This study aimed at investigating the factors affecting the implementation of 8-4-4 curriculum in the primary schools in Egoji Division, Meru District. The subject for the study included: Three inspectors of schools sixteen Headteachers and ninety-four class teachers. Three types of research tools were used in this study. These were: Questionnaires, Observation schedule and oral interview guide. The data obtained was analysed using percentages and frequency tables. The study established that majority of teachers and other curriculum implementers in Egoji Division had adequate academic and professional qualifications required for the implementation of 8-4-4 curriculum at primary school level. However, the study revealed that the teachers and other curriculum implementers in Egoji Division had not been adequately involved in the inservice programmes to prepare them for the implementation of the 8-4-4 curriculum. As a result they lacked knowledge and skills required for teaching the new subjects introduced in the 8-4-4 primary school curriculum. The study revealed that majority of the primary schools in Egoji Division lacked most of the physical facilities required for the implementation of 8-4-4 curriculum. These physical facilities included: workshops, home science rooms and libraries. The study also revealed that most of the schools in Egoji Division lacked the teaching-learning resources required for the implementation of 8-4-4 curriculum. The teaching-learning resources lacking included: textbooks teachers guide reference materials, and tools and equipment for teaching the practical subjects. The study revealed that there was inadequate inspection of schools and supervision of teachers in primary schools in Egoji Division. The study’s also established that financial and materials resources provided to schools by the parents were inadequate. It was concluded that there were various factors which were affecting the implementation of 8-4-4 curriculum in primary schools in Egoji Division. These factors included: inadequate preparation of teachers and other curriculum implementators, lack of adequate physical facilities and teaching-learning resources, lack, of adequate inspection of schools and supervision of teachers and lack of adequate material and or financial support from the parents and the community. On the basis of the findings from this study, it was recommended that the teachers and other curriculum implementors should be adequately prepared to execute the changes introduced in 8-4-4. This can be done by involving the teachers and other curriculum implementors in the inservice programme to prepare them for the implementation of 8-4-4 curriculum. It was further recommended that primary schools should not only rely on the material and financial contributions from parents and the local community but they should explore other ways of acquiring financial and material resources. This would alleviate the problem of lack of physical facilities and teaching-learning resources experienced by most of the schools. It was also recommended that there is need to overcome problems which hinder the school inspectors and head teachers from providing effective inspection and supervisory services.