

Competency Based Curriculum was rolled out in Kenya's public primary schools in 2019 with the main objective of improving the quality education, acquisition of competencies and skills among pupils. Despite great efforts that the government of Kenya has made towards successful implementation of Competency Based Curriculum in many public primary schools, the curriculum has not been fully implemented due to existence of various hindrances. This study sought to investigate how teachers' level of preparedness influences the implementation of Competency Based Curriculum in public primary schools in Mwala Sub-County, Machakos County, Kenya. Descriptive survey research design was employed; the target population of the study was 2,016 respondents. Proportionate sampling technique was employed to get the sample size; 20 headteachers and 228 teachers participated in the study. Validity of the research instruments was done through review and analysis by experts in the field. To intensify the reliability of the instruments, test re-test method was employed. Questionnaires were used to collect qualitative and quantitative data from the respondents. Data analysis was done by use of the Statistical Package for Social Sciences (SPSS) programme where data was coded, fed into the computer, analyzed descriptively, and presented using frequency distribution tables. The study established that there is need to provide teachers with adequate CBC pre-service training and expose them to timely and quality CBC in-service training to ensure that they are well prepared for the implementation of Competency Based Curriculum. Continuous retooling of teachers was also found vital in determining the teacher's preparedness and implementation of Competency Based Curriculum. Teacher training institutions should ensure that teachers are equipped with ICT skills for CBC uptake as well as training them on the appropriate CBC pedagogical approaches for full implementation of the curriculum. The study recommended that the Ministry of Education (MOE) and other educational training agencies should ensure quality CBC pre-service training, continuous retooling and CBC in-service training for all teachers. Curriculum planners and designers should engage all education stakeholders at all levels for smooth curriculum transition.