of the expert judgement assessment were analyzed using the Content Validity Index (CVI), yielding an S-CVI/Ave value of 0.98 and

an S-CVI/UA value of 0.65, indicating that the instrument has fairly good content validity. After the expert judgement process, the instrument was trialed on 30 respondents to determine item validity and reliability. The validity test results showed that the calculated r-value ranged between 0.381–0.777, with all values above the table r-value of 0.361 ($P < 0.05$), so that all items were declared valid. The reliability test results yielded a Cronbach's Alpha value of 0.902, indicating that the instrument has very good reliability. The self-confidence scale was thus considered suitable for use in this study.

The parental social support scale used Robert Weiss's social support theory, adapted from Darmawan [35], which is multidimensional and consists of the aspects of reliable alliance, reassurance of worth, attachment, guidance, social integration, and opportunity for nurturance. After trialing the instrument on 30 respondents, item validity testing was carried out using Pearson Product-Moment correlation with the assistance of SPSS. The results of the analysis showed that the calculated r-value ranged from 0.636–0.940, all of which exceeded the table r-value of 0.361 ($P > 0.05$). The reliability test yielded a Cronbach's Alpha value of 0.969. The parental support scale in this study was thus considered valid and reliable.

The collected research data were then analyzed with the assistance of SPSS version 25.0. The analysis began with descriptive statistics and Pearson correlation testing, followed by regression assumption testing covering residual normality, linearity, multicollinearity, and heteroscedasticity, as well as an outlier check where necessary. These assumption tests were conducted separately on two models, namely Model 1 with gender as the moderator and Model 2 with age as the moderator; this was done because the moderator variables have different data scales—categorical and continuous—and were therefore tested separately. Once all assumptions were met, mean-centering was performed on the parental support and age variables as continuous variables, after which interaction variables were formed between parental support and gender as well as between parental support and age. Gender was coded as a dummy variable with male = 0 and female = 1. Moderation testing was carried out using Moderated Regression Analysis (MRA) by entering the main, moderator, and interaction variables into the regression model. Moderation effects were determined based on the significance of the interaction coefficient at a 5% significance level ($P < 0.05$).

3. RESULTS AND DISCUSSION

3.1. Results

Based on the data-processing records, the initial dataset comprised 201 respondents. After an outlier check, two cases classified as extreme outliers were excluded from the analysis, so that the final data used in all of the latest SPSS output amounted to 199 respondents. The analysis was therefore conducted on 199 respondents with the following characteristics.

Table 1. Demographic Characteristics of Study Respondents (N = 199)

Characteristic	Gender: Male	Gender: Female	Age: Adolescent (12–18 years)	Age: Early adulthood (19–40 years)
N	105	94	106	93
Percentage (%)	52.8	47.2	53.3	46.7

Note. N = number of respondents.

3.1.1 Descriptive analysis

Descriptive analysis is used to provide a general overview of the score characteristics of each variable used in the study. This analysis includes the mean, standard deviation, minimum value, maximum value, and data distribution of the study variables. Because the moderation analysis used a mean-centering process on the parental support and age variables, the descriptive statistics also cover the variables that had gone through this adjustment process prior to the formation of the interaction variables. The mean-centering process was carried out to reduce the potential for multicollinearity between the main variables and the interaction variables without changing the relationships between variables or the pattern of data distribution.

Table 2. Descriptive Statistics of Study Variables

Variable	N	Min	Max	M	SD	Skewness	Kurtosis
Parental Support	199	50	85	70.53	7.933	-0.395	-0.311
Self-confidence	199	25	56	44.15	5.257	-0.276	0.3

The mean self-confidence score in the final data was 44.15 with a standard deviation of 5.257. The parental support score had a mean value of 70.53 and a standard deviation of 7.933. The skewness and kurtosis values for both variables fell within an acceptable range to support the assumption of a near-normal distribution.

Table 3. Pearson Correlation Test Results between Parental Support and Self-Confidence

Variable	R	Sig. (p)
Parental Support – Self-Confidence	0.693	0.001

The correlation test results between parental support and self-confidence showed a correlation coefficient (r) of 0.693 with a significance of p = 0.001. It can therefore be said that there is a positive and significant relationship between parental support and self-confidence among swimming athletes in Surabaya. This means that the higher the parental support received, the higher the self-confidence possessed by the athlete.

