Since independence the education system in Kenya has undergone numerous changes and reforms: consequently Primary Teacher Education has witnessed a lot of restructuring as a result of reforms in primary education. In 2004 reorganization of the primary teacher education syllabus was done in an attempt to harmonize it with the revised primary and secondary curriculum. This move saw an introduction of the new integrated Creative Arts course in which Music, Art & Craft and Drama have been integrated as Creative Arts course in all the primary teachers' training colleges in Kenya. This study intends to investigate the barrier to effective implementation of the new integrated Creative Arts course in selected primary teacher training colleges in Kenya. The study was undertaken in three, conveniently selected public primary teachers' training colleges, where a total of 20 Creative Arts tutors and 75 students were randomly selected to form the subjects of the study. The data was obtained by means of questionnaires and attitude rating scales. The raw data from the field was then analyzed using statistical package for social sciences (SPSS), this forms the basis of data presentation. The study revealed the following barriers to effective implementation of the new integrated Creative Arts course in the primary teachers' training colleges in Kenya. Inadequate preparation of Creative Arts tutors for the implementation of the course therefore lack of knowledge to interpret the curriculum, inadequate time allocation and overloaded curriculum, inadequacy of physical facilities and equipment, inadequacy of teaching /learning resources, negative attitude of the students and some tutors towards the course therefore lack of commitment and lack of clear policies in evaluation and syllabus coverage.