3.1.2 Assumption Testing

Before interpreting the moderation model, assumption testing was carried out covering residual normality, linearity of the main relationship, multicollinearity, and heteroscedasticity. The test results are described below.

Table 4. Results of Assumption Testing for the Moderation Models

Assumption Test	Model 1 (Gender)	Model 2 (Age)
Residual Normality (Kolmogorov–Smirnov)	Sig. = 0.059	Sig. = 0.200
Linearity (Deviation from Linearity)	Sig. = 0.573	Sig. = 0.129
Multicollinearity (VIF)	1.008–2.196	1.000–1.027
Heteroscedasticity (Glejser test)	Sig. = 0.122–0.607	Sig. = 0.152–0.970

Note. A significance value (Sig.) > 0.05 indicates that the assumption is met. VIF = Variance Inflation Factor.

The Kolmogorov–Smirnov test results showed a residual significance value of 0.059 for the model with gender as the moderator and 0.200 for the model with age as the moderator. Both values are greater than 0.05, so the residuals of both models meet the normality assumption. The linearity test via Deviation from Linearity showed a significance value of 0.573 for the gender model and 0.129 for the age model, so the relationship between parental support and self-confidence is declared linear. The VIF value for the gender model ranged between 1.008–2.196 and for the age model between 1.000–1.027, so no multicollinearity problem was found. The Glejser test showed significance values of 0.122–0.607 for the gender model and 0.152–0.970 for the age model, so neither model exhibited heteroscedasticity.

3.1.3 Mean-Centered and Interaction Variables

Before conducting the moderation analysis, mean-centering was performed on the parental support and age variables, after which interaction variables were formed between parental support and gender (Model 1) and between parental support and age (Model 2). The descriptive statistics of the variables are shown in the following table.

Table 5. Descriptive Statistics of Variables in the Moderation Analysis

Variable	N	M	SD
Self-confidence	199	44.15	5.257
Parental Support	199	0.000	7.933
Gender	199	0.47	0.500
Interaction: Parental Support × Gender	199	0.344	5.826
Age	199	0.000	4.666
Interaction: Parental Support × Age	199	-0.542	38.6

Note. The parental support and age variables underwent a mean-centering process before the formation of the interaction variables.

3.1.4 Moderation of Gender on the Relationship between Parental Support and Self-confidence

The moderated regression model with gender as the moderator involved parental support, gender, and the interaction between parental support and gender. The model as a whole showed significant results ($F = 70.800$; $p < 0.001$). An R Square value of 0.521 indicates that parental support, gender, and their interaction together were able to explain 52.1% of the variance in self-confidence among swimming athletes in Surabaya.

Table 6. Results of the Gender Moderation Analysis on the Relationship between Parental Support and Self-Confidence

Variable	B (Unstandardized)	SE	β (Standardized)	t	Sig.
Constant	43.403	0.359	–	120.887	< 0.001
Parental Support	0.341	0.049	0.515	7.019	< 0.001
Gender	1.435	0.522	0.137	2.747	0.007
Interaction: Parental Support × Gender	0.203	0.066	0.225	3.064	0.002

Note. B = unstandardized regression coefficient; SE = standard error; β = standardized regression coefficient.

The analysis results showed that the interaction between parental support and gender had a coefficient of B = 0.203, with t = 3.064 and a significance of p = 0.002. This significance value is smaller than 0.05, so it can be concluded that gender acts as a moderator in the relationship between parental support and self-confidence. This means that the strength of the relationship between parental support and self-confidence differs between male and female athletes. Based on the moderation analysis results, the positive relationship between parental support and self-confidence is stronger among female athletes than among male athletes. In addition, the influence of gender on self-confidence at the mean level of parental support also showed significant results (B = 1.435; p = 0.007). This finding indicates that gender characteristics need to be taken into account in understanding how parental support contributes to the development of athletes' self-confidence.

3.1.5 Moderation of Age on the Relationship between Parental Support and Self-confidence

The moderated regression model with age as the moderator involved parental support, age, and the interaction between parental support and age. The model as a whole showed significant results (F = 62.621; p < 0.001). An R Square value of 0.491 indicates that parental support, age, and their interaction together were able to explain 49.1% of the variance in self-confidence among swimming athletes in Surabaya.

Table 7. Results of the Age Moderation Analysis on the Relationship between Parental Support and Self-Confidence

Variable	B (Unstandardized)	SE	β (Standardized)	t	Sig.
Constant	44.154	0.268	–	164.747	< 0.001
Parental Support	0.458	0.034	0.691	13.509	< 0.001
Age	-0.013	0.058	-0.012	-0.225	0.822
Interaction: Parental Support × Age	0.0139	0.0070	0.102	1.978	0.049

Note. B = unstandardized regression coefficient; SE = standard error; β = standardized regression coefficient.

The analysis results showed that the interaction between parental support and age had a coefficient of B = 0.0139, with t = 1.978 and a significance of p = 0.049. This significance value indicates that age acts as a moderator in the relationship between parental support and self-confidence. The interaction effect is significant, although with a relatively small contribution (β = 0.102). The positive direction of the coefficient indicates

that increasing age strengthens the relationship between parental support and self-confidence.

Parental support showed a positive and significant effect on self-confidence (B = 0.458; p < 0.001). Meanwhile, age did not show a significant direct effect on self-confidence (B = -0.013; p = 0.822). These results indicate that age is not a factor that directly increases an athlete's level of self-confidence. The role of age in this study lies in its ability to change the strength of the relationship between parental support and self-confidence. In other words, older athletes do not automatically have a higher level of self-confidence, but parental support received by athletes of more mature age tends to make a greater contribution to the formation of self-confidence.

Based on these results, the model equation can be described as the relationship between parental support, age, and their interaction in predicting self-confidence. This finding indicates that as an athlete's age increases, the positive relationship between parental support and self-confidence becomes stronger. Therefore, age in this study functions as a strengthening factor (moderator) in the relationship between parental support and athletes' self-confidence, rather than as a direct predictor of the level of self-confidence.

3.2. Discussion

3.2.1. The Relationship between Parental Support and Self-Confidence among Swimming Athletes in Surabaya

This study shows that parental support has a positive and significant relationship with self-confidence among swimming athletes in Surabaya. The Pearson correlation test results yielded a correlation coefficient of r = 0.693 with a significance value of p = 0.001 (p < 0.05). The moderated regression analysis results also showed that parental support remains a positive and significant predictor of self-confidence in both the model with gender as the moderator and the model with age as the moderator. This finding indicates that the higher the parental support received by an athlete, the higher the athlete's confidence in their own abilities. This finding is consistent with study by Adyanto et al. [25] on swimming athletes, which found that parental support has a positive relationship with athletes' self-confidence. Family support during the training process can provide a sense of security, increase motivation, and help athletes develop confidence in their own abilities.

Parental support can increase self-confidence through the mechanism of social support, which plays a role in shaping an athlete's perception of their own ability. Forms of support such as providing motivation, appreciation for effort, attention, and trust in an athlete's ability can help individuals build a more positive self-evaluation. Self-confidence itself is closely related to the concept of self-efficacy in social cognitive theory, in which research on elite athletes has shown that self-efficacy contributes significantly to an athlete's level of self-confidence [36]. Within this framework, an individual's confidence in their own ability develops through several sources, one of which is verbal persuasion—that is, reinforcement or encouragement from a social environment regarded as important [37]. Verbal persuasion from a trusted person can strengthen an individual's confidence in facing

a challenge. In a sporting context, parental support is one form of social persuasion that helps athletes feel capable of facing the demands of training and competition. This is consistent with a systematic review by Gao et al. [38], which found that positive parental involvement helps young athletes build stronger self-confidence, improves their ability to face competitive pressure, and fosters love for and commitment to the sport they pursue. Findings by Khurshid et al. [26] also show that parental support contributes to building adolescents' self-confidence because family is a primary source of psychological support in the process of individual development.

The relationship between parental support and self-confidence is also related to the importance of self-confidence in achieving sporting performance. Athletes with a high level of self-confidence tend to have greater confidence in their own abilities, are able to face competitive pressure, and maintain their performance when confronted with difficult situations. Lochbaum et al. [39], through a meta-analytic review, explain that self-confidence has a positive relationship with sporting performance, making this psychological aspect one of the important factors in an athlete's success. Parental support plays a role in building this psychological condition through the provision of reinforcement, emotional support, and an environment supportive of the athlete's development. Foekh et al. [23] also found that parental support and peer support contribute to the self-confidence of school-age athletes, indicating that the social environment has an important role in athletes' psychological development.

The context of swimming makes parental support increasingly important in shaping an athlete's self-confidence. Swimming athletes face the characteristics of an individual sport that demands consistency in training, mastery of technique, physical readiness, and the ability to face the pressure of achieving a target time independently. This condition means athletes need psychological support in order to maintain their self-confidence when experiencing obstacles or facing competition. Parental support takes the form not only of providing training facilities but also emotional companionship, appreciation of the training process, and the provision of motivation. Blanco-García et al. [40] explain that an athlete's psychological characteristics can be influenced by type of sport, age, gender, and level of competition, so that environmental factors such as social support become an important part of an athlete's psychological development. This study's findings reinforce that parental support is an important factor in shaping self-confidence among swimming athletes in Surabaya. In conclusion, parental support was proven to have a positive and significant relationship with self-confidence in both moderation models, whether considering gender or age as the factor influencing that relationship.

3.2.2. The Role of Gender as a Moderator in the Relationship between Parental Support and Self-Confidence among Swimming Athletes in Surabaya

This study shows that gender is proven to moderate the relationship between parental support and self-confidence among swimming athletes in Surabaya. The moderated regression analysis results showed that the interaction between parental support and gender had a coefficient of B = 0.203 with a significance value of p = 0.002 ($p < 0.05$). This result indicates that the strength of the relationship between parental support and self-

confidence differs according to an athlete's gender. Further analysis showed that the relationship between parental support and self-confidence is stronger among female athletes than among male athletes. This finding indicates that parental support does not only act as an external factor that increases an athlete's self-confidence, but that the effectiveness of that support can differ depending on the athlete's individual characteristics. A study by Tanjung et al. [29] showed that an athlete's level of self-confidence can differ by gender owing to differences in psychological experience, social environment, and patterns of interaction received during the sport-development process.

The differing effect of parental support on self-confidence according to gender can be explained through the Situated Expectancy-Value Theory of Eccles and Wigfield [41]. This theory explains that gender is an individual characteristic that determines how support from parents is received, processed, and internalized into confidence in one's own ability. This occurs because males and females can receive different patterns of parenting and different forms of social support in accordance with the norms and expectations of their environment. Female athletes tend to be more receptive to emotional support in the form of attention, communication, and verbal reinforcement from family, so such support is more easily perceived as a source of confidence in their own ability. Conversely, male athletes in several social contexts are more often directed toward demonstrating independence and the ability to face challenges on their own. This condition can cause the same form of support to have a different psychological influence on groups of male and female athletes. Nopiyanto and Dimyati [28] explain that an athlete's psychological characteristics, including the aspect of self-confidence, can be influenced by gender owing to differences in social experience, environmental demands, and the way individuals respond to pressure in sport.

The results of this study are consistent with those of Tanjung et al. [29], which found that there is a difference in the level of self-confidence based on gender among school basketball athletes. That study showed that male and female athletes have different psychological characteristics in facing the demands of sport. However, the results of this study differ from those of Nopiyanto and Dimyati [28], which did not find a difference in athletes' psychological characteristics based on gender. This difference in results may be caused by differences in study characteristics, such as population, level of competition, and the sporting branch examined. The study by Nopiyanto and Dimyati [28] involved SEA Games athletes from various sporting branches at national-achievement level. In contrast, this study focused on swimming athletes in Surabaya, who have more specific characteristics in terms of age, developmental environment, and pattern of family involvement. In addition, the characteristics of swimming as an individual sport may cause family support to have a different role compared with team sports, because athletes more often face performance pressure on a personal basis.

This study's findings show that gender acts as a factor that strengthens or weakens the relationship between parental support and self-confidence. The stronger effect of parental support among female athletes indicates that family support is likely used more as a source of psychological reinforcement in building self-confidence. This result does not mean that parental support is less important for male athletes, but rather indicates a

difference in how male and female athletes receive and interpret that support. Therefore, the approach to athlete development needs to take gender characteristics into account, so that the form of psychological support provided can be more appropriately matched to athletes' needs. Gender is thus proven to moderate the relationship between parental support and self-confidence, with the influence of parental support being stronger among female athletes than among male athletes.

3.2.3. The Role of Age as a Moderator in the Relationship between Parental Support and Self-Confidence among Swimming Athletes in Surabaya

This study shows that age is proven to act as a moderator in the relationship between parental support and self-confidence among swimming athletes in Surabaya. The moderated regression analysis results showed that the interaction between parental support and age had a coefficient value of B = 0.0139 with a significance value of p = 0.049. This value indicates that the moderation effect of age is at a relatively marginal level of significance, as it lies very close to the 0.05 significance boundary. Nevertheless, the positive direction of the interaction coefficient indicates that the older an athlete is, the stronger the relationship between parental support and self-confidence. This result should be understood in light of the fact that age does not directly increase self-confidence, since the main effect of age on self-confidence showed a non-significant result (p = 0.822). Thus, the role of age in this study is not as a factor that directly determines an athlete's level of self-confidence, but rather as a condition that influences how strongly parental support contributes to the formation of self-confidence. A study by Syafei et al. [27] showed that an athlete's level of development and experience is related to characteristics of self-confidence, so that age can be one aspect that influences an athlete's psychological development process.

Age can influence the way an athlete understands, receives, and internalizes the support given by parents. Athletes of more mature age tend to have better cognitive and emotional development in evaluating sporting experience and giving meaning to the social support they receive. For younger athletes, parental support may function more as supervision, external motivation, and assistance in undergoing the training process. Meanwhile, for older athletes, that support can develop into a source of psychological reinforcement that helps build confidence in their own abilities. This process of change is related to psychological maturity, namely an individual's ability to understand themselves, regulate emotion, and use social experience as a source of self-development. González-Hernández et al. [42] explain that psychological resources such as mental toughness and self-regulation ability develop along with an athlete's experience in facing the demands of sport, thereby influencing how athletes respond to pressure and build self-confidence.

The relationship between age and self-confidence is also supported by research on athletes' psychological development. Stoyanova and Ivantchev [43] showed that athletes have different psychological characteristics compared with non-athletes, including in the aspects of self-evaluation and perception of personal ability. This difference indicates that experience in sporting activity can shape the way an individual views their own competence. A study by Syafei et al. [27] also found that groups of athletes with different

levels of experience and development show different characteristics of self-confidence. However, the results of this study show that age does not directly influence self-confidence. This finding differs from the view that older athletes always possess higher self-confidence. This difference can occur because level of age does not always reflect the amount of competitive experience, quality of training, or social support received by an athlete. Therefore, in this study, age functions more as a factor that changes the strength of the relationship between parental support and self-confidence.

This study's findings broaden the understanding that the influence of parental support on self-confidence is not always the same at every stage of an athlete's development. Athletes of more mature age tend to be able to turn family support into a source of personal confidence because they have more developed interpretive ability and sporting experience. Conversely, younger athletes remain more dependent on external support as a form of reinforcement and motivation during the training process. Morales-Sánchez et al. [44] showed that environmental factors and psychological support are related to the level of self-confidence of young athletes in facing competition, so that the context of individual development needs to be taken into account in understanding athletes' self-confidence. Age is thus proven to moderate the relationship between parental support and self-confidence, with the direction of influence being a strengthening of that relationship. In other words, an increase in age does not directly increase self-confidence, but makes parental support stronger in shaping the self-confidence of swimming athletes in Surabaya.

4. CONCLUSION

This study shows that parental support has a positive and significant relationship with self-confidence among swimming athletes in Surabaya. Parental support is proven to be an important factor in increasing an athlete's confidence in their own abilities through emotional support, motivation, and appreciation of the athlete's developmental process. This study also found that gender and age act as moderator variables in that relationship. Gender strengthens the relationship between parental support and self-confidence, with a stronger influence found among female athletes than male athletes. Age is also proven to strengthen the relationship between parental support and self-confidence, although age does not directly influence an athlete's level of self-confidence. This finding indicates that the influence of parental support is not uniform across all athletes, but is influenced by individual characteristics such as age, development and gender. This study makes a contribution through the testing of two moderation models that explain the role of individual characteristics in the relationship between parental support and self-confidence in the context of swimming athletes.

Future research is recommended to broaden respondent characteristics by involving athletes from various sporting branches, regions, and levels of achievement, in order to obtain a more comprehensive understanding of the relationship between parental support and self-confidence. Future researchers may also consider other psychological variables such as mental toughness, achievement motivation, competitive experience, and the coach–athlete relationship as factors that potentially influence the formation of athletes' self-

confidence. For coaches and parents of swimming athletes, the results of this study can serve as a basis for providing support that is more appropriate to an athlete's characteristics, whether based on age or gender, through positive communication, appreciation of the training process, and consistent psychological companionship.

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